

Scope & Sequence: First Grade Music

		Focus TEKS	Big Ideas	Learning Targets	Essential Questions
All Year		1.5 (A) 1.5 (C) 1.6 (A) 1.6 (C) 1.6 (D)		<ul style="list-style-type: none"> Demonstrate appropriate audience behavior Music connects to other disciplines Respond and perform music 	
Semester 1	Unit 1 Introduction into Music	1.1 (A) 1.3 (A) 1.3 (C) 1.6 (C) 1.6 (D) 1.5 (B)	Expectations of behaviors of music students.	*Exhibit procedures and expectation in the music classroom *Identify five voice types (speak, sing, whisper, shout and inner voice) * Sing tunefully a variety of repertoire * Distinguish between beat/rhythm, higher/lower, faster/slower and simple patterns in musical performances.	What kinds of voice volumes are useful and in what situations? What makes sound music? Can you show the way music sounds using movement?

	Unit 2 Recognize and label dynamic changes	1.1 (C) 1.3 (E) 1.6 (C)	Volume terminology (forte/piano)	*Differentiate soft/loud and label music using the terms forte/piano.	Can you hear when elements in music go from louder to softer? What do musical terms helps us know about a piece of music? How do composers indicate performance volumes in their music?
	Unit 3 Recognizing Form Beat and Rhythm	1.1 (D) 1.3 (B) 1.3 (D) 1.4 (A) 1.6 (C)	Musical form recognition	*Identify form/patterns in music *Create short, rhythmic patterns using known rhythms	What are some patterns that you have noticed at school? Can music be seen in patterns? Can music be performed in patterns?
	Unit 4 Tempo Marking in Music	1.1 (C) 1.6 (C) 1.3 (E)	Fast/Slow music terminology (allegro/largo)	*Differentiate between fast/slow and label music using the terms <i>allegro</i> and <i>largo</i> * Perform music while understanding notation and tempo markings	Can you hear when elements in music go from faster to slower? What do musical terms helps us know about a piece of music? What do music notation symbols tell us?
Semester 2	Unit 5 Melodic Concepts	1.2 (B) 1.4 (B) 1.6 (B) 1.6 ©	Creation of melodic patterns Aural identification of melodic elements S-m melodic patterns	*Create short melodies using known pitches *Identify s-m melodic patterns	What are our known pitches on the solfege ladder? What songs do we know that use these melodic patterns? What melodic elements can you find in this example?

	Unit 6 Quarter Rest, Application of Rhythmic Elements through partwork	1.2 (A) 1.3 (D) 1.4 (A) 1.6 (B) 1.6 (C) 1.6 (D)	Quarter rest through reading, dictation, composition. Rhythmic independence through part work (ostinato).	*Identify, use, and label the quarter rest. *Perform a simple ostinato independently.	Which heart beat has no sound? Can you keep your rhythmic pattern going if there is a different pattern playing at the same time?
	Unit 7 Instrument Families and three tone melodic patterns	1.1 (B) 1.2 (B) 1.4 (B) 1.4 (C) 1.6 (B) 1.6 (C) 1.6 (D)	Instrument families s-m-l melodic patterns	*Classify instruments by the respected families. *Identify s-m-l melodic patterns *Create short melodies using known pitches	What do the members of each of the instrument families have in common? How do the members of the instrument family differ from other members in a different instrument family? What is mi's placement on the staff in relation to sol? What is la's placement on the staff in relation to sol?
	Unit 8 Continuation of Spiraled TEKS, Practice various learned concepts	NO NEW TEKS WILL BE INTRODUCED IN THIS UNIT	Instrument families Style terminology Form Quarter notes and Quarter rest Pairs of eighth notes Sol/mi/la patterns Movement – stationary/travelling	<ul style="list-style-type: none"> Review and practice learned concepts. 	What music concepts can we use to describe our music today?