

**Curriculum Map**

**Course: Music**

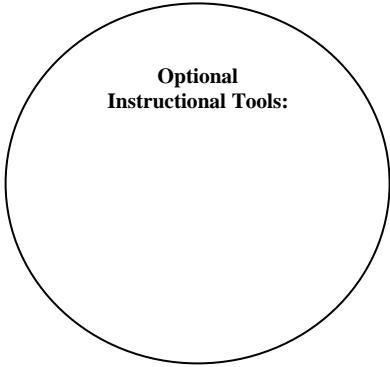
**Topic: American Music**

**Subject(s): General Music**

**Grade(s): 1<sup>st</sup> grade**

Days:

**Key Learning(s): American music is important to our heritage.**



**Unit Essential Question(s): How is American music important to our heritage?**

<b>Concept:</b> Patriotic Music National Standard(s): 1, 6, 9		
<b>Lesson Essential Questions:</b> How do we recognize patriotic music?  How do we behave when we hear patriotic music?		
<b>Vocabulary:</b> American, Patriotic, respect, flag, national anthem		

**Attached Document(s):**

**Additional Info:**  
Song material:

- “Our Flag” World of Music, K teacher’s manual p. 184
- “Our Flag” World of Music, audio recording, CD4
- “The Flag Goes By” World of Music, 1<sup>st</sup> grade teacher’s manual, p. 206
- “The Flag Goes By” World of Music, audition recording, CD4
- “Star Spangled Banner” audio recording

Children’s Books: (many quality options)

- “The Star Spangled Banner” by Pete Spier
- “The American Flag” by Tamara L. Britton
- “The Flag We Love” by Pam Munoz Ryan
- “Our Flag: a Book to Begin On” by Leslie Waller

# Curriculum Map

Course: Music

Topic: Creating

Subject(s): General Music

Grade(s): 1<sup>st</sup> grade

Days: 6 classes, 40 minute each once per week

\*\*Once introduced, this unit will be practiced for the remainder of the school year.

**Key Learning(s): Create and perform a music composition.**

**Optional  
Instructional Tools:**

**Unit Essential Question(s): How can we perform to music?**

<b>Concept:</b> Movement Composition National Standard(s): 3, 4, 8 State Standard(s): 9.1, 9.2	<b>Concept:</b> Sound Effects in Stories, Poems and Songs National Standard(s): 2 State Standard(s): 9.1	
<b>Lesson Essential Questions:</b> **Review from Kindergarten	<b>Lesson Essential Questions:</b> What instrument could we use for the _____ in the story/poem/song?  Why does this instrument match the character in the story/poem/song?  How should we play the instrument to represent the _____ in the story/poem/song?	
<b>Vocabulary:</b> Movement, walk, jog, skip, gallop, jump, hop, tip-toe, dance	<b>Vocabulary:</b> Strike, shake, scrape, wood block, striker, jingle bells, tambourines, hand drum, guiro, finger cymbals, wind chimes, maracas	

**Attached Document(s):**

**Additional Info:**

Suggested Materials:

- Folk songs
- Composed songs
- Children's Literature
- Poetry

# 1<sup>st</sup> Grade Curriculum Checklist

	Prepare			Present	Practice
	Kin.	A/O	Visual		
<b><i>Rhythm</i></b>					
Fast and Slow					
Steady Beat					
Rhythm of the Words					
<b><i>Form</i></b>					
Same, Similar, Different					
<b><i>Timbre</i></b>					
Speak					
Whisper					
Shout					
Sing					
Solo performance vs. Group performance					
<b><i>Melody</i></b>					
High and Low					
<b><i>Expression</i></b>					
Loud and Quiet					
<b><i>Harmony</i></b>					
Rhythmic Ostinato					
<b><i>Skills and Techniques</i></b>					
Head Voice					
Vocal Warm-up-September					
Vocal Warm-up-October					
Vocal Warm-up-November					
Vocal Warm-up-December					
Vocal Warm-up-January					
Vocal Warm-up-February					
Vocal Warm-up-March					
Vocal Warm-up-April					
Vocal Warm-up-May					
Vocal Warm-up-June					
In-tune Singing-September					
In-tune Singing-October					
In-tune Singing--November					
In-tune Singing--December					
In-tune Singing--January					
In-tune Singing--February					
In-tune Singing--March					
In-tune Singing--April					
In-tune Singing--May					
In-tune Singing--June					

# 1<sup>st</sup> Grade Curriculum Checklist

	Prepare			Present	Practice
	Kin.	A/O	Visual		
<b><i>Families of Instruments</i></b>					
Classroom Instruments Wood, Metal, Skin/Strike, Scrape, Shake					
Orchestral Instrument Families					
String					
Woodwind					
Brass					
Percussion					
<b><i>Movement</i></b>					
Walk					
Jog					
Skip					
Gallop					
Jump					
Hop					
Tip-toe					
Dance					
<b><i>Musical Masterpieces</i></b>					
Children's Books w/art music (List Books, music and date of use)					
Art Music Stories (List the stories, composers and date of use)					

# 1<sup>st</sup> Grade Curriculum Checklist

	Prepare			Present	Practice
	Kin.	A/O	Visual		
<b><i>Creating</i></b>					
Children's Books and/or Poems w/instruments as sound effects (List books/titles and date of use)					
<b><i>American Music</i></b>					
"Our Flag"					
"The Flag Goes By"					
"Star Spangled Banner"					
List books, authors and date of use					

# Curriculum Map

# Course: Music

**Topic: Elements of Music**

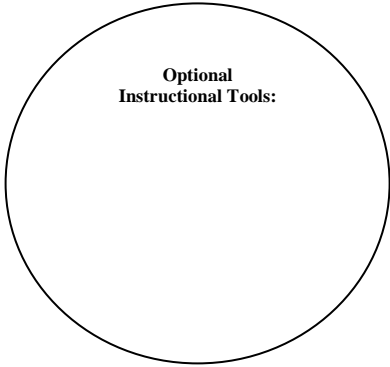
**Subject(s): General Music**

**Grade(s): 1<sup>st</sup> grade**

Days: 36 classes, 40 minute each once per week

**Key Learning(s): Music is comprised of many elements.**

**Unit Essential Question(s): How can we make music sound interesting?**



<p><b>Concept:</b> Rhythm-Fast and Slow National Standard(s): 6 State Standard(s): 9.3, 9.4</p>	<p><b>Concept:</b> Rhythm-Steady Beat National Standard(s): 5, 6 State Standard(s): 9.1, 9.3, 9.4</p>	<p><b>Concept:</b> Rhythm-Rhythm of the Words National Standard(s): 6 State Standard(s): 9.3, 9.4</p>
<p><b>Lesson Essential Questions:</b> **Review "Fast and Slow" from Kindergarten.  What is the tempo of this song?</p>	<p><b>Lesson Essential Questions:</b> **Review "Steady Beat" lessons from Kindergarten.  Does this song have a steady beat?  Can you perform a specific body percussion level to a visual representation of the steady beat? (NOT standard notation)  Can you play an instrument to a visual representation of the steady beat? (NOT standard notation)  Can you point to the quarter notes as we sing the song?</p>	<p><b>Lesson Essential Questions:</b> Can you tap each syllable that you say/sing in a known rhyme/song at the same time as me?  When we tap the way the words go, does our tapping stay steady or get faster and slower?  Can you tap each syllable that you say/sing in a known rhyme/song at the same time without my help?</p>
<p><b>Vocabulary:</b> Fast, slow, tempo</p>	<p><b>Vocabulary:</b> Steady, beat, quarter note</p>	<p><b>Vocabulary:</b> Rhythm, sound, silence</p>

<p><b>Concept:</b> Timbre-Speaking Voice National Standard(s): 1 State Standard(s): 9.1</p>	<p><b>Concept:</b> Timbre-Whisper Voice National Standard(s): 1 State Standard(s): 9.1</p>	<p><b>Concept:</b> Timbre-Shouting Voice National Standard(s): 1 State Standard(s): 9.1</p>
<p><b>Lesson Essential Questions:</b> **Review "Speaking Voice" from Kindergarten.</p>	<p><b>Lesson Essential Questions:</b> **Review "Whisper Voice" from Kindergarten.</p>	<p><b>Lesson Essential Questions:</b> **Review "Shouting Voice" from Kindergarten.</p>
<p><b>Vocabulary:</b> Speaking voice, baby voice, papa voice, high, low, rhyme</p>	<p><b>Vocabulary:</b> Whisper, quiet, rhyme</p>	<p><b>Vocabulary:</b> Shout, loud, rhyme</p>

<b>Concept:</b> Timbre-Singing Voice National Standard(s): 1 State Standard(s): 9.1	<b>Concept:</b> Melody National Standard(s): 1 State Standard(s): 9.1	<b>Concept:</b> Form-Same, Similar and Different National Standard(s): 6 State Standard(s): 9.3, 9.4
<b>Lesson Essential Questions:</b> Can you use your singing voice to sing a known song?  Can you use your singing voice to sing a known song? (range of a sixth)	<b>Lesson Essential Questions:</b> **Review "Melody" from Kindergarten.  Can you draw a picture of the melody?  Can you follow a picture of the melody? (NOT standard notation)	<b>Lesson Essential Questions:</b> Can you mirror a motion to begin and end a song/rhyme?  What is the word that begins/ends a song/rhyme?  Can you mirror a motion to begin and end each phrase in a piece of music?  Can you identify the beginning and ending word in each phrase in a piece of music?  Can you compare two phrases and identify if the phrase is the same, similar or different?
<b>Vocabulary:</b> Sing, song	<b>Vocabulary:</b> Melody, pitch, high, low, going up, going down	<b>Vocabulary:</b> Phrase, same, similar, different

<b>Concept:</b> Timbre-Solo vs. group performances National Standard(s): 7 State Standard(s): 9.3, 9.4	<b>Concept:</b> Expression-Dynamics National Standard(s): 7 State Standard(s): 9.3, 9.4	<b>Concept:</b> Harmony-Rhythmic Ostinato National Standard(s): 2 State Standard(s): 9.1
<b>Lesson Essential Questions:</b> Was this song performed by one person or a group?	<b>Lesson Essential Questions:</b> **Review "Loud and Quiet" from Kindergarten.  What is the music term for how loud or quiet music is?	<b>Lesson Essential Questions:</b> Can you sing a song/say a rhyme while another group performs a rhythmic ostinato?  Can you sing a song/say a rhyme while performing a rhythmic ostinato at the same time?
<b>Vocabulary:</b> Solo, group performance	<b>Vocabulary:</b> loud, quiet, dynamics	<b>Vocabulary:</b> ostinato

<b>Attached Document(s):</b> <ul style="list-style-type: none"> <li>• Fast and Slow Master</li> <li>• Loud and Quiet Master</li> <li>• Solo and Group Performance Master</li> </ul>
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<b>Additional Info:</b> Suggested Materials: <ul style="list-style-type: none"> <li>• Nursery rhymes</li> <li>• Fingerplays</li> <li>• Poetry</li> <li>• Folk songs</li> <li>• Composed music</li> <li>• Unpitched percussion instruments</li> <li>• Teacher made visuals</li> <li>• Children's books</li> </ul>
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# Curriculum Map

# Course: Music

**Topic: Families of Instruments**

**Subject(s): Music**

**Grade(s): 1<sup>st</sup> grade**

Days: 4 classes, 40 minute each once per week

\*\*Once introduced, this unit will be practiced for the remainder of the school year.

**Key Learning(s): Different instruments make different sounds. These differences are due to what they are made of and how they are played.**

**Optional Instructional Tools:**

**Unit Essential Question(s): How are instruments different?**

<b>Concept:</b> Classroom Instruments National Standard(s): 2 State Standard(s): 9.1	<b>Concept:</b> Orchestral Instrument Families National Standard(s): 6 State Standard(s): 9.3, 9.4	
<b>Lesson Essential Questions:</b> **Review from Kindergarten	<b>Lesson Essential Questions:</b> How do we group instruments into families?	
<b>Vocabulary:</b> Strike, shake, scrape, wood, metal, skin, mallet, striker, scraper, wood block, jingle bells, guiro, hand drum, triangle, wind chimes	<b>Vocabulary:</b> Orchestra, string, woodwind, brass, percussion	

**Attached Document(s):**

**Additional Info:**

Suggested Materials:

- Unpitched percussion instruments: wood block, triangle, hand drum, guiro, jingle bells, wind chimes
- Traditional instruments of the orchestra

This is a list of children's books that may enhance this unit:

- *Meet the Orchestra*, William W. Suggs
- *Meet the Orchestra*, A. Hayes, K. Thompson
- *Zin! Zin! Zin! A Violin*, Lloyd Moss
- *Berlioz the Bear*, Jan Brett
- *Max Found Two Sticks*, Brian Pinkney
- *The Deaf Musicians*, P. Seeger, P. DuBois Jacobs

DVDs:

- "Amazing Music Series Volume 3: Families of the Orchestra"

Websites:

- BrainPop Jr.—[www.brainpopjr.com](http://www.brainpopjr.com) currently has an instruments video online



## Curriculum Map

Course: Music

Topic: Musical Masterpieces

Subject(s): General Music

Grade(s): 1<sup>st</sup> grade

Days: 6 classes, 40 minute each once per week

**Key Learning(s): Composers write music to tell stories and communicate emotions.**

Optional  
Instructional Tools:

**Unit Essential Question(s): How have composers used music to communicate ideas and feelings.**

<b>Concept:</b> Feelings National Standard(s): 7 State Standard(s): 9.3, 9.4	<b>Concept:</b> Musical Stories National Standard(s): 7 State Standard(s): 9.3, 9.4	
<b>Lesson Essential Questions:</b> How do composers use music to make us feel happy, sad or scared?	<b>Lesson Essential Questions:</b> How do composers use music to tell stories?	
<b>Vocabulary:</b> Feelings, happy, sad, scared, like, dislike, loud, quiet, fast, slow	<b>Vocabulary:</b> Composer, instruments, loud, quiet, fast, slow	

**Attached Document(s):**

### Additional Info:

Some important pieces that should be covered in elementary grades include, but are not limited to:

- Carnival of the Animals
- Peter and the Wolf
- The Sorcerer's Apprentice
- Peer Gynt Suite
- The Nutcracker Suite
- Hansel and Gretel

Suggested materials:

- Children's books
  - "The Nutcracker" w/Tchaikovsky's "Nutcracker Suite"
  - Carnival of the Animals
  - "I'm going on a Bear Hunt" w/Grieg's "In the Hall of the Mountain King"
  - "Come Along Daisy" w/Grieg's "Norwegian Dance"
  - "The Story of the Orchestra" book and CD
- DVDs
  - "Peter Ustinov Reads the Orchestra" (specifically mood in music)
  - "Amazing Music Series Vol. 1: Emotions in Music"
  - "Hansel and Gretel"
  - "Peter and the Wolf"
  - "The Sorcerer's Apprentice"
  - "Peer Gynt"
  - "The Nutcracker Ballet" (Royal Ballet, New York City Ballet or San Francisco Ballet)
  - "Hansel and Gretel"

# Curriculum Map

Course: Music

Topic: Skills and Techniques

Subject(s): General Music

Grade(s): 1<sup>st</sup> grade

Days: 10 classes, 40 minute each once per week

\*\*Once introduced, this unit will be practiced for the remainder of the school year.

**Key Learning(s): The students will sing alone and with others.**

**Optional Instructional Tools:**  
 “Mr. Brown Can Moo Can You?” Dr. Seuss

**Unit Essential Question(s): Can a student sing a simple song on pitch in a group setting/individually?**

<p><b>Concept:</b>                  Singing Voice-Using the head voice.                  National Standard(s): 1                  State Standard(s): 9.1</p>		
<p><b>Lesson Essential Questions:</b>                  Can you make your voice sound like...in various up and down glissandos?</p> <ul style="list-style-type: none"> <li>• a zipper (“zzz”)</li> <li>• an owl (“oo”)</li> <li>• an elevator (“nnn”)</li> <li>• a puppy whining</li> <li>• a motorboat (lip trills)</li> </ul> <p>Can you sing what I sing back to me?</p> <p>Can you sing an answer to my question?</p> <p>Can you make your voice sound like this picture? (various line drawings)</p> <p>Can you follow a melody in pictures? (NOT standard notation)</p> <p>Can you make your singing voice sound like mine? (range of a sixth, D-B)</p>		
<p><b>Vocabulary:</b>                  Sing, echo, same, different, question and answer</p>		

**Attached Document(s):**

**Additional Info:**  
 Suggested Materials:

- Folk songs
- Composed songs
- Teacher created visuals
- “The Book of Pitch Exploration” by John Feierabend

## 1<sup>st</sup> Grade Vocabulary and Definitions

**Beat:** a repeating pulse that can be felt in some music

**Composer:** a person who makes up pieces of music by putting sounds together in his or her own way.

**Dynamics:** the loudness or quietness of sound

**Echo:** to repeat or imitate

**Melody:** a line of single pitches that moves higher, lower, or repeats

**Orchestra:** a balanced group of instruments consisting of strings, woodwinds, brass, and percussion

**Ostinato:** a rhythm or melody pattern that repeats

**National Anthem:** a song formally adopted as the song to represent a country

**Patriotic:** feeling, expressing, or inspired by love for one's country

**Phrase:** a musical "sentence"

**Pitch:** the highness or lowness of a tone

**Rhythm:** the way the words go in a song or rhyme

**Solo:** music for a single singer or player, often with an accompaniment

**Steady:** stays the same; does not get faster or slower