

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education. A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

- **Knowledge and Skills-** This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.
- **Activities and Outcomes-** Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.
- **Assessments-** This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.
- **Resources and Correlations-** In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Instructional Map

Music

Orff

First Grade

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
P2: Develop and refine artistic techniques and work for performance.
P3: Convey and express meaning through the presentation of artistic work.

G1 Q1 PERFORM DOMAIN RESOURCE LIST

Book of Movement Exploration = BME
Beginning Book of Circle Games = BBCG
Fingerplays and Action Songs = FP&AS
Jungle Beat = JB
Mallet Madness = MM1
Rhythmically Moving CDs = RM
Share the Music= STM
Silver Burdett Making Music= SBMM
Spotlight on Music= SOM
www.dsokids.com (Dallas Symphony Orchestra)
www.sfskids.org (San Francisco Symphony)
<http://www.nyphilkids.org/> New York Philharmonic)
<http://teachingwithorff.com/>
<http://www.classicsforkids.com/>
<https://kids.usa.gov/art-and-music/index.shtml>

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
P1.A Musical Concepts With limited guidance, demonstrate and discuss personal interest in, knowledge about,	Identify the likely purpose of a listening sample.	Observe as students identify which picture most closely relates to the purpose of familiar and unfamiliar music.	Purpose and Emotion of Varied Musical Selections Gr. 1 Resource	1.FL.VA.7biii Identify real-life connections between words and their use. 1.RI.CS.4 Determine the meaning of words and

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Music

Orff

First Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and purpose of varied musical selections.				phrases in a text relevant to a grade 1 topic or subject area. 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
P1.B Musical Contrasts With limited guidance, using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance.	Demonstrate knowledge of high and low sounds in a musical selection.	Observe as students demonstrate high and low through movement, singing, or instruments and assess using a teacher-created or district-provided rubric: Show high, (middle), and low through movement Perform high (middle) and low on instruments	"Up So High" <i>JB</i> "Melodic Exploration: Direction and Register" <i>MM1</i> "My Mama's Calling Me (Flute and Tuba)" <i>SOM 1</i>	Provide a text-rich environment that includes lyrics to songs that combine pictures and sight words. 1.FL.PA.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.FL.PA.2d Segment spoken single-syllable words into their complete sequence of individual sounds
P1.C Musical Context	Perform poems with various voices, such as loud, soft, fast, slow,	Students lead the poem using various voices for classmates to echo.	"This is the Sea" <i>FP&AS</i> "A Great Big Cat" <i>FP&AS</i>	1.SL.PKI.4 Describe people, places, things, and events with relevant

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	happy, sad, scared, robot, etc. (Rhythmic Speech and Motions)	Assess use of expressive speech using a teacher-created or district-provided rubric .	"I Saw a Little Rabbit" <i>FP&AS</i>	details, expressing ideas and feelings clearly. 1.FL.F.5b Read on-level text orally with accuracy, appropriate rate and expression. FL.VA.7biv Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
P1.D Notation When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.	Read and perform 4-beat patterns of sound and silence with icons Sing Sol-Mi patterns from icons (pre-notation)	Assess sight reading and performing rhythm from iconic notation using a teacher-created or district-provided rubric . Assess reading of Sol-Mi patterns from icons using a teacher-created or district-provided rubric .	Blank Beat Box for teacher or student creation Iconic Rhythm Example (Sound and Silence) Sol-Mi Reading from Icons	Fluency: Using an icon chart (see appendix), have students tap the steady beat while teacher or students recite poem or sing song. Reinforce tapping each icon, beginning at the top left and moving to the right, working from the top to bottom on the page. 1.FL.F.5b Read on-level text orally with accuracy, appropriate rate and expression.

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P2.A Apply Feedback With limited guidance, apply feedback to refine performances.</p>	<p>Listen to feedback from a teacher or peer and restate it.</p>	<p>Assess as students restate and apply feedback using teacher-created or district-provided rubric.</p>	<p>P2.A First Grade Resource</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>P2.B Rehearse and Refine With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as</p>	<p>Rehearse and refine songs and poems that contain high and low sounds to improve voice quality, expression and</p>	<p>Assess as students perform rhythmic speech with highs and lows using a teacher-created or district-provided rubric.</p>	<p>"The Butterfly" JB</p>	<p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.FL.F.5 Read with sufficient accuracy and</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
dynamics, voice quality, or tempo).	technique (e.g. pitch matching, enunciation).	Assess as students sing songs with high and low sounds using a teacher-created or district-provided rubric .	"Walk through the Jungle, What Do You See?" <i>JB</i> "Five Green and Speckled Frogs" <i>JB</i>	fluency to support comprehension.
<p>P3.A Singing With limited guidance, sing alone and with others, with expression. Specified First Grade skills: Echo songs, pitch-matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies,</p>	<p>Sing simple (pentatonic and diatonic) songs with narrow range, practicing good vocal tone and expression.</p> <p>Demonstrate simple vocal pitch matching through echoing short phrases, such as "This is a woodblock." or answering teacher's sung questions — "What color is your shirt? "My shirt is blue."</p>	<p>Assess student performances of pitch matching using a teacher-created or district-provided rubric.</p> <p>Sample assessments:</p> <ul style="list-style-type: none"> • Students sing "Hello ___" to neighbor in seated circle. • Individually echo sing patterns or answer questions sung 	<p>"Down By the Bay" <i>SOM</i> Gr. 1 "What Shall We Do on a Rainy Day?" <i>STM</i> Gr. 1 "Hoo, Hoo" <i>STM</i> Gr. 1 "Categories" <i>SOM</i> Gr. 1 "Rise, Sally, Rise" <i>SOM</i> Gr. 1 "Old King Glory" <i>SOM</i> Gr. 1 "Snail, Snail" <i>SBMM</i> Gr. 1 <i>Beginning Book of Circle Games</i>, John Feierabend (Teacher's Choice)</p>	<p>Phonics: Rhyming pairs In songs such as "Down By the Bay," Students may be asked to identify rhyming words and briefly reinforce long/short vowel sounds and final sounds in the rhyming pairs.</p> <p>1.FL.PA.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>

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QUARTER 1				
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questions/answers, in circle formation, simple ostinatos.	<p>sung with Sol-Mi, Sol-Mi-La pitch patterns</p> <p>Perform singing games in a circle formation (Solo and Group Singing)</p>	<p>by teacher (Sol-Mi, La-Sol-Mi)</p> <ul style="list-style-type: none"> Singing games with puppets 	<p>“Telephone Song” STM Gr. 3</p>	<p>Vocabulary: Sort words into categories 1.FL.VA.7bi-Sort words into categories to gain a sense of the concepts the categories represent.</p>
<p>P3.B Instruments and Body Percussion</p> <p>With limited guidance, using body percussion and/or instruments, perform, alone and with others, with expression. Specified First Grade skills: Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording.</p>	<p>Perform beat with listening examples, songs, and rhymes, with and without teacher’s model; create ways to show beat (Steady Beat)</p> <p>Review and explore moving in personal space, shared space; review and explore various locomotor movements (walk, run, gallop, slide, jump, hop and skip; NL movements (bend, twist, rock, shake, nod, etc.)</p>	<p>Observe as students keep steady beat in a variety of locomotor and non-locomotor ways including walking, running, galloping, sliding, jumping, hopping and skipping, as well as body percussion and beat accompaniment without teacher’s model. Assess their beat competence using a teacher-created or district-provided rubric.</p>	<p>“Head and Shoulders, Baby” SOM Gr. 1 “Punchinella” SOM Gr. 1 “Peat Fire Flame” RM 2 “RL: Walking and Jogging to Different Tone Colors” STM Gr.K “Rig a Jig Jig” SOM Gr. 1 “Inside the Bubble” BME “Bluebells and Cockleshells” (See Appendix) <i>Pizza Pat</i> by Rita Golden Gelman (See Appendix)</p>	<p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Demonstrate understanding of movement words by moving in shared space. 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Ask students to categorize movement words into locomotor and non-locomotor</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Perform beat accompaniment (chord bordun) for a pentatonic song using appropriate mallet technique</p> <p>Perform proper technique with pitched and unpitched percussion instruments</p>	<p>Observe as students play chord bordun while singing and assess using a teacher-created or district-provided rubric.</p> <p>Observe students' percussion technique and assess using a teacher-created or district provided rubric for unpitched or pitched instruments.</p>		<p>1.FL.VA.7bi Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>1.FL.VA.7biii Identify real-life connections between words and their use.</p>
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General)</p> <p>Performance Practices by Grade Level</p>	<p>1.FL.VA.7biii Identify real-life connections between words and their use.</p> <p>1.FL.F.5c Use context to confirm or self-correct word recognition and understanding.</p> <p>1.FL.SC.6 Demonstrate command of the</p>

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QUARTER 1				
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	<p>distracting others, and properly acknowledging the audience.</p> <p>Be still and silent during instrumental introductions of songs.</p>	<p>Observe students during instrumental sections (freeze game). As students perform this task, assess their focus, attention to the conductor, posture and other performance skills using a teacher-created or district-provided rubric.</p>		<p>conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>
<p>P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	<p>Demonstrate, discuss, and evaluate appropriate audience behaviors exhibited during a performance</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation</p> <p>Audience Etiquette Video</p> <p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. 1.FL.VA.7biii Identify real-life connections</p>

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QUARTER 1				
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				<p>between words and their use.</p> <p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

DOMAIN: CREATE

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

G1 Q1 CREATE DOMAIN RESOURCE LIST

Book of Pitch Exploration = BPE

Mallet Madness = MM 1

Music for Little People = MFLP

Instructional Map

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First Grade

Cr3: Refine and complete artistic work.

Spotlight on Music = SOM

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures or movement.</p>	<p>Improvise melodic sounds vocally and on instruments.</p> <p>Improvise rhythmic sounds (Short/Long, Fast/Slow, or Sound/Silence) using body percussion or unpitched percussion.</p>	<p>Observe as students improvise melodic sounds; assess using a teacher-created or district-provided rubric.</p> <p>Observe as students improvise rhythmic sounds to accompany a story or song and assess using a teacher-created or district-provided rubric.</p>	<p>"Rubber Bands", "Vocal Wave" and "Ribbon on a Stick" or teacher's choice from <i>BPE Conversational Solfege Arioso Improvisations</i></p> <p>"Walk the Dog" (Mallet extension) <i>MM 1</i></p> <p>"Moo, Baa, La, La, La" by Sandra Boynton</p> <p>"Rumble in the Jungle" by Giles Andreae</p> <p>"In the Tall, Tall Grass" by Denise Fleming</p>	<p>Use fragments of previously learned songs/rhythms/sounds to improvise new ideas.</p> <p>1.FL.SC.6i Produce and expand simple and compound declarative, interrogative, imperative and exclamatory sentences.</p> <p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>
<p>Cr1.B Varied Timbres With limited guidance, using voices, body</p>	<p>Explore high and low sounds on the barred instruments with appropriate mallet</p>	<p>Observe as students improvise using high and low clusters on pitched percussion</p>	<p>"Night Comes" <i>SOM Gr 1</i></p> <p><i>Random House Book of Poetry for Children</i></p>	<p>Writing/Vocabulary: Synonyms and Antonyms</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.	technique, including playing clusters (any two pitches in the pentatonic scale) in the rests of a song.	instruments using proper mallet technique. Assess using a teacher-created or district-created rubric .	(Teacher's Choice) "Jack in the Box" <i>Music for Little People</i> "Over in the Meadow" C. King " Pig in a Wig " Konnie K. Saliba (See Appendix)	Briefly brainstorm a list of opposites before exploring "high and low". Extend: have students categorize them into musical opposites and non-musical opposites. Identify rhyming words in appropriate songs 1.FL.VA.7bi Sort words into categories to gain a sense of the concepts the categories represent.
Cr2.A Selecting Musical Ideas With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.	Discuss personal reasons for selecting musical ideas used in improvisation or composition	Listen to student explain his/her musical (compositional or improvisational) choices and assess their understanding using a teacher-created or district-provided rubric .	"Rubber Bands", "Vocal Wave" and "Ribbon on a Stick" or teacher's choice from <i>BPE</i> <i>Conversational Solfege</i> <i>Arioso Improvisations</i> "Walk the Dog" (Mallet extension) <i>MM 1</i>	1FL.VA.7biv Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>"Moo, Baa, La, La, La" by Sandra Boynton</p> <p>"Rumble in the Jungle" by Giles Andreae</p> <p>"In the Tall, Tall Grass" by Denise Fleming</p> <p>"Night Comes" SOM Gr 1</p> <p><i>Random House Book of Poetry for Children</i> (Teacher's Choice)</p> <p>"Jack in the Box" <i>Music for Little People</i></p> <p>"Over in the Meadow" C. King</p> <p>"Pig in a Wig" Konnie K. Saliba (See Appendix)</p>	<p>conjunctions to signal simple relationships.</p> <p>1.RI.IKI.8 Identify the reasons an author provides to support points in a text.</p>
<p>Cr2.B Notating Ideas With limited guidance, using digital media or pictures to notate a</p>	<p>Use pictures, icons, digital media or student-created notation to represent compositional ideas (e.g. melodies</p>	<p>Assess student's ability to represent (notate) and explain their musical ideas using a</p>	<p>High and Low (With Handy Dandy) [See Appendix]</p>	<p>1.SL.PKI.5 Add drawings or other visual displays to descriptions when appropriate, to clarify</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
short musical idea, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.)	with limited pitches, sound/silence, high/low sounds, and/or long/short sounds)	teacher-created or district-provided rubric.	Beat Boxes template	ideas, thoughts and feelings. 1.W.RBPK.7 Participate in shared research and writing projects
Cr3.A Refining Musical Ideas With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.	Give and receive peer feedback about compositions and improvisations.	Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or district-provided rubric.	<u>The "T.A.G. method"</u>	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cr3.B Demonstrate Musical Ideas With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas.	After applying feedback and refining the work, present a final performance of a student composition.		High and Low (With Handy Dandy) [See Appendix]	1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

DOMAIN: RESPOND Foundations R1: Perceive and analyze artistic work. R2: Interpret intent and meaning in artistic work. R3: Apply criteria to evaluate artistic work.	G1 Q1 RESPOND DOMAIN RESOURCE LIST <i>Share the Music = STM</i> <i>Silver Burdett Making Music = SBMM</i> <i>Spotlight on Music = SOM</i>
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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
R1.A Musical Preferences	As a class, with the teacher's guidance, select three to five	Observe as students participate in a group discussion and assess	R1.A Musical Preferences Resource	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
With guidance, identify and explain how personal interests and experience, influence musical selection.	songs, fingerplays/rhymes, or dances that represent what you have learned in music this month [quarter, etc.]	using a teacher-created or district-provided rubric .		or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
R1.B Musical Concepts With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.	Respond to high and low sounds with movement	Observe students' movement and responses. Assess student understanding using a teacher-created or district-provided rubric . SBMM Big Book: Students discuss and determine which objects make high or	"My Mama's Calling Me" SOM Gr. 1 "Six Little Ducks" SOM Gr. 1 "RL: Moving to High and Low Sounds" STM Gr.K "The Star Story" STM Gr.K " Listening: Into the Faddisphere " SBMM	Comprehension: Story Sequencing Ask students to recall "What happened first, then, next, finally, etc." after songs are presented. 1.RI.KID.1 Ask and answer questions about key details in a text.

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		low sounds before listening to example. See how many were right. Assess understanding using a teacher-created or district provided rubric.	"Listening: Is the Sound High or Low" SBMM KK Big Book	
<p>R2.A Musical Characteristics With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).</p>	<p>Review start and stop by performing movement to a listening example</p> <p>Describe introduction as music occurring before a song.</p> <p>Review speaking, singing, whispering, and calling voices through exploration. Identify these four voices in a listening example.</p> <p>Review unpitched timbres through</p>	<p>Observe as student performs words of a song in one of the four different kinds of speech. Assess using a teacher-created or district-provided rubric.</p> <p>Observe as students recognize unpitched</p>	<p>"Brush Your Teeth" (song and speech) SOM Gr. 1 "Sara Watashi" SOM Gr 1 "Something Funny Outside" SOM Gr. 1 "Going on a Bear Hunt" SOM Gr. 1 "Somebody Come and Play" SOM Gr. 1 GameBoard unpitched percussion cards</p>	<p>Comprehension: Story Sequencing On first experience with a song or song-tale, teacher may pause to allow students to predict next event or ask them to recall the story sequence following the performance. In future lessons, students may arrange the pieces of a song text in order using musical cues, time order words/expressions, and rhyming cues.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	exploration. Identify unpitched percussion instruments visually and aurally and identify how they make sound.	instruments aurally and visually and assess them using a teacher-created or district-provided rubric . Observe student movement to differentiate identification of unpitched instruments/families [i.e., drums= walk in place / woods=pat / metals=sway or snap. Assess using a teacher-created or district-provided rubric .		1.RI.KID.1 -Ask and answer questions about key details in a text. Comprehension: Plot and Character development Ask open-ended questions to help students relate timbre to plot and character (e.g., Why do we use a whisper voice for that part of the story? Why is this vocal timbre used for this character?).
R3.A Evaluating Artistic Work With limited guidance, apply personal preferences in the evaluation of music; discuss a musical	As a class, create and maintain word wall of vocabulary related to grade level skills and objectives. With guidance, refer to vocabulary from the word wall to support personal opinions when	Assess student understanding as they evaluate a musical performance using a teacher-created or district-provided rubric .	Word Wall Template (Free TPT Download) Be a P.A.L. feedback form (Free TPT Download)	1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. 1.W.RBPK.7 Participate in shared research and writing projects 1.SL.PKI.5 Add drawings or other visual displays

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First Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
performance using grade-appropriate vocabulary.	evaluating peer performances and compositions.			to descriptions when appropriate, to clarify ideas, thoughts and feelings.

<p>DOMAIN: CONNECT</p> <p>Foundations</p> <p>Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.</p> <p>Cn2: Relate artistic ideas and works with societal, cultural, and historical context.</p>	<p>G1 Q1 CONNECT DOMAIN RESOURCE LIST</p>
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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A</p> <p>Music and Personal Experiences</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p>	<p>List places in daily life where you hear music (e.g. restaurants, on the phone, in movies, in the car, etc.) Make a tally chart to show students' personal interest in each type of music.</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>Music and Personal Experiences Resource</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.CC.2 Ask and answer questions about key details in a text read aloud or</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
(such as expressing personal preferences in music or how music is used in daily life).				information presented orally or through other media. 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between	Perform rhymes and finger plays with motions to reinforce words. Discuss the relationship between rhymes/poetry and music.	Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or district-created rubric .	"2 4 6 8" (See Appendix)	FL.VA.7biv Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
songs and historical events).				

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
- P2:** Develop and refine artistic techniques and work for performance.
- P3:** Convey and express meaning through the presentation of artistic work.

G1 Q2 PERFORM DOMAIN RESOURCE LIST

- Boogies, Blues and Ballads = BBB*
- In All Kinds of Weather, Kids Make Music = KMM*
- Make a Joyful Sound = MJS*
- Second Rhyme Around = SRA*
- Share the Music = STM*
- Silver Burdett Making Music = SBMM*
- Songs and Rhymes with Beat Motions = SARWBM*
- Spotlight on Music = SOM*
- Strike it Rich = SIR*
- Third Rhyme's the Charm = TRTC*
- Time for a Rhyme = TFAR*

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>Discuss music of varied holiday and cultural traditions.</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>"All I Want for Christmas is My Two Front Teeth" <i>STM 1</i> "S'vivon Sav" <i>SOM 1</i> "Jolly Old St. Nicholas" <i>SOM 1</i> "La Colacion" <i>SOM 1</i> "Light the Candles" <i>SOM 1</i> "Hanukkah Chag Yafeh" <i>SOM 1</i> "Spotlight Interview, P. T72 Marilyn Help" (importance of music in Navajo culture) <i>SOM 1</i></p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.</p>
<p>P1.B Musical Contrasts With limited guidance, using voices, instruments, or movement, demonstrate knowledge of musical concepts in</p>	<p>Identify Mi as sounding lower than Sol</p>	<p>Observe students distinguish low/high on body and with voices simultaneously and assess using a teacher-created or district-provided rubric: Solfege Rubric</p>	<p>"Choo Choo Train" <i>OS 2</i> "Bounce the Ball" <i>OS 2</i> "Lemonade" <i>OS 1</i> "Categories" <i>OS 1</i></p>	<p>1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
music from a variety of cultures selected for performance.	<p>Sing songs with ascending and descending melodic pattern</p> <p>Perform ascending and descending glissandos on the barred instruments</p> <p>Experience AA' form by speaking or singing a poem or song then thinking the poem or song while patting the beat.</p>	<p><u>Showing high and low through creative movement,</u></p> <p>Observe students singing ascending and descending melodic patterns and assess using a teacher-created or <u>district-provided rubric.</u></p> <p>Observe students playing high to low and low to high when appropriate and assess using a teacher-created or <u>district-provided rubric.</u></p> <p>Observe student performance of a song/poem while walking steady beat in a circle (A) and thinking</p>	<p>"La ranita cri" SOM Gr. 1 "Willum" SOM Gr. 1 "Leaves" SBMM Gr. 1</p> <p>"Jack and Jill" <i>Tyme for a Rhyme</i> "Ten Little Bluebirds" <i>Strike It Rich</i></p> <p>"One Little Elephant" SOM Gr 1 <i>Songs and Rhymes with Beat Motions</i>, John Feierabend (Teacher's</p>	<p>Vocabulary: Antonyms (high/low, etc.) 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</p> <p>Comprehension: Sequencing – Reinforce and review sequence of events of performance</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Experience AA' form by performing beat with motions that reinforce words of the song during sung A section; walking the beat, following own pathway during instrumental A section (A') of a recording.	the song/poem while standing in place and performing appropriate motions (A'). Assess using teacher-created or district-provided rubric .	Choice) "All Around the Kitchen" STM Gr. 1	1.RL.KID.1 Ask and answer questions about key details in a text. 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
P1.C Musical Context Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	Demonstrate use of speaking, singing, whispering, and calling voices	Observe student performance of speaking, singing, whispering, and calling voices. Assess using a teacher-created or district-provided rubric .	"Peanut Butter" SOM Gr. 1 "Brush Your Teeth" SOM Gr. 1 "A Tisket, a Tasket" STM Gr. 1 "This Is My Speaking Voice" (See Appendix) "Listen as I Whisper" MJS	Vocabulary: Sight Words – use anchor charts with illustrations and text for vocal timbres (Speaking, singing, whispering, calling) 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of Strategies. 1.RI.CS.4 Determine the meaning of words and

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				phrases in a text relevant to a grade 1 topic or subject area.
<p>P1.D Notation</p> <p>When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<p>Read and perform 4-beat patterns of sound and silence with iconic notation</p> <p>Sing Sol-Mi patterns from icons (pre-notation)</p>	<p>Using icons in beat boxes, read, and perform four-beat patterns (icon in a box for 1 sound and an empty box for no sound).</p> <p>Observe large group, small group, and individual performances of rhythm from iconic notation and assess using a teacher-created or district-provided rubric.</p>	<p>“Grinding Corn” activity (See Appendix)</p> <p>“Bee, Bee, Bumblebee” SOM Gr. 1 Bee, Bee, Bumblebee from Icons</p> <p>Notating Melody with Pictures</p>	<p>Fluency: Using an icon chart (see appendix), have students tap the steady beat while teacher or students recite poem or sing song. Reinforce tapping each icon, beginning at the top left and moving to the right, working from the top to bottom on the page.</p> <p>1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>P2.A Apply Feedback</p>	<p>Listen to feedback from a teacher or peer and restate it in your own words.</p>	<p>Observe as students restate and apply appropriate feedback</p>	<p>P2.A First Grade Resource</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
With limited guidance, apply feedback to refine performances.		using teacher-created or district-provided rubric.		or large groups about appropriate first grade topics and texts. When listening to feedback, apply ELA standard 1.SL.CC.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
P2.B Rehearse and Refine With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, or tempo).	Rehearse and refine vocal technique while singing ascending and descending melodies with expression and good vocal quality.	Monitor student's progress in singing melodic direction (and their ability to refine this skill) using a teacher-created or district-provided rubric.	"Cock-a-doodle-doo!" <i>SRA</i> "Baa, Baa, Black Sheep" <i>SRA</i> "Jing-o-ring" <i>TRTC</i> "Jack and Jill" <i>TFAR</i> Singing Strategies	Give an in-class performance complete with a verbal introduction of the piece. 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to the task and situation.
P3.A Singing	Echo-sing four beat Sol-Mi patterns showing Sol and Mi with body scale (touch shoulders with	Observe student performance of vocal pitch matching and assess using a teacher-	"Bee, Bee" <i>SOM Gr. 1</i> "Quaker, Quaker" <i>SOM Gr. 1</i> "What's Your Name?" <i>SOM Gr. 1</i>	Writing/Vocabulary: Synonyms and Antonyms (high/low) 1.FL.F.5c. Use context to confirm or self-correct

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>With limited guidance, sing alone and with others, with expression. Specified First Grade skills: Echo songs, pitch-matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos.</p>	<p>both hands for Sol; touch waist for Mi)</p> <p>Sing pentatonic songs that include Sol-Mi pitches</p> <p>Perform singing games in a circle formation</p>	<p>created or district-provided rubric: Singing Rubric Solfege Rubric</p>	<p>“Tinker, Tailor” <i>SOM</i> Gr. 1 “Serra Serra Serrador” <i>SOM</i> Gr. 1 “Una Adivinanza” <i>SOM</i> Gr. 1 “A Time for Love” <i>SOM</i> Gr. 1 “Pease Porridge Hot” <i>SOM</i> Gr. 1 “Who’s Got the Penny?” (See Appendix for Sol-Mi melody) “Cuckoo” <i>SBMM</i> Gr. 1 “Gilly, Gilly, Gilly Good Morning” <i>SOM</i> Gr. 1 “A La Rueda, Rueda” <i>SOM</i> Gr. 1 “Seesaw” <i>SOM</i> Gr. 1 “The Christmas Tree” <i>BBB</i> “The Chubby Little Snowman” <i>KMM</i></p> <p>“Here We Sit” <i>SOM</i> Gr. 1 “My Mama’s Calling Me” <i>SOM</i> Gr. 1</p>	<p>word recognition and understanding of words; reread as necessary.</p> <p>Writing/Vocabulary: Extension based on “A Time for Love:” Read poem on p T346 of <i>SOM</i>, Describe and list things associated with winter.</p> <p>1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p> <p>Comprehension: With songs such as “My Mama’s Calling Me,” extend activity by having students complete a sentence such as, “My Mama’s Calling Me because _____”</p> <p>1.RI.IK1.8 Identify the reasons an author</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Sing alone in pitch-matching games, echo-songs, or call-response songs	Individual echo sing patterns or answer questions sung by the Teacher (Sol-Mi, La-Sol-Mi. Assess using a teacher-created or district-provided rubric: Singing Rubric)	<p>"Sara Watashi" <i>SOM</i> Gr. 1</p> <p>"Charlie Over the Ocean" <i>SOM</i> Gr. 1</p> <p>"Punchinella" <i>STM</i> Gr. 1</p> <p>"Zudio" <i>STM</i> Gr. 1</p> <p>"Come Back, My Little Chicks" <i>SOM</i> Gr. 1</p> <p>"I Like Spinach" <i>SOM</i> Gr. 1</p> <p>"Soup, Soup" <i>SOM</i> Gr. 1</p> <p>Who's Got the Penny? (See Appendix for Sol-Mi melody)</p> <p>"Cuckoo" <i>SBMM</i> Gr. 1</p> <p>"Who's That Hatching" <i>KMM</i></p> <p>"Bluebird" <i>MJS</i></p>	<p>provides to support points in a text.</p> <p>Vocabulary: With songs such as "I Like Spinach," Lead students in making lists of student-generated categories, such as "vegetables."</p> <p>1.FL.VA.7bi. Sort words into categories to gain a sense of the concepts the categories represent.</p>
P3.B Instruments and Body Percussion With limited guidance, using body percussion	Perform beat accompaniment for a song/poem or listening example	Observe as students keep steady beat in a variety of locomotor and non-locomotor ways including walking, running, galloping,	Feierabend- <i>Keeping the Beat</i> (CD) <i>Songs and Rhymes with Beat Motions</i> , John Feierabend (<i>Teacher's Choice</i>)	Fluency: Using an icon chart (see appendix), have students tap the steady beat on an icon chart, moving from Left to right, top to bottom

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and/or instruments, perform, alone and with others, with expression. Specified First Grade skills: Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording.	<p>Perform chord bordun with a pentatonic song</p> <p>Explore playing unpitched instruments with a song, story, or poem.</p> <p>Perform proper technique with pitched</p>	<p>sliding, jumping, hopping and skipping, as well as body percussion beat accompaniment without teacher's model. Assess their beat competence using a teacher-created or district-provided rubric.</p> <p>Observe as students play chord bordun while singing and assess using a teacher-created or district-provided rubric.</p> <p>Observe as students play unpitched percussion and assess using a teacher-created or district-provided rubric</p> <p>Observe students' percussion technique</p>	<p>"The Christmas Tree" <i>BBB</i></p> <p>"A Sailor Went to Sea, Sea, Sea" <i>SOM Gr. 1</i> "Marco Polo" <i>SOM Gr. 1</i> "2 4 6 8" (See Extension Activity in the Appendix)</p> <p>The Gingerbread Man <i>KMM</i> <u>The Little Old Lady Who Was Not Afraid of</u></p>	<p>of the page while teacher or students recite poem or sing song. 1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>Comprehension: The Gingerbread Man <i>KMM</i> or <i>The Little Old Lady Who Was Not Afraid of Anything</i> by Linda Williams 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	and unpitched percussion instruments	and assess using a teacher-created or district provided rubric for unpitched or pitched instruments.	Anything by Linda Williams	
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p> <p>Be still and silent during instrumental introductions of songs</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p> <p>Observe students in “prep mode” or standing still when a song starts before singing. As students perform this task, assess their focus, attention to</p>	<p>Concert Etiquette Video 1 (General)</p> <p>Performance Practices by Grade Level</p> <p>“Little Red Caboose” SOM Gr. 1 “The Elephant” (listening example) SOM Gr 1</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		the conductor, posture and other performance skills using a teacher-created or district-provided rubric .		
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate, discuss and evaluate appropriate audience behaviors exhibited during a performance	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

DOMAIN: CREATE

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

Cr3: Refine and complete artistic work.

G1 Q2 CREATE DOMAIN RESOURCE LIST

Share the Music = STM

Silver Burdett Making Music = SBMM

Spotlight on Music = SOM

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures or movement.</p>	<p>Create motions that demonstrate tempo changes in music (Tempo and Movement)</p> <p>Continue to improvise vocal and instrumental melodic fragments.</p> <p>Improvise rhythmic sounds using different families of unpitched percussion.</p>	<p>Observe students demonstrating awareness of fast and slow tempi with non-locomotor movement, body percussion, locomotor movement and asses using a teacher-created or district-provided rubric.</p>	<p>“I Am Slowly Going Crazy” <i>SOM</i> Gr. 1 “Race you Down the Mountain” <i>SBMM</i> Gr. 1 “In the Hall of the Mountain King” from Peer Gynt, <i>STM</i> Gr 2, p.14 “Yellow Butter” <i>SBMM</i> Gr. 1 “Little Train’s Movin’ ” (See Appendix)</p> <p><i>Book of Pitch Exploration (Feierabend)</i></p> <p>How to Speak Moo by Deborah Fajerman</p>	<p>Comprehension: Reinforce tempo changes with a reading of <i>The Little Engine That Could</i> by Watty Piper. 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
<p>Cr1.B Varied Timbres With limited guidance, using voices, body</p>	<p>Use instruments to represent characters or special words in a story</p>	<p>Assess students' ability to use unpitched percussion to represent characters and special words in a story using a</p>	<p>“Romper, Stomper, and Boo” <i>SOM</i> Gr 1</p> <p><i>Baby Rattlesnake</i>- book by Te Ata</p>	<p>Comprehension: Select timbres that appropriately reflect the characters, plot, or</p>

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First Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.		teacher-created or district-provided rubric.	"Addams Family" SBMM "Something Funny Outside" [Improvise movement and vocal sounds after the words "outside" and "sh, sh"] SOM 1 "Big Pig" <i>Feierabend Story Cards</i>	setting of a story or song. 1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.KID.2 Identify the main topic and retell key details of a text.
Cr2.A Selecting Musical Ideas With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.	Discuss personal reasons for selecting musical ideas used in student's creation.	Listen to student explain his/her musical (compositional or improvisational) choices and assess their understanding using a teacher-created or district-provided rubric.	"One, Two, Three, Four" [Use as A section for student created rhythmic interludes] SOM 1 "Romper, Stomper, and Boo" SOM Gr 1 <u>Baby Rattlesnake</u> book by Te Ata "Addams Family" SBMM "Something Funny Outside" [Improvise movement and vocal sounds after the words "outside" and "sh, sh"] SOM 1	Write a one-sentence "Composer's statement" about your work. 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Big Pig" <i>Feierabend Story Cards</i>	
<p>Cr2.B Notating Ideas With limited guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.)</p>	<p>Create, notate, and perform 4-beat patterns of sound and silence with icons or stick notation.</p> <p>Create, notate and perform short sol-mi, and sol-mi-la melodies, with or without rhythm.</p>	<p>Assess student creation of rhythms using a teacher-created or district-provided rubric.</p> <p>Assess students' ability to communicate their ideas through the use of iconic or created notation using a teacher-created or district-provided rubric.</p>	<p>"One, Two, Three, Four" [Use as A section for student created rhythmic interludes] SOM 1</p> <p>"Froggy Went a Courtin" La-Sol-Mi composition resource</p>	<p>Write a one-sentence "Composer's statement" about your work.</p> <p>1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Cr3.A Refining Musical Ideas With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.</p>	<p>Use academic vocabulary to give and receive peer feedback about compositions and improvisations. Restate feedback in your own words and apply it to refining your personal musical ideas.</p>	<p>Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or district-provided rubric.</p>	<p>"One, Two, Three, Four" [Use as A section for student created rhythmic interludes] SOM 1 "Romper, Stomper, and Boo" SOM Gr 1 <i>Baby Rattlesnake</i> book by Te Ata "Addams Family" SBMM</p>	<p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Something Funny Outside" [Improvise movement and vocal sounds after the words "outside" and "sh, sh"] <i>SOM 1</i> "Big Pig" <i>Feierabend Story Cards</i> "I Am Slowly Going Crazy" <i>SOM Gr. 1</i> "Race you Down the Mountain" <i>SBMM Gr. 1</i> "In the Hall of the Mountain King" from Peer Gynt, STM Gr 2, p.14 "Yellow Butter" <i>SBMM Gr. 1</i> "Little Train's Movin' " (See Appendix)	
Cr3.B Demonstrate Musical Ideas With guidance, using created vocal, instrumental, or movement pieces,	Give a final performance of a refined student-created vocal, instrumental or movement piece.		"One, Two, Three, Four" [Use as A section for student created rhythmic interludes] <i>SOM 1</i>	1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
demonstrate a final version of musical ideas.			"Froggy Went a Courtin" La-Sol-Mi composition resource	to strengthen writing as needed.

<p>DOMAIN: RESPOND</p> <p>Foundations</p> <p>R1: Perceive and analyze artistic work.</p> <p>R2: Interpret intent and meaning in artistic work.</p> <p>R3: Apply criteria to evaluate artistic work.</p>	<p>G1 Q2 RESPOND DOMAIN RESOURCE LIST</p> <p><i>Share the Music = STM</i></p> <p><i>Silver Burdett Making Music = SBMM</i></p> <p><i>Spotlight on Music = Spotlight on Music</i></p>
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A</p> <p>Musical Preferences</p> <p>With guidance, identify and explain how personal interests and experience influence musical selection.</p>	<p>As a class, with the teacher's guidance, select three to five songs, fingerplays/rhymes, or dances that represent what you have learned in music this month [quarter, etc.]</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>R1.A Musical Preferences Resource</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p>
<p>R1.B</p> <p>Musical Concepts</p>	<p>Describe introduction as music occurring before a song.</p>	<p>Observe as students listen to and describe music. Assess according</p>	<p>"Chanukah is Here!" SBMM2</p>	<p>1.FL.VA.7c Use words and phrases acquired through conversations,</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.	Perform/listen to songs with and without accompaniment	to a teacher created or district-provided rubric . (Look for the K-1 adaptation.)	"Chanukah, Chanukah" SBMM1 "Ifetayo" SOM K "African Noel" SBMM Gr. 1 "Mos, Mos!" ("Cat, Cat!") <i>SOM 1</i>	reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
R2.A Musical Characteristics With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).	Using movement, identify and demonstrate changing tempo in music/speech Demonstrate ability to stop and start in response to an auditory cue by starting and stopping movement in response to a listening example	Observe as students use fast or slow movements to identify the fast or slow changes in a song and assess using a teacher-created or district-provided rubric .	"Bear Hunt" <i>SOM Gr. 1</i> "December: Sleighride" (fast) <i>SOM Gr. 1</i> "Andante" (Haydn, slow) <i>SOM Gr. 1</i> "Little Train" (See Appendix) "Sleighride" (Leroy Anderson) SBMM2 "Tchaikovsky Nutcracker, Op.71 - March" <i>SOM Gr. 2</i>	Comprehension: Reinforce tempo changes with a reading of <i>The Little Engine That Could</i> by Watty Piper. 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. Comprehension: Sequencing – Reinforce sequence of movements 1.RL.KID.3 Using graphic organizers or including written details

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Review speaking, singing, whispering, and calling voices through exploration. Identify these four voices in a listening example.</p> <p>Categorize instruments by how they produce sound: vibrating strings, striking, shaking, and windblown</p>	<p>Observe student performance of speaking, singing, whispering, and calling voices. Assess as students perform and identify the four voices using a teacher-created or district-provided rubric.</p> <p>Ask students to group instruments by how they make sound and label their families as woodwind, brass, strings and percussion. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>Montage of Vocal Tone Colors <i>STM Gr. 1 CD2-6 Echoing Four Different Voices</i> (Recorded Lesson) <i>STM Gr. 1 SOM Gr. 1, In the Spotlight, Lesson 1, Science Links: Categorize how objects (and instruments) make sound</i>; <i>Make a paper cup telephone.</i> <i>SOM Gr. 3, page 31</i></p>	<p>and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p> <p>1.FL.VA.7b.i. Sort words into categories to gain a sense of the concepts the categories represent.</p>
<p>R3.A Evaluating Artistic Work With limited guidance, apply personal preferences in the</p>	<p>With limited guidance, use musical vocabulary to critique a live or recorded performance.</p>	<p>Using a teacher-created or district-provided rubric, assess student understanding as they evaluate a musical performance.</p>	<p>Sample Performance Review template</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
evaluation of music; discuss a musical performance using grade-appropriate vocabulary.				1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

DOMAIN: CONNECT Foundations Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors. Cn2: Relate artistic ideas and works with societal, cultural, and historical context.	G1 Q2 CONNECT DOMAIN RESOURCE LIST <i>Share the Music = STM</i> <i>Silver Burdett Making Music = SBMM</i> <i>Songs and Rhymes with Beat Motions = SARWBM</i> <i>Spotlight on Music = SOM</i>
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and	Discuss how music is used to celebrate various fall/winter holidays.	Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric .	"Five Little Pumpkins" <i>SOM Gr. 1</i> "Five Fat Turkeys" <i>STM Gr.1</i> "Turkey Named Bert" <i>STM Gr. 2</i> "Chanukah, Chanukah" SBMM1 "Ifetayo" SOM K	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

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QUARTER 2				
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responding to music (such as expressing personal preferences in music or how music is used in daily life).			"African Noel" SBMM Gr. 1 "All I Want for Christmas is My Two Front Teeth" <i>STM 1</i> "S'vivon Sov" <i>SOM 1</i> "Jolly Old St. Nicholas" <i>SOM 1</i>	
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).	Perform rhymes, songs, and finger plays with motions reinforce words Use instruments to represent characters or special words in a story	Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or district-created rubric . Observe as student use unpitched percussion instruments to represent characters or special words in a story. Assess unpitched percussion technique	"Five Little Pumpkins" <i>SOM Gr. 1</i> "Hi! My Name is Joe!" <i>SOM Gr. 1</i> "Five Fat Turkeys" <i>STM Gr.1</i> <i>SARWBM</i> John Feierabend (Teacher's Choice) "Turkey Named Bert" <i>STM Gr. 2</i> <i>Vanishing Pumpkin</i> (book- Tony Johnston)	Phonics: Rhyming words (Students identify and predict rhyme pairs) Comprehension: Sequencing, fluency (Speak poems with a cadence appropriate to the meter, natural rhythm of the words.) 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

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QUARTER 2				
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	Dramatize a story with movement; use creative movement to represent characters	using a teacher-created or district-provided rubric . Observe students use movement or motions to represent characters in the story (locomotor/non-locomotor). Assess creative movement using a teacher-created or district-provided rubric .	<i>Peter and the Wolf</i> (Listening/Movement) SOM Gr. 1	Comprehension: Select timbres and movements that appropriately reflect the characters, plot or setting of a story or song. 1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.KID.2 Identify the main topic and retell key details of a text. 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.

DOMAIN: PERFORM

Foundations

P1: Select, analyze and interpret artistic work for performance.

P2: Develop and refine artistic techniques and work for performance.

G1 Q3 PERFORM DOMAIN RESOURCE LIST

Boogies, Blues and Ballads = BBB

Book of Movement Exploration = BOME

In All Kinds of Weather, Kids Make Music = KMM

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<p>P3: Convey and express meaning through the presentation of artistic work.</p>	<p><i>Make a Joyful Sound = MJS</i> <i>Second Rhyme Around = SRA</i> <i>Share the Music = STM</i> <i>Silver Burdett Making Music = SBMM</i> <i>Spotlight on Music = SOM</i> <i>Strike it Rich = SIR</i> <i>Third Rhyme's the Charm = TRTC</i></p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>Discuss how songs can honor important people or help us remember history.</p>	<p>Assess as students participate in a group discussion using a teacher-created or district-provided rubric.</p>	<p>"Sing About Martin" <i>STM Gr. 1</i> "Martin Luther King" <i>SOM 1</i> "Everybody Oughta Know" <i>SOM 1</i></p>	<p>1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>P1.B Musical Contrasts With limited guidance, using voices, instruments, or movement,</p>	<p>Identify La as sounding higher than Sol</p>	<p>Observe as students use movement to identify La as higher than Sol and Sol as higher than Mi. Assess using a teacher-created or district-provided rubric.</p>	<p>"Star Light, Star Bright" <i>SOM Gr. 1</i> "Rain, Rain, Go Away" <i>SOM Gr. 1</i></p>	<p>1.FL.F.5b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance.	<p>Speak a poem with loud/soft voices (Respond: Loud and Soft)</p> <p>Move in a large body shape to represent loud/forte and in a small body shape to represent soft/piano.</p>	<p>Assess as students speak a poem with dynamics and assess using a teacher-created or district-provided rubric.</p> <p>Assess as students use movement to demonstrate a musical concept using a teacher-created or district-provided rubric.</p>	<p>"Rain Poem" <i>SOM</i> Gr. 1 Random House Book of Poetry for Children (Teacher's Choice) "This is the Way the Ladies Ride" <i>SRA</i> [Speech and Instruments]</p> <p>"The Liberty Bell (Sousa)" <i>SOM</i> 5 [students move to show loud and soft in response to this recording]</p>	
<p>P1.C Musical Context Demonstrate and describe music's expressive qualities</p>	Discuss how using different timbres changes the expressive quality of music.	Assess as students participate in a group discussion using a teacher-created or district-provided rubric.	<p>(Voices only) "I Got Shoes" <i>SOM</i> K "Everybody Oughta Know" <i>SOM</i> 1 (Voices and Body Percussion)</p>	1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
(such as dynamics and tempo).			"Juba" SBMM K "So Glad I'm Here" SOM 2 (Voices and Unpitched Percussion) "Traveling Shoes" SBMM 3	
<p>P1.D Notation When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<p>Read traditional notation of 4-beat patterns of one sound and no sound to the beat (quarter and quarter rest), performing them with body percussion and/or unpitched instruments</p> <p>Sing Sol-Mi and Sol-Mi-La patterns from icons</p> <p>Identify quarter note, eighth note and quarter rest using icons established by the teacher.</p>	<p>Observe student performance of singing patterns from icons without teacher assistance; large group / small group / individual. Assess individual students using a teacher-created or district-provided rubric.</p> <p>Observe as students read quarter note, eighth note and quarter rest using icons and assess using a teacher-</p>	<p>"Go A Tin" SOM Gr. 1 "Little Miss Muffet" TRTC</p> <p>"Teddy Bear, Teddy Bear" STMK "Pease Porridge Hot" Mother Goose "Ten Little Bluebirds" SIR</p>	<p>Comprehension: Reinforce themes of "Go A Tin" with a classroom reading of <i>Bringing in the New Year</i> by Grace Lin</p> <p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		created or district-provided rubric .	"Cobbler, Cobbler" <i>SRA</i> "I'm Gonna Build" <i>MJS</i>	
P2.A Apply Feedback With limited guidance, apply feedback to refine performances.	Listen to feedback from a teacher or peer, restate it in your own words, and use it to improve the next performance.	Observe as students restate and apply appropriate feedback using teacher-created or district-provided rubric .	P2.A First Grade Resource	1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
P2.B Rehearse and Refine With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, or tempo).	Rehearse and perform loud and soft dynamics in response to a representative visual cue (such as pictures of a loud animal/ soft animal) or a musical indication of <i>p</i> or <i>f</i> . Determine a final dynamic scheme and perform in class. Continue to perform bordun	Observe students' ability to select or identify and apply dynamics using a teacher-created or district-provided rubric .	"Loud is Big, Soft is Small" <i>Feierabend BOME</i> P2.B First Grade Quarter 3 Resource "John Jacob Jingleheimer Schmidt" <i>STM 2</i> "Boom Chicka Boom" Beth's Notes	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	accompaniments to pentatonic songs		"How Many Fingers?" OS 2 "Pass a Beanbag" OS 2	
<p>P3.A Singing With limited guidance, sing alone and with others, with expression. Specified First Grade skills: Echo songs, pitch-matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos.</p>	<p>Sing pentatonic songs that include Sol-Mi-La and Sol-Mi patterns</p> <p>Echo-sing Sol-Mi-La patterns using solfege</p> <p>Sing alone in pitch-matching games, echo-songs and/or call-response songs.</p>	<p>Listen to students sing phrases of Sol-Mi-La and Sol-Mi patterns from songs or echo patterns and assess their singing using a teacher-created or district-provided rubric.</p> <p>Observe students singing Sol-Mi-La patterns using solfege and assess their understanding using a teacher-created or district-provided rubric.</p> <p>Listen to individual echo singing patterns or answer questions sung by the teacher (Sol-Mi, La-Sol-Mi) and assess using a</p>	<p>"Arre, me Burrito" SOM Gr. 1 "Ickle Ockle" OS1 "El Juego chirimbolo" SOM Gr. 1 "Naughty Kitty Cat" SOM Gr. 1 "Twenty-Four Robbers" SOM Gr. 1 "Rattlesnake" SOM Gr. 1 "Bell Horses" OS1 "Little Sally Walker" STM Gr.1 "Little Red Bird" (See Appendix) "Shamrock" BBB</p> <p>"Everybody Oughta Know" SOM Gr. 1 "Viva Valentine" SOM Gr. 1 "Sing After Me" SOM Gr. 1</p>	<p>Comprehension: Recall story details in appropriate songs</p> <p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.</p> <p>Vocabulary: Sight Words Use visuals to allow students to identify and circle sight words.</p> <p>Comprehension: Fluency <i>Use Brown Bear, Brown Bear, What Do You See</i></p>

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		teacher-created or district-provided rubric.	<p>"My Mama's Calling Me" <i>SOM</i> Gr. 1</p> <p>"John the Rabbit" <i>SOM</i> Gr. 1</p> <p>"Shoo, Turkey" <i>SOM</i> Gr. 1</p> <p>"The Green Grass Grew All Around" <i>SOM</i> Gr. 1</p> <p>"Little Red Bird" (See Appendix)</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr.</p> <p>"Who's That Hatching?" <i>KMM</i></p> <p>"Sing About Martin" <i>STM</i> Gr. 1</p> <p><i>The Book of Echo Songs: The Book of Call & Response Songs</i> - John Feierabend (Teacher's choice)</p>	to reinforce lyrics and motions with images and text. 1.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
<p>P3.B</p> <p>Instruments and Body Percussion</p> <p>With limited guidance, using body percussion</p>	Perform beat with sequenced movement (ex: head, shoulders, head, shoulders)	Observe students leading or giving steady beat ideas to a song/poem or recorded music using sequenced movement. Assess using	See <i>Teaching Movement and Dance</i> pp. 70-71 "Leila" SBMM Gr. 1	Comprehension: Sequencing – Describe sequenced movement using "First, next, then, last."

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<p>and/or instruments, perform, alone and with others, with expression. Specified First Grade skills: Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording.</p>	<p>Perform proper technique with pitched and unpitched percussion instruments</p> <p>Imitate teacher/create ways to perform beat that do or do not make sound (body percussion /non-locomotor movement)</p> <p>Discover beats of silence in a song or poem (rests)</p> <p>Echo patterns of one sound and no sound to the beat with body percussion and unpitched instruments</p>	<p>a teacher-created or district-provided rubric.</p> <p>Observe students' percussion technique and assess using a teacher-created or district provided rubric for unpitched or pitched instruments.</p> <p>Observe students' performance of reading, echoing and playing traditional notation of 4-beat patterns using quarter note and quarter rest and assess using a teacher-created or district-provided rubric.</p>	<p>"Kobuta" <i>SOM</i> Gr.1</p> <p>"Hideroon" <i>SBMM</i> Gr. K</p> <p>"Bow, Wow, Wow" STM Gr. K (movement game in Teacher's Edition)</p> <p>"Johnny's Flea" <i>SOM</i> Gr. 1</p> <p>"Bow, Wow, Wow" rhythm pattern activity (see Appendix)</p>	<p>1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. Fluency: Using icons or traditional notation charts, have students tap and say 4-beat patterns, beginning at the top left and moving to the right, working from the top to bottom on the page.</p> <p>1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>

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	Perform tonic beat accompaniment (alternating hands) with a pentatonic song	Observe as student perform steady beat tonic accompaniment, alternating hands and maintaining given tempo and assess using a teacher-created or district-provided rubric .	"Little Sally Walker" SOM Gr. 1 "Seesaw" SOM 1 "Circle Round the Zero" (Students play bass part only) OS 1 "Ring Around the Rosie" SOM K	
P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Performance Practices by Grade Level	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings
P3.D Audience Etiquette Demonstrate appropriate audience	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-	Audience Etiquette Self-Evaluation Audience Etiquette Video	Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the

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behavior, and evaluate student behavior during a performance.		created or district-provided rubric.	List of live, local, free or low-cost events, field trip grants and how to apply for them.	music room to develop real world contexts and connections. 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

<p>DOMAIN: CREATE</p> <p>Foundations</p> <p>Cr1: Generate and conceptualize artistic ideas and work.</p> <p>Cr2: Organize and develop artistic ideas and work.</p> <p>Cr3: Refine and complete artistic work.</p>	<p>G1 Q3 CREATE DOMAIN RESOURCE LIST</p> <p><i>Keeping the Beat = KTB</i></p> <p><i>Spotlight on Music = SOM</i></p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A</p> <p>Musical Concepts</p> <p>With limited guidance, explore and improvise musical ideas such as pitch, short rhythms,</p>	<p>Vocally improvise answers to teachers sung questions using Sol-Mi (emerging students), Sol-Mi-La (proficient students) or</p>	<p>Assess students' ability to vocally improvise melody using a teacher-created or district-provided rubric.</p>	<p><i>Conversational Solfege</i> (John Feierabend)</p> <p>“Wake Me, Shake Me” SOM Gr. 1</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
different vocal or instrumental timbres, musical textures or movement.	pentatonic pitches (advanced students).			
<p>Cr1.B Varied Timbres With limited guidance, using voices, body percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.</p>	<p>Create and perform sequenced movement patterns</p> <p>Create and perform 4-beat rhythmic patterns</p>	<p>Observe as students use movement to show musical concepts and assess using a teacher-created or district-provided rubric.</p> <p>Observe students create 4 beat patterns with manipulatives. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>"Brahms 21 Hungarian Dances" <i>KTB</i> "Eine Kleine Nachtmusik" <i>KTB</i> "Tick Tock" <i>OS 2</i> (See Playing and Creating for both movement and instruments)</p> <p>"Abiyoyo" (book by Pete Seeger) [create a 4-beat body percussion ostinato to accompany the recurring song in the book]</p>	<p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr2.A Selecting Musical Ideas With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p>	<p>Discuss personal reasons for selecting musical elements in improvisations or compositions.</p>	<p>Listen to student explain his/her musical (compositional or improvisational) choices and assess their mastery using a teacher-created or district-provided rubric.</p>		<p>1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Cr2.B Notating Ideas</p>	<p>Create, notate with icons or traditional notation and perform</p>	<p>Observe students create 4 beat patterns with manipulatives.</p>	<p>"Tick Tock" OS 2 (Notate final rhythmic</p>	<p>1.FL.PA.2 Demonstrate understanding of spoken words, syllables,</p>

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<p>With limited guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.)</p>	<p>simple four-beat pattern with one sound to a beat and no sound to the beat using body percussion and/or unpitched percussion instruments</p> <p>Notate a 4 beat Sol-Mi or Sol-Mi-La melody with rhythm on a modified staff using iconic or traditional notation.</p>	<p>Assess student understanding using a teacher-created or district-provided rubric.</p> <p>Assess students' ability to notate rhythm and melody using a teacher-created or district-provided rubric.</p>	<p>patterns for introduction using icons or traditional notation)</p> <p>Snowday Song Resource</p>	<p>and sounds (phonemes). 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. Fluency: Using an icon chart (see appendix), have students tap the steady beat while teacher or students recite poem or sing song. Reinforce tapping each icon, beginning at the top left and moving to the right, working from the top to bottom on the page. 1FL.VA.7biv- Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>
<p>Cr3.A Refining Musical Ideas With limited guidance, using vocabulary such</p>	<p>As a class, plan a form for a final performance by trying several ideas</p>	<p>Assess as students receive and use feedback to refine their musical work using a</p>	<p>"Strawberry Shortcake" OS 2 (Playing and Creating: As a class choose timbres/voices</p>	<p>1.FL.VA.7b With guidance and support from adults, demonstrate</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.	and using feedback to inform the decision. Restate peer or teacher feedback in your own words and use it to refine and improve personal musical ideas.	teacher-created or district-provided rubric.	and create a form for a final performance.)	understanding of word relationships and nuances in word meanings 1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr3.B Demonstrate Musical Ideas With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas.</p>	<p>Give a final performance of a student created song or movement.</p>		<p>"Strawberry Shortcake" OS 2 <u>Snowday Song Resource</u> "Tick Tock" OS 2 "Brahms 21 Hungarian Dances" KTB "Eine Kleine Nachtmusik" KTB</p>	<p>1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

DOMAIN: RESPOND

Foundations

- R1:** Perceive and analyze artistic work.
- R2:** Interpret intent and meaning in artistic work.
- R3:** Apply criteria to evaluate artistic work.

G1 Q3 RESPOND DOMAIN RESOURCE LIST

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Music

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First Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences With guidance, identify and explain how personal interests and experience influence musical selection.</p>	<p>Citing evidence from the text <u>and</u> the music, explain how songs can be used to honor important people.</p>	<p>Observe and assess as students participate in a group discussion using a teacher-created or district-provided rubric.</p>	<p>"Sing About Martin" <i>STM Gr. 1</i> "Martin Luther King" <i>SOM 1</i> "Everybody Oughta Know" <i>SOM 1</i></p>	<p>1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>R1.B Musical Concepts With limited guidance, demonstrate music</p>	<p>Perform movements that reinforce phrases</p>	<p>Informal assessment: Observe students demonstrating awareness of phrases with body movement</p>	<p>"Primo Vere; V. Ecce Gratum" <i>KCLKCM</i> "Fjäskern" (Simplified version) <i>RM 2</i></p>	<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>concepts (such as steady beat or singing voice) in various styles of music.</p>	<p>Using speech, singing, instruments and/or movement [e.g. teacher-choreographed simple dance sequences in circle formation (no partners; no left or right foot specified)], demonstrate an understanding of AB and ABA form.</p>	<p>and assess using a teacher-created or district-provided rubric. Observe as students perform teacher-created movement and then label like and different sections in the music with icons. Assess students' understanding using a teacher-created or district-provided rubric</p>	<p>"Syncopated Clock" <i>KCLKCM</i></p> <p>"It's Raining, It's Pouring" <i>OS1</i></p> <p>"Hunt the Cows" <i>SOM Gr. 1</i></p> <p>"Little Robin Redbreast" <i>SOM Gr. 1</i></p> <p>"The Elephant" (Saint-Saens, listening) <i>SOM Gr. 1</i></p> <p>"Bluebells" <i>SOM Gr. 1</i></p> <p>"All Night, All Day" <i>SOM Gr. 1</i></p> <p>"Looby Loo" <i>SOM Gr. 1</i></p> <p>"Gilly, Gilly, Gilly Good Morning" <i>SOM Gr. 1</i></p> <p>"One, Two, Three, Four, Five" <i>SOM Gr. 1</i></p> <p>"Carnivalito" <i>STM Gr. K</i></p> <p>"Spring" (Excerpt) from The Four Seasons, Vivaldi, <i>STM Gr 1</i></p>	<p>relationships and nuances in word meanings</p> <p>Comprehension: Sequencing — Identify sequence of events in "Hunt the Cows" or other songs Identify story details from songs 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings;</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"There Come Our Mothers" <i>SBMM</i> Gr. 1 "One Misty, Moisty Morning" <i>KMM</i> "Yankee Doodle" <i>Rhythmically Moving 2</i>	use time order words to signal event order and provide some sense of closure.
R2.A Musical Characteristics With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).	Respond with big and small movements to show loud and soft dynamics in a listening example	Observe as students identify and label loud and soft dynamics in a listening example. Assess their understanding using a teacher-created or district-provided rubric . Formal Assessment: Observe students movements in response to loud (large movements) soft (small movements) dynamics in a listening example and assess their ability to use movement to demonstrate a musical concept using a	"March" (Bizet) <i>SOM</i> Gr. 1 "Radetzky March" <i>STM</i> Gr. 1 Symphony No. 40 in g, minor K. 550 (Mozart) <i>KTB</i>	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Visually identify teacher-selected orchestral instruments and group into families.	teacher-created or district-provided rubric . Ask students to identify by sight various instruments of orchestra. Assess their mastery using a teacher-created or district-provided rubric .	<p>“Danse Macabre” (Listening) <i>SOM Gr. 3</i></p> <p>“Hornpipe” (excerpt) from <i>Water Music Suite</i> (Listening) <i>SOM Gr. 3</i></p> <p>“Spotlight on the English Horn” <i>SOM Gr. 3</i>, p. 81</p> <p>“What’s the Whole Idea?” <i>SOM Gr. 3</i>, p. 178</p> <p>“What Do You Hear?” <i>Music Connection Gr. 3</i> CD 4-19</p>	
R3.A Evaluating Artistic Work	With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.	Assess student understanding as they evaluate a musical performance using a teacher-created or district-provided rubric .	Sample Performance Review template	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings

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<p>DOMAIN: CONNECT <u>ComFoundations</u> Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors. Cn2: Relate artistic ideas and works with societal, cultural, and historical context.</p>	<p>G1 Q3 CONNECT DOMAIN RESOURCE LIST <i>Kids Can Listen, Kids Can Move = KCLKCM</i> <i>Spotlight on Music = SOM</i></p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p>	<p>Discuss how music used in TV commercials and shows becomes part of our everyday life and impacts our choices.</p>	<p>Assess as students participate in a group discussion using a teacher-created or district-provided rubric.</p>	<p><u>15mercial Jingles in Under 3 minutes</u></p>	<p>1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.CC.3- Ask and answer questions about what a speaker says in</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				order to gather additional information or clarify something that is not understood.
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).</p>	<p>Experience and perform songs and dances from the United States. Describe how each of these songs represents something different about the U.S.</p>	<p>Assess as students perform music from varied cultures and assess using a teacher-created or district-provided rubric.</p>	<p>"This Little Light of Mine" <i>SOM 1</i> "You're a Grand Old Flag" <i>SOM 2</i> "Colonel Bogey March" <i>KCLKCM</i></p>	<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>

DOMAIN: PERFORM

Foundations

P1: Select, analyze and interpret artistic work for performance.

P2: Develop and refine artistic techniques and work for performance.

G1 Q4 PERFORM DOMAIN RESOURCE LIST

Jungle Beat = JB

Music for Children = MFC

Music for Little People = MFLP

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<p>P3: Convey and express meaning through the presentation of artistic work.</p>	<p><i>Once Upon a Folk Tale = OUFT</i> <i>Orff Source = OS</i> <i>Share the Music = STM</i> <i>Silver Burdett Making Music = SBMM</i> <i>Spotlight on Music = SOM</i> <i>Third Rhyme's the Charm = TRTC</i></p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>List songs you know from everyday life that have fast and slow tempi. What is the purpose of those songs? (When would you listen to them?)</p>	<p>Assess as students participate in a group discussion using a teacher-created or district-provided rubric.</p>		<p>1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>P1.B Musical Contrasts With limited guidance, using voices, instruments, or movement, demonstrate knowledge of musical concepts in</p>	<p>Demonstrate an understanding of fast and slow in a musical selection for performance</p>	<p>Assess as students move to show fast and slow contrasts in music using a teacher-created or district-provided rubric.</p>	<p>"'Grr-umph' Went the Little Green Frog" <i>JB</i></p> <p>"Seven Jumps from Dance Music for Children" (<i>Shenanigans</i>) <i>SOM K</i></p>	<p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
music from a variety of cultures selected for performance.				
<p>P1.C Musical Context Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p>	<p>Perform a song or poem in AA' form, demonstrating loud and soft dynamics.</p> <p>Perform a song or poem in AA' form, demonstrating fast and slow tempo.</p>	<p>Assess students' ability to select and apply dynamics using a teacher-created or district-provided rubric.</p>	<p>"Johnny One Hammer" OS 1 (Song gets progressively louder as more 'hammers' are added)</p> <p>"Mousie, Mousie" OS 1</p>	<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>P1.D Notation When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<p>Identify quarter note, eighth note and quarter rest using icons and/or traditional notation</p> <p>Read short Sol-Mi patterns from traditional notation</p>	<p>Observe as students read quarter note, eighth note and quarter rest using icons and assess using a teacher-created or district-provided rubric.</p>	<p>"Little Black Bug" SOM Gr. 1 Use simple poems or nursery rhymes notated by teacher</p> <p>"Rock, Paper, Scissors, Sing!" (TPT Free download)</p>	<p>Fluency: Reinforce tracking left to right and top to bottom while reading iconic notation Phonics: Break words into syllables 1.RI.CS.4- Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P2.A Apply Feedback With limited guidance, apply feedback to refine performances.</p>	<p>Listen to feedback from a teacher or peer, restate it in your own words, and use it to improve the next performance.</p>	<p>Observe as students restate and apply appropriate feedback using teacher-created or district-provided rubric.</p>	<p>P2.A First Grade Resource</p>	<p>1.SL.CC.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>P2.B Rehearse and Refine With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, or tempo).</p>	<p>Sing a song fast or slow in response to aural cue (e.g. teacher playing rhythmic accompaniment on a drum) or a visual cue (e.g. teacher conducting faster or slower).</p>	<p>Assess students' ability to respond to tempo changes using a teacher-created or district-provided rubric. (Scroll to "Respond to Tempo Changes")</p>	<p>"Head and Shoulders, Knees and Toes" <i>MFLP</i> "Help My Wind My Ball of Wool" <i>MFLP</i></p>	<p>1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to the task and situation.</p>
<p>P3.A Singing With limited guidance, sing alone and with others, with expression. Specified First Grade skills: Echo songs, pitch-</p>	<p>Perform songs in group or solo using Sol-Mi, La-Sol-Mi</p>	<p>Listen to students sing phrases of Sol-Mi-La and Sol-Mi patterns from songs or echo patterns or answer teacher's sung question and assess their singing using a teacher-created</p>	<p>"Bluebird, Bluebird" <i>SBMM</i> Gr. K "Going to the Zoo" <i>STM</i> Gr. 2, <i>SBMM</i> Gr. K "Little Tommy Tiddlemouse" <i>OS</i> 1 "Going to the Jungle, Sing What We Should Bring" <i>JB</i></p>	<p>Comprehension: Sequencing — Identify sequence of animal verses in "Going to the Zoo", dramatize 1.SL.PKI.6 With prompting and support, speak in complete</p>

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First Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos.</p>	<p>Perform pentatonic and diatonic songs with good vocal tone</p> <p>Perform pitch-matching games including singing game with questions and answers which may either be formula or improvised. Have students sing alone using S-M, or L-S-M</p>	<p>or district-provided rubric.</p> <p>Listen to students sing phrases of pentatonic and diatonic songs and assess their singing using a teacher-created or district-provided rubric.</p> <p>Listen to individual students echo sing patterns or answer questions sung by the teacher (Sol-Mi, La-Sol-Mi) and assess using a teacher-created or district-provided rubric.</p>	<p>"Button You Must Wander" OS 1</p> <p>"Find the Basket" OS 2</p> <p>"New Shoes" OS 2</p> <p>"Hello There" SOM Gr. 1</p> <p>"Bluebird, Bluebird" SBMM Gr. K</p> <p>"Going to the Zoo" STM Gr. 2, SBMM Gr. K</p> <p>"Doggie, Doggie, Where's Your Bone?" STM Gr. 1 (See Appendix)</p>	<p>sentences when appropriate to the task and situation.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.B Instruments and Body Percussion With limited guidance, using body percussion and/or instruments, perform, alone and with others, with expression. Specified First Grade skills: Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording.</p>	<p>Explore echoing four beat patterns (limited to one sound, two sounds and no sound to the beat) using one level of body percussion, unpitched instruments</p> <p>Perform rhythm of the words of a poem/song using body percussion, unpitched instruments</p> <p>Perform proper technique with pitched and unpitched percussion instruments</p>	<p>Listen as students individually echo a four-beat pattern using one level of body percussion or unpitched instruments. Assess their understanding using a teacher-created or district-provided rubric.</p> <p>Observe as students switch from performing beat with a song/poem to performing the rhythm of the words and assess their ability to distinguish the two concepts using a teacher-created or district-provided rubric.</p> <p>Observe students' percussion technique and assess using a teacher-created or district provided rubric</p>	<p>Teacher-created patterns or patterns taken from a song or poem</p> <p>"Tinker, Tailor" and "Clapping/Stamping Patterns 1 and 2" MFC1, p. 3</p> <p>"Double This" <i>SOM Gr. 1</i> "Granny" <i>SOM Gr. 1</i> "I Like Spinach" <i>SOM Gr. 1</i> "One, Two, Three, Four" <i>SOM Gr. 1</i> "Big and Small" <i>SOM Gr. 1</i> "Seesaw" <i>SOM Gr. 1</i> Rain ABA (See Appendix)</p>	<p>Phonics: Break words into syllables 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to the task and situation. Comprehension: Fluency Have ½ of the students maintain a steady beat on body percussion or instruments to encourage fluency while the other ½ performs the rhythm of the words. 1.FL.VA.7a Determine or clarify the meaning of</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Continue barred instrument accompaniments (Chord Bordun and Tonic Accompaniments)	for unpitched or pitched instruments. Observe student performance of chord bordun or tonic steady beat accompaniments and assess using a teacher-created or district-provided rubric . If using this objective as an application of steady beat, consider creating or using a district-provided steady beat rubric .	Play on repeated words of "Miss Polly Had a Dolly" <i>Music For Little People</i> , John Feierabend "Bye Baby Bunting" <i>Third Rhyme's the Charm</i> (Don't use visuals) "Barber, Barber" <i>Third Rhyme's the Charm</i> "Old Dog Full of Fleas" OS 2	unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate	Display grade-level appropriate applications of performance etiquette skills including watching the conductor,	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General)	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
appropriate posture, and evaluate performance etiquette.	responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.		Performance Practices by Grade Level	relationships and nuances in word meanings.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Continue to demonstrate proper audience etiquette and evaluate audience behavior during performances	Discuss audience behavior for any upcoming performances students may attend. Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

DOMAIN: CREATE

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

G1 Q4 CREATE DOMAIN RESOURCE LIST

Jungle Beat = JB

Orff Source = OS

Share the Music = STM

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First Grade

Cr3: Refine and complete artistic work.

Silver Burdett Making Music = SBMM
Spotlight on Music = SOM
Thyme for a Rhyme = TFAR

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures or movement.</p>	<p>Improvise a B section of rhythmic and/or melodic phrases in a way that is related to the song or poem used for the A section. (e.g. Improvise a rhythm in the same meter as the song/poem, or improvise a melody using the rhythm of a word chain created using ideas from the A section)</p>	<p>Assess melodic improvisation using a teacher-created or district-provided rubric.</p> <p>Assess rhythmic improvisation using a teacher-created or district-provided rubric.</p>	<p>"Play Days" <i>TFAR</i> "Hickory Dickory Dock" <i>TFAR</i> "Oliver Twist" <i>OS 1</i> "Find the Easter Basket" <i>OS 1</i> "Apple Tree" <i>OS 1</i> "Going to the Jungle, Sing What We Should Bring" <i>JB</i></p>	<p>Fluency: Reinforce tracking left to right and top to bottom while reading created patterns 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Cr1.B Varied Timbres With limited guidance, using voices, body</p>	<p>Add instrument sounds and movement to a folktale</p>	<p>Assess students' ability to use unpitched percussion to represent characters and special words in a story using a</p>	<p>"A Pile of Stuff" <i>SOM</i> Gr. 1 "The Rabbit in the Moon" <i>SOM</i> Gr. 1</p>	<p>Comprehension: Select timbres and movements that appropriately reflect the characters, plot or</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.		teacher-created or district-provided rubric.	<p>"Why the Beetle Has a Gold Coat" SOM Gr. 1</p> <p>"The Hare and the Tortoise" STM Gr.1</p> <p>"The Crocodile and the Rabbit" (See Appendix)</p> <p>"How the Camel Got His Hump" <i>Once Upon a Folk Tale</i> by Linda Rockwell High</p>	<p>setting of a story or song.</p> <p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>Cr2.A</p> <p>Selecting Musical Ideas</p> <p>With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p>	Discuss reasons for selecting musical elements in improvisation or composition including timbres, rhythms, pitches, dynamics, etc.	Assess as students participate in a group discussion using a teacher-created or district-provided rubric.	Reasons for Selecting Musical Ideas Resource	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
<p>Cr2.B</p> <p>Notating Ideas</p> <p>With limited guidance, using digital media or pictures to notate a short musical idea,</p>	Using icons or traditional notation (including manipulatives such as rhythm cards, popsicle sticks, etc.) create a 4-beat pattern	Observe as students create 4-beat rhythm patterns of 1 sound, 2 sounds, and no sound using manipulatives and assess their understanding using a	"Old Dog Full of Fleas" OS 2 (See Playing and Creating)	<p>Fluency: Reinforce tracking left to right and top to bottom while reading created patterns</p> <p>1.W.PDW.4 With guidance and support,</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.)	showing 1 sound, 2 sounds, and no sound Using icons or traditional notation, compose a 4-beat melody using Sol-Mi or Sol-Mi-La on a modified staff (2 or 3 line)	teacher-created or district-provided rubric.		produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cr3.A Refining Musical Ideas With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.	As a class, plan a form for a final performance by trying several ideas and using feedback to inform the decision. If the final performance is of an improvisation, the class should create the form. Restate peer or teacher feedback in your own words and use it to	Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or district-provided rubric.	"Old Dog Full of Fleas" OS 2 (See Playing and Creating) "A Pile of Stuff" SOM Gr. 1 "The Rabbit in the Moon" SOM Gr. 1 "Why the Beetle Has a Gold Coat" SOM Gr. 1 "The Hare and the Tortoise" STM Gr.1 "The Crocodile and the Rabbit" (See Appendix) "How the Camel Got His Hump" <i>Once Upon</i>	1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	refine and improve personal musical ideas.		<i>a Folk Tale</i> by Linda Rockwell High "Play Days" <i>TFAR</i> "Hickory Dickory Dock" <i>TFAR</i> "Oliver Twist" <i>OS 1</i> "Find the Easter Basket" <i>OS 1</i> "Apple Tree" <i>OS 1</i>	
Cr3.B Demonstrate Musical Ideas With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas.	After applying feedback and refining the work, present a final performance of a student composition.		"Old Dog Full of Fleas" <i>OS 2</i> (See Playing and Creating) "A Pile of Stuff" <i>SOM Gr. 1</i> "The Rabbit in the Moon" <i>SOM Gr. 1</i> "Why the Beetle Has a Gold Coat" <i>SOM Gr. 1</i> "The Hare and the Tortoise" <i>STM Gr.1</i> "The Crocodile and the Rabbit" (See Appendix) "How the Camel Got His Hump" <i>Once Upon a Folk Tale</i> by Linda Rockwell High "Play Days" <i>TFAR</i>	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to the task and situation.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Hickory Dickory Dock" <i>TFAR</i> "Oliver Twist" <i>OS 1</i> "Find the Easter Basket" <i>OS 1</i> "Apple Tree" <i>OS 1</i>	

DOMAIN: RESPOND Foundations R1: Perceive and analyze artistic work. R2: Interpret intent and meaning in artistic work. R3: Apply criteria to evaluate artistic work.	G1 Q4 RESPOND DOMAIN RESOURCE LIST <i>Jungle Beat = JB</i> <i>Kids Can Listen, Kids Can Move = KCLKCM</i> <i>Second Rhyme Around = SRA</i> <i>Share the Music = STM</i>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
R1.A Musical Preferences With guidance, identify and explain how personal interests and experience influence musical selection.	As a class, with the teacher's guidance, select three to five songs, fingerplays/rhymes, or dances that represent what you have learned in music this month [quarter, year, etc.]	Assess as students participate in a group discussion using a teacher-created or district-provided rubric .	R1.A Musical Preferences Resource	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.B Musical Concepts With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.</p>	<p>Demonstrate the ability to keep steady beat (alone or in a group) while others are playing rhythm of the words of a song or poem.</p>	<p>Assess students' ability to differentiate between rhythm and beat using a teacher-created or district-provided rubric.</p>	<p>"Shoe a Little Horse" SRA "Magic Words" SRA (Perform AA' with ROW/Steady beat as A' or Create a "polite phrases" word chain for a B section)</p>	<p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p>
<p>R2.A Musical Characteristics With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).</p>	<p>Perform simple rondo through song, speech, instruments</p> <p>Explore/use movements to show like and different sections in a rondo</p> <p>Identify Rondo as a form ABACA</p>	<p>Assess student understanding of like and different sections by having students perform a rondo and then diagramming the form and describing what made each section different. Assess using a teacher-created or district-provided rubric.</p> <p>Assess students' ability to express the concept of like and different phrases through movement using a</p>	<p>"Going to the Zoo" STM Gr. 2 "Growing" STM Gr. 1 (See Appendix for activity) "Going to the Jungle, Sing What We Should Bring" JB "Lieutenant Kije" KCLKCM</p>	<p>Comprehension: Sequencing — Identify sequence of animal verses in "Going to the Zoo", dramatize</p> <p>1.SL.PK.5 Add drawings or other visual displays to descriptions when appropriate, to clarify ideas, thoughts and feelings</p> <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		teacher-created or district-provided rubric. Assess students' ability to respond to like and different sections using a teacher-created or district-provided rubric.		content, choosing flexibly from an array of strategies.
R3.A Evaluating Artistic Work With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.	With limited guidance, use musical vocabulary to critique a live or recorded performance.	Assess student understanding as they evaluate a musical performance using a teacher-created or district-provided rubric.	Sample Performance Review template	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

G1 Q4 CONNECT DOMAIN RESOURCE LIST

Once Upon a Folk Tale = OUFT

Share the Music = STM

Spotlight on Music = SOM

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Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p>	<p>Have students explain how personal preferences and intent helped them select instruments and movement to represent the characters and plot in a folktale.</p>	<p>Assess as students participate in a group discussion using a teacher-created or district-provided rubric.</p>	<p>This standard may be considered a partner standard to Cr1.B Instruments and Body Percussion: Add Instruments to a Folktale</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts</p>
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other</p>	<p>Compare the use and purpose of music in folktales and song tales, performing at least one of each.</p>	<p>Assess as students participate in a group discussion using a teacher-created or district-provided rubric.</p>	<p>“A Pile of Stuff” <i>SOM</i> Gr. 1 “The Rabbit in the Moon” <i>SOM</i> Gr. 1 “Why the Beetle Has a Gold Coat” <i>SOM</i> Gr. 1 “The Hare and the Tortoise” <i>STM</i> Gr.1</p>	<p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).			"The Crocodile and the Rabbit" (See Appendix) "How the Camel Got His Hump" <i>Once Upon a Folk Tale</i> by Linda Rockwell High Feierabend Song Tales: <i>Risseldy Rosseldy</i> <i>My Aunt Came Back</i> <i>The Other Day, I Met a Bear</i> <i>There's a Hole in the Bucket</i>	