Title of planned course: 1st Grade General Music

Subject Area: Music

Grade Level: 1

Course Description: This course is a continuation to the general overview of music through various singing, listening, moving, and instrumental play activities in order to experience and gain knowledge of the six elements of music.

Time/Credit for this Course: 40 minutes per week

Curriculum Writing Committee: Donna Dillon, Nancy Moninghoff
Curriculum Map

**August:** Music Element Focus – Rhythm
    Review Patriotic Songs

**September:** Continue with element of Rhythm

**October:** Music Element Focus – Melody
    Fall Holiday Songs

**November:** Music Element Focus – Melody
    Fall Holiday Songs

**December:** Music Element Focus – Texture/Harmony
    Winter Holiday Songs

**January:** Continue with element of Texture/Harmony

**February:** Music Element Focus - Form

**March:** Music Element Focus – Expression
    Spring themed songs

**April:** Continue with element of Expression

**May:** Music Element Focus - Tone Color

**June:** Continue with element of Tone Color
Wilson Area School District
Planned Course Materials

Course Title: 1st Grade General Music

Textbook: Making Music Grade 1 Silver - Burdette

Supplemental Books: Music Connection Grade 1 Silver - Burdette

Teacher Resources:
- Various songbooks
- Selected CD’s, DVD’s & Video Tapes
- Selected Internet Resources
Curriculum Scope & Sequence

**Title of planned course:** 1st Grade General Music

**Subject Area:** Music

**Grade Level:** 1

**Unit:** Rhythm

**Time frame:** 6 - 8 weeks and continuous review/reinforcement throughout the year

**State Standards:**
- 9.1 Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

**Essential content/objectives:** At the end of the unit, students will be able to identify and perform:
- Steady Beat/No Beat
- Meter in 2
- Long and Short Sounds
- Rhythmic Patterns:
  - Even/Uneven
  - Repeated Patterns
  - Quarter notes/ rests
  - Eighth notes/ rests

**Core Activities:** Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrument Play
- Notation
- Suggested Songs:
  - Chicka Hanka
  - Engine Engine
  - Walk in the Room
  - Apples, Peaches, Pears, and Plums
  - Rain, Rain
  - Cha yang wu
  - Alle meine Entchen
  - Pease-Porridge Hot
  - Knock the Cymbals
  - Little Black Bug
Extensions:
- Periodic review of learned concept
- Practice of skills.

Remediation:
- Reinforcement
- Practice of skills

Instructional Methods:
- Large and small group
- Individual and partners

Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

**Title of planned course:** 1st Grade General Music

**Subject Area:** Music

**Grade Level:** 1

**Unit:** Melody

**Time frame:** 6 – 8 weeks and continuous review/reinforcement throughout the year

**State Standards:**
- 9.1 Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:
- Upward/Downward Movement
- Leaps
- Repeats
- Patterns
- Phrases

**Core Activities:** Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrument Play
- Notation

**Suggested Songs:**
- Join into the Game
- Ebeneezer Sneezer
- Find the Ring
- The Little Green Frog
- Leaves
- Here Comes Valerie
- Charlie Over the Water
- Star Light, Star Bright
- Snail, Snail

**Extensions:**
- Periodic review of learned concept
- Practice of skills.
Remediation:
- Reinforcement
- Practice of skills

Instructional Methods:
- Large and small group
- Individual and partners

Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

**Title of planned course:** 1st Grade General Music

**Subject Area:** Music

**Grade Level:** 1

**Unit:** Harmony

**Time frame:** 3 - 4 weeks and continuous review/reinforcement throughout the year

**State Standards:**
9.1 Production, Performance, & Exhibition of Music
9.2 Historical & Cultural Contexts
9.3 Critical Response
9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:
- Accompaniment/Acappella
- Ostinato

**Core Activities:** Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrument Play
- Suggested Songs:
  - Bobby Shafto
  - Bounce High, Bounce Low
  - To’ia Mai Te Waka
  - The Scrub Brush Shuffle
  - My Pony, Macaroni

**Extensions:**
- Periodic review of learned concept
- Practice of skills.

**Remediation:**
- Reinforcement
- Practice of skills

**Instructional Methods:**
- Large and small group
- Individual and partners
Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

**Title of planned course:** 1st Grade General Music

**Subject Area:** Music

**Grade Level:** 1

**Unit:** Form

**Time frame:** 2 - 3 weeks and continuous review/reinforcement throughout the year

**State Standards:**
- 9.1 Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:
- Introduction
- Phrase
- Repetition/Contrast
- Verse/Refrain
- Solo/Chorus
- Same/Different

**Core Activities:** Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrument Play
- Suggested Songs:
  - Bee, Bee, Bumblebee
  - Mail Myself to You
  - Down by the Bay
  - Shortnin' Bread
  - The Rain Sings a Song
  - Nampaya omame

**Extensions:**
- Periodic review of learned concept
- Practice of skills.

**Remediation:**
- Reinforcement
- Practice of skills
Instructional Methods:
- Large and small group
- Individual and partners

Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

**Title of planned course:** 1st Grade General Music

**Subject Area:** Music

**Grade Level:** 1

**Unit:** Expression

**Time frame:** 3 - 4 weeks and continuous review/reinforcement throughout the year

**State Standards:**
- 9.1 Productions, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

**Essential content/objectives:** At end of the unit, students will be able to identify and perform:
- Loud and Soft Dynamics
- Crescendo/Decrescendo
- Fast and Slow Tempo
- Increasing and Decreasing Tempos

**Core Activities:** Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrument Play
- Suggested Songs:
  - Cotton Eyed Joe
  - When the Saints
  - Freight Train
  - We're Making Popcorn
  - The Parade Came Marching

**Extensions:**
- Periodic review of learned concept
- Practice of skills

**Remediation:**
- Reinforcement
- Practice of skills

**Instructional Methods:**
- Large and small group
- Individual and partners
**Materials & Resources:**
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

**Assessments:**
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment
Curriculum Scope & Sequence

Title of planned course: 1st Grade General Music

Subject Area: Music

Grade Level: 1

Unit: Tone Color

Time frame: 3 - 4 weeks and continuous review/reinforcement throughout the year

State Standards:
- 9.1 Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:
- Environmental Sounds
- Vocal Sounds
- Instrumental Sounds

Core Activities: Students will complete/participate in the following:
- Listening
- Singing
- Movement
- Instrument Play
- Suggested Songs:
  - Chicka Hanka
  - Great Big Stars
  - Apples and Bananas
  - Sing! Speak! Whisper! Shout!

Extensions:
- Periodic review of learned concept
- Practice of skills.

Remediation:
- Reinforcement
- Practice of skills

Instructional Methods:
- Large and small group
- Individual and partners
Materials & Resources:
- Textbook & accompanying CD’s,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:
- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment