
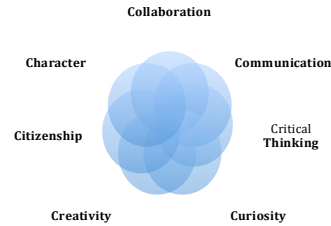


Content Area	Course: General Music	Grade Level: First
<p>Music</p> 	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
• Rhythm	• Ongoing	
• Melody	• Ongoing	
• Harmony	• Ongoing	
• Form	• Ongoing	
• Style and Expression	• Ongoing	
• Movement	• Ongoing	
• Vocal Development	• Ongoing	
• Instrumental Development	• Ongoing	



Strands	Course Level Expectations*
Create	<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians can generate creative ideas, make creative decisions, and know when to share. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication
Perform	<ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music
Respond	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Connecting	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

*Expectations span Grades PK-8 and are based on the National Coalition Core for Art Standards

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Unit Title	Rhythm	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas, make creative decisions, and know when to share? • How does understanding the structure and context of musical work inform performance? • How do individuals choose music to experience? • How do musicians make meaningful connections to creating, performing, and responding? • How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • What is the difference between beat and rhythm and why does it matter? 		
Standards*	<p>Create: <i>Imagine: MU: CR1.1 1a, Plan and Make: MU:CR2.1.1b, Present: MU:CR3.1k</i></p> <p>Perform: <i>Analyze: MU.PR4.2.1</i></p> <p>Respond: <i>Analyze: MU. Re7.2.1</i></p>		
Unit Strands & Concepts	steady beat of music in simple and compound meters (2/4, 3/4, 6/8), eighth and quarter note patterns, tempo		
Key Vocabulary	steady beat, tempo, quarter note, quarter rest, double eighth note, andante, allegro moderato, presto, vivace, long note, short note		

*Standards based on National Coalition for Core Art Standards

For more information visit: <https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>

Unit Title	Rhythm	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the difference between steady and unsteady beat how to find the beat in music with different meters, music can be heard in 2's and 3's quarter note, quarter rest, and double eighth note rhythms difference between beat and rhythm how specific music concepts (such as beat) are used in various styles of music for a purpose knowledge of music concepts (such as beat) in music from a variety of cultures selected for performance 	<ul style="list-style-type: none"> sing, play, listen, and move to the steady beat of music in simple and compound meters ($\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$) sing, read, and play designated rhythms sing, play, listen, and move to music with contrasts in tempo (andante, allegro, moderato, presto) create musical ideas for a specific purpose use iconic or standard notation and/or recording technology to document and organize personal musical ideas demonstrate, read, and perform rhythmic patterns using iconic or standard notation move appropriately to long and short sounds differentiate between steady beat, strong beat, and the rhythm of the words create a four beat rhythms using quarter notes, double eighth notes and a quarter rest

Assessments:	<ul style="list-style-type: none"> Iconic notation assessment, regular formative assessments, popsicle stick notation assessments
Teacher	First Steps in Music for Preschool and Beyond- John M. Feierabend, Keeping the Beat CD From Corelli to Kabalevsky- John M. Feierabend, Move It! by Peggy Lyman, Sing A Song of Poetry- Fountas & Pinnell

Resources:	The Book of Songs & Rhymes with Beat Motions- John M. Feierabend
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Unit Title	Melody	Length of Unit	Ongoing
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas, make creative decisions, and know when to share? • How does understanding the structure and context of musical works inform performance? • How do individuals choose music to experience? • What is the difference between your speaking, singing, and whispering voice? • How do you change your voice to make high and low pitches? • What is the difference between high and low sounds? • How do you use your singing voice in a variety way?
Standards	<p>CREATE: <i>Imagine: MU:CR1.1.1a, Plan and Make: MU:CR2.1.1b, Evaluate & Refine: , Present: MU:CR3.1K</i></p> <p>PERFORM: <i>Analyze: MU: PR4.2.1</i></p> <p>RESPOND: <i>Analyze: MU: Re.7.2.1</i></p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Using your singing voice • Difference between high and low sounds • Matching pitch
Key Vocabulary	speaking/whispering/singing voice, high/low, pitch, mi-sol-la solfege

Unit Title	Melody	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • difference between high and low sounds • difference between upward and downward melodic contour • the difference between whispering, speaking, and singing sounds • how a specific music concept (such as melodic direction) is used in music 	<ul style="list-style-type: none"> • sing, listen, and move to high and low sounds • sing and move to melodies with upward and downward contour • analyze and identify the difference between high and low sounds • identify notes on the staff as line or space notes • sing, read, and improvise sol-mi and sol-mi-la melodic patterns • sing and move to a varied repertoire of songs • identify, move to, play, and sing high, middle and low sounds • aurally and visually identify sol, la and mi

Assessments:	<ul style="list-style-type: none"> • Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	<p>First Steps in Music for Preschool and Beyond- John M. Feierabend, The Book of Pitch Exploration- John M. Feierabend, The Book of Movement Exploration- John M. Feierabend, The Book of Beginning Circle Games- John M. Feierabend, The Book of Call and Response- John M. Feierabend, The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Songs & Rhymes with Beat Motions- John M. Feierabend The Book of Echo Songs- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell The Book of Children's Songtales- John M. Feierabend</p>

Unit Title	Harmony	Length of Unit	Ongoing
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does the music make you feel? • What does the music make you visualize? • Why is harmony is so important? • Does the accompaniment support the melody?
Standards	<p>CREATE: <i>Imagine: MU:CR1.1.1a, Plan and Make: MU:CR2.1.1b, Evaluate & Refine: , Present: MU:CR3.1K</i></p> <p>PERFORM: <i>Analyze: MU: PR4.2.1</i></p> <p>RESPOND: <i>Analyze: MU: Re.7.2.1</i></p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Harmony • Accompaniment • Level Bordun
Key Vocabulary	harmony, accompaniment, Level Borun, I-V chord progression, resting tone

Unit Title	Harmony	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • why musicians add an accompaniment to a song • how changing the musical tone affects the mood of the piece • how music makes you feel • how music makes you think of different colors 	<ul style="list-style-type: none"> • sing and play music in varied tonalities • accompany songs with a tonic- dominant chord bordun on classroom instruments

Assessments:	<ul style="list-style-type: none"> • Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	The Book of Rounds & Canons- John Feierabend First Steps in Music for Preschool and Beyond- John M. Feierabend Various Folk Songs

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas, make creative decisions, and know when to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do individuals choose music to experience? • How is music broken down into sections? • Are these two musical ideas the same or different? 		
Standards	<p>CREATE: <i>Imagine: MU: CR1.1.1a, Plan and Make: MU:CR2.1.1a</i></p> <p>PERFORM: <i>Select: MU:Pr.4.1.1, Analyze: MU: Pr4.2.1</i></p> <p>RESPOND: <i>Analyze: MU: Re.7.1.1, Interpret:MU. Re7.2.1</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Patterns are found in music • Same and different • Part and whole 		
Key Vocabulary	musical phrase, same, different, phrase, selection, personal		

Unit Title	Form	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the difference between different and same phrases when a phrase has ended with guidance, demonstrate and choose favorite musical ideas 	<ul style="list-style-type: none"> identify phrases as being the same or different throughout the movement sing and move to the A and B sections in AB and ABA forms appropriately sing, move, and listen to different types of phrases demonstrate and state personal interest in varied musical selections demonstrate and choose favorite musical ideas connect music to personal interests and experiences and demonstrate why they prefer some music selections over others discriminate between same and different sections for music

Assessments:	<ul style="list-style-type: none"> Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, The Book of Movement Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend, The Book of Fingerplays and Action Songs- John M. Feierabend, The Book of Songs & Rhymes with Beat Motions- John M. Feierabend, The Book of Echo Songs- John M. Feierabend, The Book of Children's Songtales- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell

Unit Title	Style and Expression	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas, make creative decisions, and know when to share? • How performers interpret musical works? • When is a performance judged ready to present? • How do individuals choose music to express? • How do we judge the quality of musical work (and performance)? • How do musicians make meaningful connections to creating, performing, and responding? • How do you choose different sounds to express a musical idea? 		
Standards	<p>CREATE: <i>Imagine: MU: Cr1.1 1b, Evaluate & Refine: MU: Cr3.1.1</i></p> <p>PERFORM: <i>Select: MU:Pr4.1.1, Interpret: MU: Pr4.3.1, Rehearse, Evaluate & Refine: MU: Pr5.1.Ka, MU: Pr5.1 1b, Present: MU: Pr6.1.Ka, MU: Pr 6.1.1b</i></p> <p>RESPOND: <i>Select: MU: Re 7.1.1, Interpret: MU: Re 8.1.1, Evaluate: MU: Re 9.1.1</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Loud vs. Soft, • Selecting Sounds to Express Musical Ideas 		
Key Vocabulary	loud/soft, dynamics, tempo, piano, forte		

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Unit Title	Style and Expression	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> the difference between loud and soft musical ideas contrasting dynamics appropriate movements related to the music characteristics of different classroom instruments what instruments are made of and how does that affect the sound (metal, wood, plastic, beads, skin) how to choose different sounds to express a musical idea 	<ul style="list-style-type: none"> sing and listen to music in different styles sing and listen to music with contrasting dynamics analyze dynamics and perform them appropriately create and perform dramatizations, sound accompaniments, and movement improvisations for stories, rhymes, and poetry sing, listen, and move to music of varied cultures demonstrate and state personal interest in varied musical selections

Assessments:	<ul style="list-style-type: none"> Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell, The Book of Movement Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend

	The Book of Children's Songtales- John M. Feierabend
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Unit Title	Movement	Length of Unit	Ongoing
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas, make creative decisions, and know when to share? • When is creative work ready to share? • How does understanding the structure and context of musical works inform performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How does the movement relate to the music? 		
Standards	Music Standards: CREATE: <i>Imagine: MU: Cr1.1.1b, Evaluate & Refine: MU: Cr 3.1.1</i> <i>Present: MU: Cr 3.2.1</i> PERFORM: <i>Analyze: MU: Pr 4.2.1, Present: MU: Pr 6.1.1a, MU: Pr 6.1. 1b</i>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Moving through space • Matching movement to music • Form • Folk Dancing 		
Key Vocabulary	Sashay, Peel the Banana, do-see-do, high, low, tempo, fast, slow, form, same and different, counterclockwise, clockwise, inside hand, inside foot, left, right, outside hand, outside foot, partner,		

	opposite, point, pivot, set
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Unit Title	Movement	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • personal space through creative movement • different ways to move through space • terminology associated with folk dancing 	<ul style="list-style-type: none"> • create movements independently while moving through personal space • perform contrasting movements • perform non-locomotor and locomotor movements • move to a musical beat that includes changes in tempo and dynamics

Assessments:	<ul style="list-style-type: none"> • Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell, The Book of Movement Exploration- John M. Feierabend, The Book of Beginning Circle Games- John M. Feierabend, The Book of Fingerplays and Action Songs- John M. Feierabend The Book of Songs & Rhymes with Beat Motions- John M. Feierabend, Jump, Jim, Joe- New England Dance Masters, Chimes of Dunkirk- New England Dance Masters, Listen to the Mockingbird- New England Dance Masters

Unit Title	Vocal Development	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians improve the quality of their creative work? • How do musicians improve the quality of their performance? • What are the different ways you can use your voice? • How do you use your singing voice? • How do you sit or stand to sing? • What is the difference between speaking and singing? 		
Standards	Music Standards: CREATE: <i>Evaluate & Refine: MU: Cr 3.1.1</i> PERFORM: <i>Rehearse, Evaluate & Refine: MU: Pr 5.1.1a</i>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Singing Voice • Posture • High vs. Low 		
Key Vocabulary	singing posture, high/low registers, speaking/singing, whispering voice, talking voice, singing voice, head voice, breath support		

Unit Title	Vocal Development	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • appropriate singing posture for both standing and sitting positions • how to use high/low registers in both speaking voice and singing voice • how to match pitch 	<ul style="list-style-type: none"> • sing with appropriate posture while sitting and standing • speak and sing in high/low vocal registers • echo sing patterns and phrases • apply personal, teacher, and peer feedback to refine performances

Assessments:	<ul style="list-style-type: none"> • Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend, Sing A Song of Poetry- Kindergarten- Fountas & Pinnell, The Book of Pitch Exploration- John M. Feierabend, The Book of Call and Response- John M. Feierabend, The Book of Echo Songs- John M. Feierabend, Pitch Exploration Stories- John M. Feierabend, Pitch Exploration Pathways- John M. Feierabend

Unit Title	Instrumental Development	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How do musicians improve the quality of their performance? • How do you produce a good sound on your instrument? 		
Standards	CREATE: <i>Plan and Make: MU: Cr 2.1.1a, MU: Cr 2.1.1b, Evaluate & Refine: MU: Cr 3.1.1</i> PERFORM: <i>Rehearse, Evaluate & Refine: MU: Pr5.1.1a</i>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Appropriate Instrument Performance 		
Key Vocabulary	rest position, unpitched percussion, triangle, woodblock, tamborine, xylophone, glockenspiel, drum, djembe, maraca, woodblock, instrument families, woodwind instrument		

Unit Title	Instrumental Development	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • proper percussion technique (pitched and unpitched percussion technique) • appropriate mallet technique • proper instrument etiquette 	<ul style="list-style-type: none"> • play unpitched percussion instruments with proper technique • demonstrate and choose favorite musical ideas • apply personal, teacher, and peer feedback to refine performances • produce a proper tone on pitched and unpitched percussion instruments • demonstrate the appropriate way to produce a sound on various classroom instruments • analyze and analyze and identify instruments in professional recordings

Assessments:	Teacher Observation, Student Performance, Regular Formative Assessments
Teacher Resources:	First Steps in Music for Preschool and Beyond- John M. Feierabend Sing A Song of Poetry- Kindergarten- Fountas & Pinnell

	Orff Resources
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