

Grade 1

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>			<p><i>Share the Music=STM</i> <i>Silver Burdett Making Music=SBMM</i> <i>Spotlight on Music=SOM</i> www.dsokids.com (Dallas Symphony) www.sfskids.org (San Francisco Symphony) http://www.nyphilkids.org/main.phtml (New York Philharmonic) http://www.classicsforkids.com/ http://kids.usa.gov/music/ http://teachingwithorff.com https://flat.io/en</p>	
<p>Rhythmic Speech and Motions</p>	<p>Perform short poems, nursery rhymes, and finger plays with motions to reinforce words</p> <p>Perform poems with various voices, such as happy sad, scared, robot, etc.</p>	<p>Observe student performance and assess using a teacher-created or district-provided rubric.</p> <p>Students lead the poem using various voices for classmates to echo. Assess use of four voices using a teacher-created or district-provided rubric.</p>	<p>“Johnny Works with One Hammer” SOM Gr. 1</p> <p>“Hey, Hey, Look at Me” SBMM Gr.1 “2 4 6 8” (See Appendix)</p> <p>“1, 2, Buckle My Shoe”</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>.ELA-Literacy.CCRA.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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<p>Steady Beat</p>	<p>Perform beat with listening examples, songs, and rhymes, imitating teacher's model; create ways to show beat accompaniment</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>Perform beat accompaniment (chord bordun) for a pentatonic song using appropriate mallet technique</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 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>"Head and Shoulders, Baby" <i>SOM</i> Gr. 1</p> <p>"Sara Watashi" <i>SOM</i> Gr. 1</p> <p>"Punchinella" <i>SOM</i> Gr. 1</p> <p>"Peat Fire Flame" <i>Rhythmically Moving 2</i></p> <p>"RL: Walking and Jogging to Different Tone Colors" <i>STM</i> Gr.K</p> <p>"Rig a Jig Jig" <i>SOM</i> Gr. 1</p> <p>"Inside the Bubble" <i>The Book of Movement Exploration</i>, J. Feierabend</p> <p>"Bluebells and Cockleshells" (See Appendix)</p> <p>"Five Little Monkeys"-<i>Jungle Beat</i></p>	<p>Comprehension: Sequencing – Identify order of movements for game songs such as "Head and Shoulders, Baby"</p> <p>Vocabulary: Sight Words – use anchor charts with illustrations and text for locomotor movements (walk, run, gallop, slide, jump, hop, skip) .ELA-Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Solo and Group Singing	<p>Sing simple (pentatonic and diatonic) songs with narrow range, practicing good vocal tone</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.” sung with Sol-Mi, Sol-Mi-La pitch patterns</p> <p>Perform singing games in a circle formation</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 by teacher (Sol-Mi, La-Sol-Mi) • Singing games with puppets 	<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</p> <p>“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>The Book of Beginning Circle Games</i>, John Feierabend (Teacher’s Choice) “Telephone Song” <i>STM</i> Gr. 3</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>Vocabulary: Sort words into categories .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Performance Etiquette	<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>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>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>High vs. Low</p>	<p>Explore high and low sounds on the barred instruments with appropriate mallet technique, including playing clusters (any two pitches in the pentatonic scale) in the rests of a song</p>	<p>Observe as students play high and low clusters on pitched percussion instruments using proper mallet technique. Assess using a teacher-created or district-created rubric.</p>	<p>“Night Comes” SOM Gr 1 <i>Random House Book of Poetry for Children</i> (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)</p>	<p>Writing/Vocabulary: Synonyms and Antonyms 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 .ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>

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<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>High vs. Low</p>	<p>Respond to high and low sounds with movement</p>	<p>Observe students movement and responses. Assess student understanding using a teacher-created or district-provided rubric.</p> <p>Students discuss and distinguish which objects make high or low sounds before listening to example. See how many were right. Assess understanding using a teacher-created or district provided rubric.</p>	<p>“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 “Listening: Is the Sound High or Low” SBMM KK Big Book</p>	<p>Comprehension: Story Sequencing</p> <p>Ask students to recall “What happened first, then, next, finally, etc.” after songs are presented.</p> <p>.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Beginning and Ending</p>	<p>Review start and stop by performing movement to a listening example</p>	<p>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>“My Pony Macaroni” SBMM Gr. 1</p>	<p>Writing/Vocabulary: Context clues</p> <p>Encourage students to use context to determine the meaning of the word “trot”.</p>
<p>Introduction</p>	<p>Be still and silent during instrumental introductions of songs</p> <p>Describe introduction as music occurring before a song</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>“Little Red Caboose” SOM Gr. 1 “A Tisket a Tasket” STM Gr. 1</p> <p>“Shake it” SBMM Gr. 2</p>	<p>.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p>

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<p>Vocal and Instrumental Timbres</p>	<p>Explore use of speaking, singing, whispering, and calling voices</p> <p>Explore playing unpitched instruments</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 instruments aurally and visually and assess them using a teacher-created or district-provided rubric.</p> <p>Observe as students play unpitched percussion and assess their technique using a teacher-created or district-provided rubric.</p>	<p>“Brush Your Teeth” (song and speech) <i>SOM</i> Gr. 1</p> <p>“Sara Watashi” <i>SOM</i> Gr 1</p> <p>“Something Funny Outside” <i>SOM</i> Gr. 1</p> <p>“Going on a Bear Hunt” <i>SOM</i> Gr. 1</p> <p>“Somebody Come and Play” <i>SOM</i> Gr. 1</p>	<p>Comprehension: Story Sequencing</p> <p>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> <p>Comprehension: Plot and Character development</p> <p>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?).</p> <p>.ELA-Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Appropriate Audience Behavior	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.	Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. .ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Rhythmic Speech and Motions</p>	<p>Perform rhymes and finger plays with motions to reinforce words</p>	<p>Observe student performance and assess using a teacher-created or district-provided rubric.</p>	<p>“Five Little Pumpkins” <i>SOM</i> Gr. 1 “Hi! My Name is Joe!” <i>SOM</i> Gr. 1 “Five Fat Turkeys” <i>STM</i> Gr.1 <i>Songs and Rhymes with Beat Motions</i>, John Feierabend (Teacher’s Choice) “Turkey Named Bert” <i>STM</i> Gr. 2</p>	<p>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.) .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Steady Beat</p>	<p>Perform beat accompaniment for a song/poem or listening example</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 beat accompaniment without teacher’s model. Assess their beat competence using a teacher-created or district-provided rubric.</p>	<p>“Grinding Corn” (See Appendix) “The Christmas Tree” <i>Boogie, Blues, and Ballads</i> <i>Songs and Rhymes with Beat Motions</i>, John Feierabend (Teacher’s Choice)</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. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Iconic Notation	Read, create, and perform 4-beat patterns of sound and silence with icons	Using icons in beat boxes, create, read, and perform four-beat patterns (icon in a box for 1 sound and an empty box for no sound) Observe large group, small group, and individual performances and assess using a teacher-created or district-provided rubric . Assess student creation of rhythms using a teacher-created or district-provided rubric .	“Grinding Corn” activity (See Appendix)	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. Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Group and Solo Singing	Echo-sing four beat Sol-Mi patterns showing Sol and Mi with body scale (touch shoulders with both hands for Sol; touch waist for Mi) Identify Mi as sounding lower than Sol	Observe student performance of vocal pitch matching and assess using a teacher-created or district-provided rubric: Singing Rubric Solfège Rubric Observe students distinguish low/high on body and with voices simultaneously and assess using a teacher-created or district-provided rubric: Solfège Rubric Showing high and low through creative movement.	“Bee, Bee” SOM Gr. 1 “Quaker, Quaker” SOM Gr. 1 “What’s Your Name?” SOM Gr. 1 “Tinker, Tailor” SOM Gr. 1 “Serra Serra Serrador” SOM Gr. 1 “Una Adivinanza” SOM Gr. 1 “A Time for Love” SOM Gr. 1 “Pease Porridge Hot” SOM Gr. 1 “Who’s Got the Penny?” (See Appendix for Sol-Mi melody) “Cuckoo” SBMM Gr. 1	Writing/Vocabulary: Synonyms and Antonyms (high/low) Writing/Vocabulary: Extension based on “A Time for Love:” Read poem on p T346 of SOM, Describe and list things associated with winter. .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Simple songs with narrow range and proper vocal tone	Sing pentatonic songs that include Sol-Mi pitches Sing Sol-Mi patterns from icons (pre-notation)	Observe student performance of vocal pitch matching and assess using a teacher-created or district-provided rubric: Singing Rubric	"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 "Two, Four, Six Eight" <i>SOM</i> Gr. 1 "Bee, Bee, Bumblebee" <i>SOM</i> Gr. 1 "Here We Sit" <i>SOM</i> Gr. 1	Fluency: reinforce tracking left to right and top to bottom with iconic melodic notation .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Singing Games	Perform singing games in a circle formation	Observe student performance of vocal pitch matching and assess using a teacher-created or district-provided rubric: Singing Rubric	"My Mama's Calling Me" <i>SOM</i> Gr. 1 "Sara Watashi" <i>SOM</i> Gr. 1 "Charlie Over the Ocean" <i>SOM</i> Gr. 1 "Punchinella" <i>STM</i> Gr. 1 "Zudio" <i>STM</i> Gr. 1	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 _____" .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Pitch Matching	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	"Come Back, My Little Chicks" <i>SOM</i> Gr. 1 "I Like Spinach" <i>SOM</i> Gr. 1 "Soup, Soup" <i>SOM</i> Gr. 1 Who's Got the Penny? (See Appendix for Sol-Mi melody) "Cuckoo" <i>SBMM</i> Gr. 1 "Who's That Hatching"(In All Kinds of Weather, Kids Make Music - Lynn Kleiner)	Vocabulary: With songs such as "I Like Spinach," Lead students in making lists of student-generated categories, such as "vegetables." .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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High and Low	<p>Sing songs with ascending and descending melodic pattern</p> <p>Perform ascending and descending glissandos on the barred instruments</p>	<p>Observe student performance of matching appropriate movement to ascending and descending melodic patterns and assess using a teacher-created or district- provided rubric.</p> <p>Observe students playing high to low and low to high when appropriate and assess using a teacher-created or district- provided rubric.</p>	<p>“La ranita cri” <i>SOM</i> Gr. 1 “Willum” <i>SOM</i> Gr. 1 “Leaves” <i>SBMM</i> Gr. 1</p> <p>“Jack and Jill” <i>Tyme for a Rhyme</i> “Ten Little Bluebirds” <i>Strike It Rich</i></p>	<p>Vocabulary: Antonyms (high/low, etc.) .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Beat Accompaniment and Chord Bordun	<p>Perform chord bordun beat accompaniment with a pentatonic song</p>	<p>Observe as students play chord bordun while singing and assess using a teacher-created or district- provided rubric.</p>	<p>“Grinding Corn” (See Appendix) “<i>The Christmas Tree</i>” <i>Boogie, Blues, and Ballads</i></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. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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<p>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>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>Literacy.CCRA.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Tempo Movement</p>	<p>Create motions that demonstrate how music changes in tempo</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>Comprehension: Reinforce tempo changes with a reading of <i>The Little Engine That Could</i> by Watty Piper. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Iconic Notation	Read, create, and perform 4-beat patterns of sound and silence with icons	<p>Create and perform four-beat patterns represented by an icon in a box for 1 sound and an empty box for no sound. Assess student comprehension using a teacher-created or district provided rubric.</p> <p>Assess student performance of rhythms using a teacher-created or district-provided rubric.</p>	"Grinding Corn" activity (See Appendix)	<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>Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
High and Low Speech, Song, Movement, and Instrumentation	Use instruments to represent characters or special words in a story	<p>Correctly use shakers/ start and stop with story. Assess students' ability to follow a conductor and focus using a teacher-created or district-provided rubric.</p> <p>Observe as students demonstrate steady beat through movement and instruments and assess using a teacher-created or district-provided rubric.</p> <p>Observe as demonstrate moving from low to high vocally (speech) and assess using a teacher-created or district-provided rubric.</p>	<p>"Romper, Stomper, and Boo" SOM Gr 1</p> <p><i>Baby Rattlesnake</i>- book by Te Ata</p> <p>"Addams Family" SBMM</p> <p>"Big Pig" <i>Feierabend Story Cards</i></p>	<p>Comprehension: Select timbres that appropriately reflect the characters, plot, or setting of a story or song.</p> <p>.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.				
Fast vs. Slow	Perform speech/song examples that change tempo	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" SOM Gr. 1 "December: Sleighride" (fast) SOM Gr. 1 "Andante" (Haydn, slow) SOM Gr. 1 "Little Train" (See Appendix)	Comprehension: Reinforce tempo changes with a reading of <i>The Little Engine That Could</i> by Watty Piper. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Beginning and Ending	Review start and stop by performing movement to a listening example	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 .	"December: Sleighride" SOM Gr. 1 "Andante" SOM Gr. 1	Comprehension: Sequencing – Reinforce sequence of movements .ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹

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Introduction	<p>Be still and silent during instrumental introductions of songs</p> <p>Describe introduction as music occurring before a song</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 the conductor, posture and other performance skills using a teacher-created or district-provided rubric.</p>	<p>“Little Red Caboose” SOM Gr. 1 “Elephant” (listening example) SOM Gr 1</p>	<p>Comprehension: <i>The Little Engine That Could</i> by Watty Piper.</p> <p>.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
Song with Accompaniment and without Accompaniment	<p>Perform/listen to songs with and without accompaniment</p>	<p>Observe as students listen to and describe music. Assess according to a teacher created or district-provided rubric. (Look for the K-1 adaptation.)</p>		<p>.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Vocal and Instrumental Timbres</p>	<p>Explore use of speaking, singing, whispering, and calling voices</p> <p>Explore playing unpitched instruments</p> <p>Recognize unpitched instruments aurally and visually</p>	<p>Observe student performance of speaking, singing, whispering, and calling voices. 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 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.</p>	<p>“Peanut Butter” SOM Gr. 1 “Brush Your Teeth” SOM Gr. 1 Montage of Vocal Tone Colors STM Gr. 1 CD2-6 Echoing Four Different Voices (Recorded Lesson) STM Gr. 1 “A Tisket, a Tasket” STM Gr. 1 “This Is My Speaking Voice” (See Appendix)</p> <p>“A Sailor Went to Sea, Sea, Sea” SOM Gr. 1 “Marco Polo” SOM Gr. 1 “2 4 6 8” (See Appendix) <i>The Gingerbread Man</i> (Traditional Story)</p> <p><i>The Little Old Lady Who Was Not Afraid of Anything</i> by Linda Williams</p>	<p>Vocabulary: Sight Words – use anchor charts with illustrations and text for vocal timbres (Speaking, singing, whispering, calling)</p> <p>Comprehension: <i>The Gingerbread Man</i> (Traditional Story)</p> <p><i>The Little Old Lady Who Was Not Afraid of Anything</i> by Linda Williams .ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. .ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

Grade 1

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Form</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>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</p>	<p>Observe student performance of a song/poem while walking steady beat in a circle (A) and thinking the song/poem while standing in place and performing appropriate motions (A'). Assess using teacher-created or district-provided rubric.</p>	<p>“One Little Elephant” <i>SOM</i> Gr 1 <i>Songs and Rhymes with Beat Motions</i>, John Feierabend (Teacher's Choice)</p> <p>“All Around the Kitchen” <i>STM</i> Gr. 1</p>	<p>Comprehension: Sequencing – Reinforce and review sequence of events of performance .ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>Appropriate Audience Behavior</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. .ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. .ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Grade 1

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Stories with Creative Movement (ELA)</p>	<p>Use instruments to represent characters or special words in a story</p> <p>Dramatize a story with movement; use creative movement to represent characters</p>	<p>Observe as student use unpitched percussion instruments to represent characters or special words in a story. Assess unpitched percussion technique using a teacher-created or district-provided rubric.</p> <p>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.</p>	<p><i>Peter and the Wolf</i> (Listening/Movement) SOM Gr. 1 <i>The Gingerbread Man</i>, <i>The Little Old Lady Who Was Not Afraid of Anything</i> by Linda Williams <i>Vanishing Pumpkin</i> (book- Tony Johnston)</p>	<p>Comprehension: Select timbres and movements that appropriately reflect the characters, plot or setting of a story or song.</p> <p>.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Beat Competence</p>	<p>Perform beat with sequenced movement (ex: head, shoulders, head, shoulders)</p>	<p>Observe students take leading or giving steady beat ideas to a song/poem or recorded music using sequenced movement. Assess using a teacher-created or district-provided rubric.</p>	<p>See <i>Teaching Movement and Dance</i> pp. 70-71 “Jump Jim Joe” SOM Gr. 1 “Leila” SBMM Gr. 1</p>	<p>Comprehension: Sequencing – Describe sequenced movement using “First, next, then, last.” .ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. .ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>Movement and Phrases</p>	<p>Perform movements that reinforce phrases</p>	<p>Informal assessment: Observe students demonstrating awareness of phrases with body movement and assess using a teacher-created or district-provided rubric.</p>	<p>See <i>Teaching Movement and Dance</i> pp. 70-71 “Jump Jim Joe” SOM Gr. 1 “Leila” SBMM Gr. 1</p>	<p>.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Patterns of Sound and Silence</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>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>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” SOM Gr.1</p> <p>“Hideroon” SBMM Gr. K</p> <p>“Bow, Wow, Wow” STM Gr. K (movement game in Teacher’s Edition)</p> <p>“Johnny’s Flea” SOM Gr. 1</p> <p>“Bow, Wow, Wow” rhythm pattern activity (see Appendix)</p>	<p>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>.ELA-Literacy.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>.ELA-Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Sol-Mi, Sol-Mi-La</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>Identify La as sounding higher than Sol</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>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>“Arre, me Burrito” <i>SOM</i> Gr. 1 “Acka Backa” <i>SOM</i> Gr. 1 “El Juego chirimbolo” <i>SOM</i> Gr. 1 “Naughty Kitty Cat” <i>SOM</i> Gr. 1 “Twenty-Four Robbers” <i>SOM</i> Gr. 1 “Rattlesnake” <i>SOM</i> Gr. 1 “Lucy Locket” <i>SOM</i> Gr. 1 “Star Light, Star Bright” <i>SOM</i> Gr. 1 “Rain, Rain, Go Away” <i>SOM</i> Gr. 1 “Little Sally Walker” <i>STM</i> Gr.1 “Little Red Bird” (See Appendix)</p>	<p>Comprehension: Recall story details in appropriate songs .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Iconic Notation</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>Options: bars and beams, notes saying ta, ta-di or other method</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-created or district-provided rubric.</p>	<p>“Go A Tin” <i>SOM</i> Gr. 1 “Little Miss Muffet” Third Rhyme’s the Charm</p> <p>“Teddy Bear, Teddy Bear” <i>STMK</i> “Pease Porridge Hot” Mother Goose “Ten Little Bluebirds” <i>SIR</i> “Cobbler, Cobbler” <i>SRA</i></p>	<p>Comprehension: Reinforce themes of “Go A Tin” with a classroom reading of <i>Bringing in the New Year</i> by Grace Lin .ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Pitch Matching	<p>Sing alone in pitch-matching games</p> <p>Sing echo-songs and/or call-response songs.</p>	<p>Listen to individual 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>“Everybody Oughta Know” SOM Gr. 1 “Viva Valentine” SOM Gr. 1 “Sing After Me” SOM Gr. 1 “My Mama’s Calling Me” SOM Gr. 1 “John The Rabbit” SOM Gr. 1 “Shoo, Turkey” SOM Gr. 1 “The Green Grass Grew All Around” SOM Gr. 1 “Little Red Bird” (See Appendix) <i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin, Jr. “Who’s That Hatching?” <i>In All Kinds of Weather, Kids Make Music</i> - Lynn Kleiner</p> <p>“Sing About Martin” STM Gr. 1 <i>The Book of Echo Songs: The Book of Call & Response Songs</i> - John Feierabend (Teacher’s choice)</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> to reinforce lyrics and motions with images and text. – .ELA-Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Solo Singing	<p>Sing alone (ex: echo teacher, call-response, or song by oneself)</p>	<p>Listen to individual students sing patterns, phrases, short songs, or answer questions sung by the teacher and assess using a teacher-created or district-provided rubric.</p>	<p>“Sing After Me” SOM Gr 1</p>	<p>.ELA-Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
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	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Tonic Accompaniment	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 . Also, assess student's pitched percussion technique using a teacher-created or district-provided rubric .	"Little Sally Walker" SOM Gr. 1 "Wake Me, Shake Me" SOM Gr. 1	.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Patterns of Sound and Silence</p>	<p>Create and Perform 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>Observe students create 4 beat patterns with manipulatives. Assess student understanding using a teacher-created or district-provided rubric.</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>.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				

Grade 1

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Form	Perform AB, ABA form with song/speech, movement, instruments, e.g. teacher-choreographed simple dance sequences in circle formation (no partners; no left or right foot specified)	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>"Hunt the Cows" SOM Gr. 1</p> <p>"Little Robin Redbreast" SOM Gr. 1</p> <p>"The Elephant" (Saint-Saens, listening) SOM Gr. 1</p> <p>"Bluebells" SOM Gr. 1</p> <p>"All Night, All Day" SOM Gr. 1</p> <p>"Looby Loo" SOM Gr. 1</p> <p>"Gilly, Gilly, Gilly Good Morning" SOM Gr. 1</p> <p>"One, Two, Three, Four, Five" SOM Gr. 1</p> <p>"Carnivalito" STM Gr. K</p> <p>"Spring" (Excerpt) from The Four Seasons, Vivaldi, STM Gr 1</p> <p>"There Come Our Mothers" SBMM Gr. 1</p> <p>"One Misty, Moisty Morning" In All Kinds of Weather, <i>Kids Make Music</i> Lynn Kleiner</p> <p>"Yankee Doodle" <i>Rhythmically Moving</i> 2</p>	<p>Comprehension: Sequencing — Identify sequence of events in "Hunt the Cows" or other songs</p> <p>Identify story details from songs</p> <p>.ELA-Literacy.CCRA.SL.5</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>.ELA-Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 1

QUARTER 3

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Loud and Soft	<p>Respond with big and small movements to show loud and soft dynamics in a listening example</p> <p>Speak a poem with loud/soft voices</p>	<p>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.</p> <p>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 teacher-created or district-provided rubric.</p>	<p>“March” (Bizet) <i>SOM</i> Gr. 1 “Rain Poem” <i>SOM</i> Gr. 1 “Radetsky March” <i>STM</i> Gr. 1 “The Sleigh Ride” (Mozart)</p> <p>Random House Book of Poetry for Children (Teacher’s Choice)</p>	<p>Vocabulary: Antonyms (loud/soft, etc.) .ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. .ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
Proper Audience Etiquette	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	<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. .ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. .ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Grade 1

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Rhythmic Echo</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>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>Teacher-created patterns or patterns taken from a song or poem</p>	<p>Phonics: Break words into syllables .ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Beat vs. Rhythm</p>	<p>Perform rhythm of the words of a poem/song using body percussion, unpitched instruments</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>“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>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)</p>	<p>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. .ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 1

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Sol-Mi, La-Sol-Mi	Perform songs in group or solo using Sol-Mi, La-Sol-Mi	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 or district-provided rubric .	"Bluebird, Bluebird" <i>SBMM</i> Gr. K "Going to the Zoo" <i>STM</i> Gr. 2, <i>SBMM</i> Gr. K	Comprehension: Sequencing — Identify sequence of animal verses in "Going to the Zoo", dramatize .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Pentatonic and Diatonic songs	Perform pentatonic and diatonic songs with good vocal tone	Listen to students sing phrases of pentatonic and diatonic songs and assess their singing using a teacher-created or district-provided rubric .		.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Iconic Notation	Identify quarter note, eighth note and quarter rest using icons established by the teacher. Options: bars and beams, notes saying ta, ta-di or other method	Observe as students read quarter note, eighth note and quarter rest using icons and assess using a teacher-created or district-provided rubric .	"Little Black Bug" <i>SOM</i> Gr. 1 Use simple poems or nursery rhymes notated by teacher	Fluency: Reinforce tracking left to right and top to bottom while reading iconic notation Phonics: Break words into syllables Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade 1

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Pitch Matching	Perform pitch-matching games	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 .	"Hello There" <i>SOM</i> Gr. 1 "Bluebird, Bluebird" <i>SBMM</i> Gr. K "Going to the Zoo" <i>STM</i> Gr. 2, <i>SBMM</i> Gr. K "Doggie, Doggie, Where's Your Bone?" <i>STM</i> Gr. 1 (See Appendix)	Comprehension: Sequencing — Identify sequence of animal verses in "Going to the Zoo", dramatize .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
Solo Singing	Using a singing game with questions and answers which may either be formula or improvised have students sing alone using S-M, or L-S-M	Listen to individual 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 .	"Hello There" <i>SOM</i> Gr. 1 "Doggie, Doggie, Where's Your Bone?" STM Gr. 1 (See Appendix)	Comprehension: Recall story details from songs .ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Chord Bordun and Tonic Accompaniment	Continue barred instrument accompaniments	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 .	"Pat Works on the Railway" <i>SOM</i> Gr 1 "Barber, Barber" <i>Third Rhyme's the Charm</i>	.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.

Grade 1

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>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>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>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Sound Patterns and No Sound Patterns</p>	<p>Using icons (i.e. note manipulatives, popsicle sticks) create a 4-beat pattern showing sound and no sound</p>	<p>Observe as students create 4-beat rhythm patterns of sound and no sound using manipulatives and assess their understanding using a teacher-created or district-provided rubric.</p>		<p>Fluency: Reinforce tracking left to right and top to bottom while reading created patterns .ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Grade 1

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Like and Different Sections</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>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 teacher-created or district-provided rubric.</p> <p>Assess students' ability to respond to like and different sections using a teacher-created or district-provided rubric.</p>	<p>"Going to the Zoo" STM Gr. 2 "Growing" STM Gr. 1 (See Appendix for activity)</p>	<p>Comprehension: Sequencing Identify sequence of animal verses in "Going to the Zoo", dramatize .ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Rondo</p>	<p>Identify Rondo as a form ABACA</p>	<p>Assess students' ability to identify and label like and different sections using a teacher-created or district-provided rubric.</p>	<p>"Going to the Zoo" STM Gr. 2 "Growing" STM Gr. 1 (See Appendix for activity)</p>	<p>Comprehension: Sequencing — Identify sequence of animal verses in "Going to the Zoo", dramatize .ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. .ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 1

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Proper Audience Etiquette</p>	<p>Continue to demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Discuss audience behavior for any upcoming performances students may attend.</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.</p> <p>.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p> Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Folktales</p>	<p>Add instrument sounds and movement to a folktale</p>	<p>Observe student performance of playing instrument sounds or moving at the correct time in the story. Use a teacher-created or district-provided rubric to assess:</p> <p>Students' use of creative movement</p> <p>Students' use of unpitched percussion as a sound color</p>	<p>"A Pile of Stuff" SOM Gr. 1</p> <p>"The Rabbit in the Moon" SOM Gr. 1</p> <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>Comprehension: Select timbres and movements that appropriately reflect the characters, plot or setting of a story or song.</p> <p>.ELA-Literacy.CCRA.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>