

## Grade 1 General Music

### Description

Music integrates cognitive learning with the affective and psychomotor development of every child. This program is designed to include an active music-making approach to address the *Three Artistic Processes* of creating, performing and responding. The methodologies of Orff-Schulwerk, Kodaly, Dalcroze, Weikart, and Feierabend, provide students with a comprehensive musical learning experience. Curwen hand signs are used for solfège. Gordon rhythm syllables are continued while students transition to traditional rhythmic counting. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in first grade receive two thirty-minute classes of music instruction per week.

### Course Overview

#### Course Goals

Students will:

- sing alone and with others, a varied repertoire of music.
- perform on instruments, alone and with others, a varied repertoire of music.
- perform rhythm and melodic patterns.
- read and notate music.
- listen to and describe music.
- perform multicultural music.
- perform creative movements and singing games (adapted from State Dance Standards).

#### Essential Questions

- What is the difference between beat and rhythm?
- How do you use your singing voice?
- How is a melody created?
- How do different tonalities affect music?
- Why do we add accompaniment to a song?
- How is music broken down into sections?
- How can you describe a piece of music?
- How do you move through space?
- What are the different ways you can use your voice?
- What is musical playing?

#### Assessments

Grade One Assessment

#### Content Topics

- I. [Rhythm](#)
- II. [Melody](#)
- III. [Harmony](#)
- IV. [Form](#)
- V. [Style](#)
- VI. [Movement](#)
- VII. [Vocal Development](#)
- VIII. [Instrumental Development](#)

#### Standards

[Connecticut Arts Curriculum Framework Music Standards](#)

Connecticut State Music Standards are met in the following areas:

- *Vocal*
- *Instrumental*
- *Improvisation*
- *Composition*
- *Read and Notate*
- *Analysis*
- *History And Cultures*

From Connecticut State Dance Standards:

- *Identify and Perform*

#### Grade Level Skills

Students will:

- demonstrate steady beat in varied meters.
- read and perform designated rhythms.
- demonstrate appropriate singing voice.
- perform music written in the treble clef.
- accompany songs with pitched and unpitched percussion.
- identify and perform same and different forms.
- perform multicultural songs.
- improvise and perform dances.
- demonstrate correct unpitched percussion and mallet technique.

## Content Topic 1 – Rhythm [top](#)

### Standards

#### *Vocal*

**Students will sing, alone and with others, a varied repertoire of songs.**

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

#### *Instrumental*

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform independent instrumental parts while other students sing or play contrasting parts.

#### *Improvisation*

**Students will improvise melodies, variations and accompaniments.**

Students will:

- improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

### Unit Objectives

Students will be able to:

- demonstrate the pulse/beat in simple and compound meters (2/4, 3/4, 4/4, 6/8).
- demonstrate patterns using rhythmic values:

Simple:



- demonstrate contrasts in tempo.

### Essential Questions

- What is the difference between beat and rhythm?

### Focus Questions

- What is rhythm?
- How is playing the beat different from playing the rhythm?
- What words could you use to describe different tempi?

### Assessments

- Grade One Assessment

### Skill Objectives

Students will:

- sing, play, listen, and move to the steady beat of music in simple and compound meters.
  - sing, read, and play designated rhythms.
- sing, play, listen, and move to music with contrasts in tempo.

## Content Topic 2- Melody [top](#)

### Standards - Music

#### *Vocal*

**Students will sing, alone and with others, a varied repertoire of songs.**

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### *Analysis*

**Students will listen to, describe and analyze music.**

Students will:

- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

#### *Evaluation*

**Students will evaluate music and music performances.**

Students will:

- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

### Unit Objectives

Students will be able to:

- differentiate between high and low.
- differentiate between upward and downward melodic contour.
- echo sing alone and with others.
- differentiate between notes placed on lines or in spaces on the staff.
- identify and perform Sol-Mi and Sol-Mi-La patterns.
- perform, alone and with others, a repertoire of songs representing diverse genres and styles.

### Essential Questions

- How do you use your singing voice?
- How is a melody created?

### Focus Questions

- What is the difference between your speaking, singing, and whispering voice?
- Can you use your voice to produce high and low tones?
- Can you tell if you are matching pitch?
- How do you describe the difference between high and low sounds?
- What is the difference between a line and a space note?
- How are high and low sounds represented on the staff?

### Assessments

- Grade One Assessment
- Melody Assessment

### Skill Objectives

Students will:

- sing, listen, and move to high and low sounds.
- sing and move to melodies with upward and downward contour.
- identify notes on the staff as line or space notes.
- sing, read and improvise Sol-Mi and Sol-Mi-La melodic patterns.
- Sing (alone and with others) and move to a varied repertoire of songs.

## Content Topic 3 – Harmony [top](#)

### Standards - Music

#### *Vocal*

**Students will sing, alone and with others, a varied repertoire of songs.**

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

#### *Instrumental*

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- perform expressively a varied repertoire of music representing diverse genres and styles.

#### *Analysis*

**Students will listen to, describe and analyze music.**

Students will:

- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

### Unit Objectives

Students will be able to:

- perform music in varied tonalities.
- perform a song or rhyme with a bordun (Chord) accompaniment.

### Essential Questions

- How do different tonalities affect music?
- Why do we add accompaniment to a song?

### Focus Questions

- Does changing the musical tones affect the mood of a piece?
- How does music make you feel?
- Can different music make you think of different colors?
- How does an accompaniment support your singing?

### Assessments

- Grade One Assessment

### Skill Objectives

Students will:

- sing and play music in varied tonalities
- accompany songs with a tonic chord bordun on classroom instruments.

**Content Topic 4 – Form [top](#)**

**Standards - Music**

***Analysis***

**Students will listen to, describe and analyze music.**

Students will:

- identify simple music forms when presented.
- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

**Unit Objectives**

Students will be able to:

- demonstrate phrase length.
- distinguish between same and different phrases.
- differentiate between the A and B sections within AB and ABA form.

**Essential Questions**

- How is music broken down into sections?

**Focus Questions**

- Are these two musical ideas the same or different?
- How many sections are in this piece?
- What make the sections different?
- How do we name the different sections of a piece?

**Assessments**

- Grade One Assessment

**Skill Objectives**

Students will:

- identify phrases as being the same or different through movement.
- sing and move to the A and B sections in AB and ABA forms.

## Content Topic 5 – Style and Expression [top](#)

### Standards - Music

#### *Vocal*

**Students will sing, alone and with others, a varied repertoire of songs.**

Students will:

- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

#### *Instrumental*

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform expressively a varied repertoire of music representing diverse genres and styles.

#### *Composition*

**Students will compose and arrange music.**

Students will:

- create and arrange music to accompany readings or dramatizations.

#### *Analysis*

**Students will listen to, describe and analyze music.**

Students will:

- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

#### *History And Cultures*

**Students will understand music in relation to history and culture.**

Students will:

- describe in simple terms how elements of music are used in music examples from various cultures of the world.

<p><b>Unit Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>perform the music of many cultures.</li> <li>demonstrate contrasts in dynamics.</li> <li>group classroom instruments by timbre (metal, wood, shaker, skin,).</li> <li>create dramatizations, sound accompaniments, and movement improvisations for stories, rhymes and poetry.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How can you describe a piece of music?</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Grade One Assessment</li> </ul>
	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>What is the difference between loud and soft?</li> <li>What are the characteristics of different classroom instruments?</li> <li>What are the instruments made of and how does that affect the sound?</li> <li>How do you choose different sounds to express a musical idea?</li> </ul>	<p><b>Skill Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>sing, listen and move to music of varied cultures.</li> <li>sing, listen and move to music with contrasting dynamics.</li> <li>play unpitched classroom instruments.</li> <li>create and perform dramatizations, sound accompaniments and movement improvisations for stories, rhymes and poetry.</li> </ul>

**Content Topic 6 – Movement [top](#)**

**Standards - Music**

*Analysis*

**Students will listen to, describe and analyze music.**

Students will:

- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

**Standards - Dance**

*Elements and Skills*

**Students will identify and perform movement elements and dance skills.**

Students will:

- demonstrate nonlocomotor movements.
- demonstrate eight basic locomotor movements, traveling forward, backward, sideward, diagonally and turning.
- demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels; defining and maintaining personal space; demonstrating movements in straight and curved pathways.
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- identify and demonstrate basic dynamic contrasts.

**Unit Objectives**

Students will be able to:

- identify personal space through creative movement.
- demonstrate contrasting elements in movement.
- demonstrate non-locomotor and locomotor movements.
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo and dynamic qualities.

**Essential Questions**

- How do you move through space?

**Focus Questions**

- How many different ways can you move?
- How does the movement match the music?
- How does the volume of the music make you move differently?
- How does the tempo of the music make you move differently?

**Assessments**

- Grade One Assessment

**Skill Objectives**

Students will:

- create movements independently while moving through personal space.
- perform contrasting movements.
- perform non-locomotor and locomotor movements.
- move to a music beat that includes changes in tempo and dynamics.



**Content Topic 7 – Vocal Development [top](#)**

**Standards - Music**

***Vocal***

**Students will sing, alone and with others, a varied repertoire of songs.**

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

**Unit Objectives**

Students will be able to:

- demonstrate appropriate singing posture for both standing and sitting positions.
- demonstrate high/low registers of the speaking and singing voice.
- demonstrate ability to match pitch.

**Essential Questions**

- What are the different ways you can use your voice?
- How do you use your singing voice?

**Focus Questions**

- How do you sit or stand to sing?
- What is the difference between speaking and singing?
- Can you tell if you are matching pitch?
- Can you use your voice to produce high and low tones?

**Assessments**

- Vocal development Assessment

**Skill Objectives**

Students will:

- sing with appropriate posture while sitting and standing.
- speak and sing in high and low vocal registers.
- echo sing patterns and phrases.

## Content Topic 8 – Instrumental Development

### Standards - Music

#### *Instrumental*

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

### Unit Objectives

Students will be able to:

- demonstrate pitched and unpitched percussion technique.
- demonstrate correct mallet technique.

### Essential Questions

- What is musical playing?

### Focus Questions

- What is the difference between pitched and unpitched instruments?
- What is resting position?
- How do you hold the mallets?
- How do you produce a proper tone on pitched and unpitched percussion instruments?
- How do you remove and replace the bars on the pitched percussion instruments?

### Assessments

- Grade One Assessment

### Skill Objectives

Students will:

- play pitched and unpitched percussion instruments with correct technique.