

1st Grade Music Curriculum, Assessments, and Resource Pacing Chart

K-5 Music Goals:

**Demonstrate musical expression through speaking, singing, playing, and moving.*

**Develop a repertoire of songs: folk, seasonal, multi-cultural, patriotic.*

**Experience performing in a concert, grades K-5. 1st graders' concert is our combined 1st/2nd grade performance in December each year.*

**To be Tuneful (to have melodies in the head & learn to coordinate the voice to sing those melodies), Beatful (to feel the pulse & how it is grouped in 2s or 3s), and Artful (music elicits feelings). "We sing, say, dance, and play, in a tuneful, beatful, artful way."*

Note: Effective elementary music teaching is cyclical, like a musical "workout." While the focus may be on one area, it is necessary that the various musical aspects are covered throughout the year.

1st Grade Michigan Standards for Music Education found at:

https://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_356110_7_458390_7.pdf - pages 34-36

Session Number	KCE Curriculum	Resources & Assessment	Additional Resources:	Standards / Learning Targets	Vocabulary (III.4, V.1)
1 & 2	Exposure to Rhythm	Pre & Post test on Pulse, practice on body percussion, through speech, song, or chant. Barred & UPP technique. Du, Du-De, Rest. Teacher Listening & Observation.	Artie Almeida, GamePlan 1, Unpitched Percussion Parade, rhythm cards (GP)	I can find the pulse of the music. (I.1) I can echo a short rhythm pattern. (I.7) I can echo body percussion patterns. (II.2) I can identify quarter note. (I.9) I can identify a quarter rest. (I.9) I can identify an eighth note. (I.9) I can read / perform / write rhythmic patterns. (III.2) I can show a steady beat in my movement. (I.1) I can perform the steady beat on an instrument. (I.1) I can respond to tempos through my movement. (II.2)	Steady beat, rhythm, body percussion, rhythm patterns, quarter note, quarter rest, eighth note, question and answer, barred & UPP

3	Melody	Sing short vocal model (pre & post test in May), Practice higher than/lower than with voices and on instruments, Explore melodic contour through drawings and stories, up/down, high/low with voices then instruments, learn repertoire of songs, Present Sol-Mi-La with an iconic system, vocal roller coasters. Develop repertoire of songs & singing games from which understanding can be drawn in future grades.	I Sing, You Sing; GamePlan 1, Arioso Land, First Steps, Books & SongTales with response sections, Feierabend books: Pitch Exploration, Songs & Rhymes, Echo Songs, etc)	I can label high and low. (II.3) I can show up and down on instruments. (II.1) I can sing in unison. (I.4) I can sing in a small group. (I.4) I can imitate a melody with 1 to 3 pitches. (I.2) I can show up and down with my voice in a story or drawing.(III.3) I can label a melody as going “up” or “down.” (I.2) I can create a song about myself & my community. (III.4) I can sing an “answer” to a melodic question. (III.1) I can echo a song pattern. ((I.7) I can read so, mi, la. (I.10) I can identify major and minor. (III.7)	Melody, High and low, up/down/same, melodic patterns, pitch & matching pitch, solfege (sol, mi, la, do), solo, form, call/response, echo, unison
4	Harmony	Introduce barred instruments & mallet technique,	Rhythm sticks, Mallet Madness (Almeida), nursery rhymes	I can show the difference between pulse (beat) & rhythm. (I.1) I can sing (say, play) an ostinato. (I.8) I can play a chord bordun on a barred instrument. (I.8)	Beat, Rhythm, ostinato, bordun, barred instrument
5	Form / Movement	Present & practice same & different through speech, song, listening. AB/ ABA Teacher observation,	Lynn Kleiner “Kids Can Listen, Kids Can Move,” Gagne Listening Resource Kit, “I’m Growing Up” (Amidon), Feierabend books	I can identify same & different in music.(III.1) I can respond to the expression in music through moving. (III.3) I can move to the musical style. (I.7, IV. 1) I can identify introduction. (III.4) I can identify repeat sign. (III.4) I can show 3 levels while moving to music. (I. 10)	Same, different, phrase, dance, walk, tip-toe, march, skip, gallop, repeat sign, form, folk dance, introduction, locomotor / non-locomotor, levels (high, medium, low)

6	Timbre	Explore 4 voices / vocal quality, name unpitched percussion, mallet technique for barred instruments, explore UPP instruments. Pre & Post test on instrument identification	Percussion Parade (Almeida), GamePlan 1	I can use my 'floating' voice to sing higher. (II.6) I can identify the singing, speaking, whispering, and calling voices. (I.1) I can identify UPP as wood, metal, or skin. (III.5) I can identify & play basic rhythm instruments. (I.6) I can play barred instruments with proper technique. (I.1)	instrument exploration, drums, technique, mallets, names of instruments - UPP & barred,
7	Musical Expression	Fast/Slow & loud and quiet through songs, chants, movement, & instruments, study of composer of month		I can demonstrate audience appropriate behavior. (IV.3) I can give a personal reaction to music. (V.3)	Audience, performer, performance, stage, applause, conductor, piano, forte, composer