

Music (First Grade) Quarter 1

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all reading/language arts skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 1 Singing

- 1.1.1 Sing with others, a simple song.
- 1.1.2 Sing a simple song on pitch.
- 1.1.3 Sing a simple song on pitch in an established key.
- 1.2.1 Perform, vocally, a high-middle-low pattern.

Standard 2 Playing Instruments

- 2.1.1 Imitate a steady beat.
- 2.1.2 Maintain a steady beat independently.

Standard 5 Reading and Notating

- 5.1.1 Interpret and perform iconic notation for beat/no beat.
- 5.1.2 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.

Standard 7 Evaluating

- 7.2.1 Discuss appropriate audience behaviors during a performance.
- 7.2.2 Demonstrate appropriate audience behaviors during a performance.
- 7.2.3 Evaluate audience behaviors exhibited during a performance.

Standard 8 Interdisciplinary Connections

- 8.2.1 Experience music and language arts.
- 8.2.2 Explore common elements between music and language arts.
- 8.2.3 Identify common elements between music and language arts.

Content:

Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.

- Rules and Procedures
- Expectations for student behavior.
- Expectations for student performance.
- Entering and exiting room.
- Expectations for instrument playing.
- Sing, with others, a simple song (words, pitches, rhythm).
- Sing, alone, a so-mi-la pattern accurately.
- Maintain a steady beat independently.
- Perform a steady beat following iconic notation provided by the teacher.
- Perform rhythm patterns following iconic notation provided by the teacher.
- Demonstrate sitting quietly during a performance and applauding at appropriate times.
- Identify rhyming words in a song, poem, and/or story.

PART TWO - Second 4.5 Weeks <i>**The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs**</i>		
<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all reading/language arts skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 1 Singing</u> 1.2.2 Sing a so-mi-la pattern. 1.2.3 Sing, matching pitch, a so-mi-la pattern.</p> <p><u>Standard 2 Playing Instruments</u> 2.1.3 Maintain a steady beat at varying tempos. 2.2.1 Imitate long/short and fast/slow sounds.</p> <p><u>Standard 3 Improvising</u> 3.3.1 Explore movements in response to teacher-provided parameters. 3.3.2 Improvise movements appropriate to teacher-selected song, poem, story or listening example. 3.3.3 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.</p> <p><u>Standard 6 Listening, Analyzing, Describing</u> 6.3.1 Identify a selection as fast or slow. Identify a selection as loud or soft. 6.3.2 Describe the mood of music in terms of fast/slow and/or loud/soft. 6.3.3 Label fast/slow as tempo and loud/soft as dynamics.</p> <p><u>Standard 9 Historical and Cultural Connections</u> 9.1.1 Explore musical examples from various historical periods and cultures. 9.1.2 Experience songs and singing games from various historical periods and cultures. 9.1.3 Recognize that musical examples come from different historical periods and cultures.</p>	<p>Content: ** Continue to review and reinforce content from the first 4.5 weeks of this first quarter. <i>**Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Sing, alone, a so-mi-la pattern accurately. • Maintain a steady beat independently. • Perform, accurately, a four-beat rhythm pattern. • Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines. • Describe a selected piece of music using the terms loud/soft and/or fast/slow. • Perform a song or singing game from another culture.

Music (First Grade) Quarter 2

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

- 1.3.1 Sing, with a group, short melodic patterns that move upward and downward.
- 1.3.2 Sing, with a group, a simple song that moves upward and downward.

Standard 2 Playing Instruments

- 2.2.2 Perform short rhythm patterns using body percussion.
- 2.2.3 Perform short rhythm patterns using instruments.

Standard 5 Reading and Notating

- 5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.

Standard 6 Listening, Analyzing, Describing

- 6.1.1 Respond to same and different within a musical selection.
- 6.1.2 Recognize same and different sections within a two-section musical selection.
- 6.1.3 Recognize same and different sections within extended musical selections (e.g., ABA form, rondo).

Content:

**** Continue to review and reinforce content from**

Quarter 1. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Sing a short melodic pattern that moves in an upward and downward direction.
- Perform, accurately, a four-beat rhythm pattern.
- Perform, accurately, a four-beat pattern using traditional notation for quarter note, paired eighth notes, and quarter rest.
- Demonstrate same and different within a musical selection by using contrasting movements.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 2 Instruments

- 2.3.1 Identify upward and downward direction on pitched instruments.
- 2.3.2 Demonstrate upward and downward direction on pitched instruments.
- 2.3.3 Perform ascending and descending scale songs on pitched instruments.

Standard 3 Improvising

- 3.1.1 Explore sounds using voice, body percussion, or classroom instruments in response to a song, poem, or story.
- 3.1.2 Improvise appropriate sounds, from teacher-provided parameters, to accompany a song, poem, or story.
- 3.1.3 Improvise appropriate sounds, using voice or classroom instruments, to accompany teacher-selected song, poem, or story.
- 3.2.1 Explore selected vocal sounds.

Standard 6 Listening, analyzing, Describing

- 6.2.1 Recognize the difference between one voice or instrument and many voices or instruments.
- 6.2.2 Recognize the differences between the voices of men, women, and children. Recognize individual instruments and identify how sound is produced.
- 6.2.3 Recognize classroom instruments, by sight and sound, and classify into families.

Standard 8 Interdisciplinary Connections

- 8.1.1 Experience music and dance, theatre, and/or visual art.
- 8.1.2 Explore common elements between music and dance, theatre, and/or visual art.
- 8.1.3 Identify common elements between music and dance, theatre, and/or visual art.

Content:

**** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter.**

*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Demonstrate upward and downward within a musical selection.
- Play an improvised accompaniment for a song, poem, and/or story on a percussion instrument within specified teacher guidelines.
- Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.
- Identify voices as men, women, and/or children (i.e., man/woman/child) in teacher-provided examples.
- Name selected instruments by sight.
- Name selected instruments by sound.
- Identify how selected instruments within teacher-provided parameters produce sounds.
- Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence).

Music (First Grade) Quarter 3

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 4 Composing

- 4.1.1 Create and demonstrate a composition using sounds/silence.
- 4.1.2 Create and demonstrate a composition using long/short sounds.
- 4.2.1 Create and demonstrate a composition using up and down sounds.
- 4.2.2 Create and demonstrate a composition using high and low sounds.
- 4.2.3 Create and demonstrate a composition using so and mi.

Standard 5 Reading and Notating

- 5.2.1 Recognize and perform iconic notation for high and low sounds.
- 5.2.2 Recognize and perform iconic notation for high, middle, and low sounds.

Standard 6 Listening, Analyzing, Describing

- 6.4.1 Recognize music has patterns and/or phrases.
- 6.4.2 Recognize patterns and/or phrases can be same or different.
- 6.4.3 Recognize phrases are same and different rhythmically. Recognize phrases are same and different melodically.

Content:

***** Continue to review and reinforce content from Quarter 1. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.*****

- Create a four-beat composition using sounds/silence following teacher guidelines.
- Create a four-beat composition using long/short sounds following teacher guidelines.
- Create a four-beat composition using high/low sounds following teacher guidelines.
- Perform a short melody using so-mi following iconic notation provided by the teacher.
- Identify selected patterns and/or phrases as same or different.

PART TWO - <i>Second 4.5 Weeks</i> <small>**The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs**</small>		
<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 5 Reading and Notating</u> 5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.</p> <p><u>Standard 3 Composing</u> 4.1.3 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.</p> <p><u>Standard 7 Evaluating</u> 7.1.1 Discuss a musical performance using teacher-given criteria. 7.1.2 Discuss a musical performance using grade-appropriate music vocabulary. 7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.</p>	<p>Content: ** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Perform a steady beat following traditional notation provided by the teacher. • Perform rhythm patterns following traditional notation provided by the teacher. • Create a four-beat composition using sounds/silence following teacher guidelines. • Create a four-beat composition using long/short sounds following teacher guidelines. • Identify one feature, selected from options provided by the teacher, observed and/or heard during a performance. (e.g., fast/slow, loud/soft, standing up straight).

Music (First Grade) Quarter 4

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 1 Singing

1.3.3 Sing a simple song, accurately reproducing melodic direction.

Standard 3 Improvising

3.2.2 Improvise vocal sounds and/or melodic phrases appropriate to the teacher-selected song, poem, or story.

3.2.3 Improvise, vocally, short melodic phrases in response to simple musical questions.

Standard 6 Listening, Analyzing, and Describing

6.4.1 Recognize music has patterns and/or phrases.

6.4.2 Recognize patterns and/or phrases can be same or different.

6.4.3 Recognize phrases are same and different rhythmically.

Standard 5 Reading and Notating

5.2.3 Read and perform iconic notation for simple melodic patterns.

Content:

*****Continue to review and reinforce content from Quarter 1, 2 and 3. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.*****

- Sing a short melodic pattern that moves in an upward and downward direction.
- Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.
- Identify selected patterns and/or phrases as same or different.
- Perform a short melody using so-mi following iconic notation provided by the teacher.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter. ***

Review and Reinforce:

Standard 1 Singing

Standard 2 Instruments

Standard 3 Improvising

Standard 4 Composing

Standard 5 Reading and Notating

Standard 6 Listening, Analyzing, and Describing

Standard 7 Evaluating

Standard 8 Connections with the other arts and other disciplines

Standard 9 Historical and Cultural Connections

Content:

****Continue to review and reinforce content from Quarter 1, 2, and 3.**

*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

1. Singing

- ✓ Singing simple songs, alone and with others.
- ✓ So-Mi-La patterns
- ✓ High and low pitches
- ✓ Upward and downward

2. Playing Instruments

- ✓ Maintain a steady beat independently
- ✓ Long/short, fast/slow, high/low sounds on instruments

3. Improvise

- ✓ Improvise rhythmic and non-rhythmic sounds using body percussion and percussion instruments.
- ✓ Improvise random and selected vocal sounds.
- ✓ Improvise movement.
- ✓ Use improvised sounds and movement to accompany a song, story, poem, or recorded selection.

4. Composing

- ✓ Create and demonstrate a composition using a variety of sounds.

5. Reading and Notating

- ✓ Iconic representation for steady beat/no beat
- ✓ Iconic representation for melodic direction

6. Listening, Analyzing and Describing

- ✓ Review of fast/slow and loud/soft music
- ✓ Review of instrumental music (identify selected instruments by sound), vocal music (one voice/many voices, child/woman/man's voice).

7. Evaluating

- ✓ Discuss musical performances and include self-evaluation.
- ✓ Discuss and demonstrate appropriately audience behavior.

8. Interdisciplinary Connections

- ✓ Relationships between music and the other arts
- ✓ Relationships between music and language arts

9. Historical and Cultural Connections

- ✓ Sing songs, play singing games, and listen to music from a variety of historic periods.
- ✓ Sing songs, play singing games, and listen to music from a variety of different cultures from around the world, and from different cultures within the United

		States.
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