

Grade One Music Curriculum Maps

Unit of Study: Voice

Unit of Study: Sources for Music

Unit of Study: Ballet

Unit of Study: Voice, Steady Beat and Ballet

Unit of Study: Steady Beat

Unit of Study: Modality – Major and Minor

Unit of Study: Woodwinds and Tempo

Unit of Study: Performance Readiness and String Family Instruments

Unit of Study: Dynamics and Brass Family Introduction

Unit of Study: African Music and African-American Music

Unit of Study: Rhythm and Percussion Family Instruments

Unit of Study: Pitch – High or Low

Unit of Study: Music is a Performance Art

Unit of Study: Performance and Critique Skills

Grade: Grade 1 Subject: Music	Unit of Study: Voice
Big Idea/Rationale	<ul style="list-style-type: none"> • The voice is the foremost means of musical expression and communication.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • One’s voice is the basic means of making music for many/most compositions.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What musical instrument did each student bring with her/him today?
Content (Subject Matter)	<ul style="list-style-type: none"> • The voice as “the” musical instrument
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • Spotlight Pre-K • Spotlight K • Spotlight Grade One • Silver Burdette-Ginn Grade One • Accompanying “Big Books” • Use of laptop for sound • Keyboard with assorted timbres
Notes	<ul style="list-style-type: none"> • Song materials reflect social skills, color awareness, and listening skills. • Motion activities mirror dance.

Grade: Grade 1 Subject: Music	Unit of Study: Sources for Music
Big Idea/Rationale	<ul style="list-style-type: none"> • Music comes from within us.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Music is created, not merely presented
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What makes sounds “music”? • Did they follow the “moral” of the story that music comes from within each of us?
Content (Subject Matter)	<ul style="list-style-type: none"> • Origins for music.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
Materials and Resources	<ul style="list-style-type: none"> • Leo Leanni’s <u>Mouse Music</u>. • Music K-8, Assorted Volumes • Silver Burdette K • Spotlight PreK-Grade One • Flute
Notes	<ul style="list-style-type: none"> • Students need to separate fiction from reality. • All students seemed fascinated by the evaluation of flute technique.

Grade: Grade 1 Subject: Music	Unit of Study: Ballet
Big Idea/Rationale	<ul style="list-style-type: none"> • Ballet is an art form. • Music + Dance = Ballet
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Different instruments=different characters. • Sergei Prokofiev is the composer. • Additional terms to be introduced include set designer, choreographer, and costumes.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can you tell a story by dancing it? • How does the music reflect mood change as the story progresses?
Content (Subject Matter)	<ul style="list-style-type: none"> • What is ballet?
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • You Tube Henry Cowell's <u>The Banshee</u> • The piano • The Royal Ballet Company's version of Prokofiev's <i>Peter and the Wolf</i>. • Cardboard pictures of the instruments that the composer uses • PowerPoint and projector to show the ballet
Notes	

Grade: Grade 1 Subject: Music	Unit of Study: Voice, Steady Beat and Ballet
Big Idea/Rationale	<ul style="list-style-type: none"> • The voice is the instrument that each student brings with her/him each week. • Music, like each of us, has a “pulse.” • Ballet is an art form. Music + Dance = Ballet
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Voices: speaking, whisper, “outside,” and singing. • Different instruments=different characters. • Sergei Prokofiev is the composer.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What makes a voice a musical singing voice? • Can you tell a story by dancing it? • How does the music reflect mood/plot change as the story progresses?
Content (Subject Matter)	<ul style="list-style-type: none"> • Voice • Beat • Ballet
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art
Materials and Resources	<ul style="list-style-type: none"> • Macmillan, Grade Pre-K, K, and One • Silver Burdette-Ginn, K and One • Music K-8 • <i>Geraldine, the Music Mouse</i> • The Royal Ballet Company’s version of Prokofiev’s <i>Peter and the Wolf</i>. • Cardboard pictures of the instruments that the composer uses. • power point projector to show the ballet
Notes	

Grade: Grade 1 Subject: Music	Unit of Study: Steady Beat
Big Idea/Rationale	<ul style="list-style-type: none"> • Music, like each of us, has a pulse.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • We will determine the validity of the postulate above.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Does all music have a pulse?
Content (Subject Matter)	<ul style="list-style-type: none"> • "Loose Tooth" for all • Grade 1 will also observe tempo changes • "The Bus" for Pre-k and Kindergarten • "Ride the Bus" for Grade 1 students
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
Materials and Resources	<ul style="list-style-type: none"> • Spotlight Pre-K, K, and Grade 1 • Silver Burdette K • Music K-8, 1999-2000 Volumes 1 and 2
Notes	

Grade: Grade 1 Subject: Music	Unit of Study: Modality – Major and Minor
Big Idea/Rationale	<ul style="list-style-type: none"> • Music can reflect feelings.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Music can be in major or minor. • Tempos can change within a piece of music. • Music can be used to tell a story.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can the students recognize when we change modalities from the “original” presentation? • Is all Halloween music minor? • What is a “tone poem” or “program music?”
Content (Subject Matter)	<ul style="list-style-type: none"> • Modality • Tempo • Instrumentation
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1 • DVD’s as above • DVD of <i>Danse Macabre, Sorcerer’s Apprentice</i> • YouTube Videos
Notes	

Grade: Grade 1 Subject: Music	Unit of Study: Woodwinds and Tempo
Big Idea/Rationale	<ul style="list-style-type: none"> • Music can be fast, slow, or in between. • Patriotic music can reflect pride in country.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Music performs many functions. • Different instruments can change the character of the music. • History of Thanksgiving • Significance of Veteran’s Day • Science of sound production • Identification of instruments aurally • Identification of instruments visually
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How does the tempo of a piece of music reflect textual content? • What emotions can be reflected in music? • First grade only, tempo vs. each specific tempo designation
Content (Subject Matter)	<ul style="list-style-type: none"> • Saxophones • Double reeds—bassoon and oboe • First graders will identify instrument parts, i. e. reeds (single and double), ligature, bell, neck, bocal, head joint, foot, barrel, mouthpiece, neck strap, and seat strap. They will understand the science of sound production on each of the above woodwinds.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. • 1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1
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Grade: Grade 1 Subject: Music	Unit of Study: Performance Readiness and String Family Instruments
Big Idea/Rationale	<ul style="list-style-type: none"> • Music can be used in celebrations. • String family
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Bowing and pizzicato • Phrasing • Different people celebrate different holidays • Different people have different heritages • Music can reflect these heritages
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What is the extent of time that 1st graders can stand and concentrate for performance? • Will works that celebrate holidays by name be permitted in the concert?
Content (Subject Matter)	<ul style="list-style-type: none"> • Modalities • Form
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. • 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1
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Grade: Grade 1 Subject: Music	Unit of Study: Dynamics and Brass Family Introduction
Big Idea/Rationale	<ul style="list-style-type: none"> • Music can be loud or soft. • Selections can reflect the same sentiment with differing styles
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Music can celebrate cultural/historical events.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Who was Dr. MLK, Jr.? • What was his dream?
Content (Subject Matter)	<ul style="list-style-type: none"> • Dynamics • Culturally authentic styles of music
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. • 1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1 • Teacher-prepared materials • PowerPoint • Rap background on keyboard

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Grade: Grade 1 Subject: Music	Unit of Study: African Music and African-American Music
Big Idea/Rationale	<ul style="list-style-type: none"> • Call and response style
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • African-American music utilizes African rhythms. • “Blues scales” are common in African-American music (Grade One only)
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What elements are unique to African-American music? • How did texts reflect the life of the African American? • What utility function was performed by music?
Content (Subject Matter)	<ul style="list-style-type: none"> • The “spiritual” is a uniquely African-American style.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. • 1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). • 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1 • PowerPoint • YouTube

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Grade: Grade 1 Subject: Music	Unit of Study: Rhythm and Percussion Family Instruments
Big Idea/Rationale	<ul style="list-style-type: none"> • Rhythm is defined as “how the music flows within the beat.” • “Even and “uneven” will be introduced in K and further mastered in Grade 1 • “Beat” will be differentiated from “rhythm.”
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Rhythms help to form “melodies.” • Grade One - rhythms can help determine “style.”
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How are melodies built? • Are rhythms defined within meters? • How can music “tell a story,” especially “Cockles and Mussels?”
Content (Subject Matter)	<ul style="list-style-type: none"> • Rhythms <ul style="list-style-type: none"> ○ Even and Uneven • Scat singing • Jazz style <ul style="list-style-type: none"> ○ “Improvisation” • Country-western style • Modal scales
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1 • YouTube “Metamorphosis”

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Grade: Grade 1 Subject: Music	Unit of Study: Pitch – High or Low
Big Idea/Rationale	<ul style="list-style-type: none"> • “Scales” are built as pitches ascend or descend. • Melodies can move by “step” or “skip.”
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • “High” does not mean “loud.” • “Low” does not mean “soft.” • Solfeg will be introduced.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students sing high and soft? • Low and loud?
Content (Subject Matter)	<ul style="list-style-type: none"> • Dynamics • Skips, especially sol-mi • Extending range
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. • 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1 • PowerPoint • YouTube downloads
Notes	

Grade: Grade 1 Subject: Music	Unit of Study: Music is a Performance Art
Big Idea/Rationale	<ul style="list-style-type: none"> • Performance Readiness
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Music should be sung with proper tone qualities • Music should vary in dynamic level • Music should reflect text and rhythmic variation
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Are we reflecting the composers/arranger's wishes? • Are we finding value in our efforts beyond the music elements?
Content (Subject Matter)	<ul style="list-style-type: none"> • Melody=pitch + rhythm • Music comes in different styles • Music is both universal and culture-specific • Improvisation as accompaniment vehicle.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). • 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
Materials and Resources	<ul style="list-style-type: none"> • Music K-8 • Silver Burdette K-1 • Spotlight PreK-1 • Puppeteer version of <i>Peer Gynt</i> • Sesame Street video "What's the Name of that Song?" • PowerPoint
Notes	

Grade: Grade 1 Subject: Music	Unit of Study: Performance and Critique Skills
Big Idea/Rationale	<ul style="list-style-type: none"> • Group awareness ref/music • Self-awareness ref/music
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Review repertoire • Review music vocabulary • Pitch, beat, tempo, tone color, dynamics, and melody
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Are the students musically ready for next grade level? • Are they proud of their efforts?
Content (Subject Matter)	<ul style="list-style-type: none"> • Performance and critique skills. • Repertoire.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. • 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.1.2.B.4 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. • 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. • 1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. • 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
Materials and Resources	<ul style="list-style-type: none"> • Macmillan, Grade Pre-K, K, and One • Silver Burdette-Ginn, K and One • Music K-8 • PowerPoint • Laptop
Notes	