



# Greenwich Public Schools Parent Curriculum Guide

## **Core Music: First Grade**

*Families as Partners in Learning*

The focus for the music department is to develop units of instruction and assessments for our four Artistic Processes: (1) making meaningful expression such as performing on an instrument or singing (**PERFORMING**), (2) expressing personal ideas by composing or improvising music (**CREATING**), (3) responding to music such as critiquing the work we hear (**RESPONDING**), (4) interpreting symbolic expression by different disciplines, cultures, and history (**CONNECTING**). The integration of technology with music specific digital tools is ongoing to enhance the learning opportunities for all students, “Communicate effectively for a given purpose” and “Recognize and respect other cultural contexts and points of view.”

All students will develop knowledge of the varied career pathways that can be accomplished while participating in core music.

All students will 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.

As a means of having a uniform teaching approach and methodology for core music, grades Pre-K through 5<sup>th</sup> grade, the core music faculty implements the music curriculum created by Dr. John Feierabend. A national leader in music education, Dr. Feierabend is Professor Emeritus of Music Education at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators.

First Steps in Music for Preschool and Beyond<sup>[1]</sup> is Feierabend’s text for Pre-K through the end of 1<sup>st</sup> grade. Its focus is developing singing and movement skills, and it is rich in traditional folk music. The design encourages students to be “tuneful, beatful, and artful” (p.10). He suggests the following “musical workout:”

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| 1. Pitch Exploration                           | 5. SongTales (songs that tell a story) |
| 2. Song Fragments (echo/call & response songs) | 6. Movement Exploration                |
| 3. Simple Songs                                | 7. Movement for Form and Expression    |
| 4. Arioso (Child-created Tunes)                | 8. Movement with the Beat              |

Based on this methodology, the Pre-K/Kindergarten and Grade 1 Core Music Units of Instruction include three strands—Tuneful, Beatful, and Artful. At the end of first grade, students are assessed for their readiness to move into Conversational Solfege.

<sup>[1]</sup> Feierabend, John. First Steps in Music for Preschool and Beyond. Chicago: GIA Publications, 2003.

Units	Student Learning Expectations
<p><b>Unit 1: “Tuneful” - How We Use Our Voice</b></p> <p>“<b>Tuneful</b>” - to think tunes in their heads and learn to coordinate their voices to sing those tunes.</p> <p><b><i>Enduring Understandings:</i></b>  <u>Performing</u></p> <ul style="list-style-type: none"> <li>• Singing is a means of communication.</li> <li>• Humans are born with an instrument for making music - the voice.</li> </ul>	<p><b>Students Will:</b></p> <p>Echo longer song fragments and rhymes.</p> <p>Explore pitch using vocal sliding activities (<i>glissandi</i>).</p> <p>Sing songs/say rhymes while feeling a steady beat.</p> <p>Maintain correct body posture while singing.</p> <p>Compare and contrast sounds that are high and low, loud and soft, and fast and slow.</p> <p>Identify sounds that are high and low, loud and soft, and fast and slow.</p> <p>Listen and respond to teacher-performed “song tales.”</p> <p>Make connections between music I hear in class and music/activities in my daily life.</p>
<p><b>Unit 2: “Beatful” - Feeling the Pulse/Beat</b></p> <p>“<b>Beatful</b>” - to feel the pulse of the music and how that pulse is either grouped in twos or threes.</p> <p><b><i>Enduring Understandings:</i></b>  <u>Performing</u></p> <ul style="list-style-type: none"> <li>• Performing allows a musician to express musical ideas.</li> </ul>	<p><b>Students Will:</b></p> <p>Maintain a steady beat on my body or classroom instruments.</p> <p>Establish and maintain a steady beat to familiar songs and rhymes on my body or classroom instruments.</p> <p>Independently move to the beat in 2’s and 3’s to recorded music, familiar songs, and rhymes.</p> <p>Make connections between music I hear in class and music/activities in my daily life.</p>
<p><b>Unit 3: Artful - Creative Exploration in Music</b></p> <p><b>Artful</b> - to be moved by music in the many ways music can elicit an emotional response.</p> <p><b><i>Enduring Understandings:</i></b></p>	<p><b>Students Will Do:</b></p> <p>Create (improvise) Level 1, 2, and 3 ‘ariosos’ (child-created tunes) using a minimum of 2-3 pitches.</p> <p>Respond to music by using different ways of moving my body based on our movement vocabulary.</p>

Performing

- Humans are born with an instrument for making music - the voice.

Creating

- Improvisation expresses ideas in the moment.

Responding

- People listen to music for a variety of reasons.
- Listening to music evokes emotions.

Connections

- Music connects us to the past, present, and future.

Move expressively to recorded music.

Safely maintain my own personal space while moving around the room.

Discover different ways I can move my body.

Make connections between the songs and movements I make in class to other disciplines (math, language arts, P.E., art) and to my daily life.