

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title:
Curriculum Area and Grade: 1

Course Purpose:

Music is a vital part of each student's daily life. First grade general music is offered to students of all learning modalities and is designed to offer a myriad of opportunities for active participation and success. Students are regularly engaged in singing, playing instruments, moving to music, reading, notating, and creating music. Carefully selected materials provide a framework whereby students learn to understand and appreciate their own historical and cultural heritage as well as those of other cultures. Music adds quality to life as it promotes mental development and provides an outlet for emotional expression. Music provides a powerful means of engaging students in learning and improving their achievement. Fundamental in a student's overall social, emotional, and cognitive development, music enhances reasoning, inspires creativity, and encourages critical thinking, self-discipline, problem-solving, decision-making, cooperation, and imagination. Music enables students to learn about themselves, other people, and humanity in general.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

- 1) Students will use singing, movement, and instruments to explore musical ideas.
- 2) Students explore and experience musical concepts such as beat, high/low, loud/soft, fast/slow, same/different.
- 3) Students will explore the relationships between music and the other arts, other disciplines, and daily life.
- 4) Students will begin to learn to read and notate music.
- 5) Students will develop Social and Emotional Learning (SEL) through the lense of music.
- 6) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music.

Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. Students will use singing, movement, and instruments to explore musical ideas throughout the school year.

2. Students explore and experience musical concepts such as beat, high/low, loud/soft, fast/slow, same/different throughout the school year.

3. Students will explore the relationships between music and the other arts, other disciplines, and daily life throughout the school year.	4. Students will begin to learn to read and notate music throughout the school year.
5. Students will develop Social and Emotional Learning (SEL) through the lense of music throughout the school year.	6. Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music throughout the school year.

Mappers/Authors: Robin Martelle, Matthew Hurrell

Date Approved:

Part 1 - Unit/Theme/Concept			
Grade: 1	Subject:	Course: General Music	Length of Unit: 36 weeks

Common Core State Standards National Core Arts Standards for Music (2014) https://www.nationalartsstandards.org/
Supporting Standards NAEYC Developmentally Appropriate Practice (DAP) Standards 1-3 https://www.naeyc.org/our-work/families/10-naeyc-program-standards

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels
The students will know: <ol style="list-style-type: none"> how to generate musical ideas for various purposes and contexts. How to select and develop musical ideas for defined purposes and contexts. 	The students will be able to: <ol style="list-style-type: none"> With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. MU:Cr1.1.1a With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).MU:Cr1.1.1b 	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

<p>3. how to evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p> <p>4. how to share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>5. how to select varied musical works to present based on interest, knowledge, technical skill, and context.</p> <p>6. how to analyze the structure and context of varied musical works and their implications for performance</p> <p>7. how to develop personal interpretations that consider creators' intent.</p> <p>8. how to evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>9. how to perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>10. How to choose music appropriate for a specific purpose or context.</p> <p>11. how to analyze how the structure and context of varied musical works inform the response.</p>	<p>3. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. MU:Cr2.1.1a</p> <p>4. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. MU:Cr2.1.1b</p> <p>5. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. MU:Cr3.1.1a</p> <p>6. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. MU:Cr3.2.1</p> <p>7. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.1.1</p> <p>8. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. MU:Pr4.2.1a</p> <p>9. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. MU:Pr4.2.1b</p> <p>10. Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU:Pr4.3.1</p> <p>11. With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU:Pr5.1.1a</p> <p>12. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. MU:Pr5.1.1b</p> <p>13. With limited guidance, perform music for a specific purpose with expression. MU:Pr6.1.1a</p>	
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<p>12. how to support interpretations of musical works that reflect creators'/performers' expressive intent.</p> <p>13. how to support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p> <p>14. how to synthesize and relate knowledge and personal experiences to make music.</p> <p>15. how to relate musical ideas and works with varied context to deepen understanding.</p>	<p>14. Perform appropriately for the audience and purpose. MU:Pr6.1.1b</p> <p>15. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU:Re7.1.1</p> <p>16. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. MU:Re7.2.1</p> <p>17. With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. MU:Re8.1.1</p> <p>18. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. MU:Re9.1.1</p> <p>19. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.0.1</p> <p>20. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Cn11.0.1</p>	
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Big Idea and Essential Questions

- **Big Ideas**

- 1) Creating Music
- 2) Performing Music
- 3) Responding to Music
- 4) Connecting to Music

- **Essential Questions**

- 1) What is the difference between singing and speaking? What does our best singing voice sound like?

- 2) What is the difference between beat and rhythm?
- 3) What is the difference between high/low (pitch), fast/slow (tempo), loud/soft (dynamics)?
- 4) How do we read music? How do we notate music?
- 5) How is music used in our daily life?

Part 3 – Common Unit Assessments

Formative Assessments: may include, but not be limited to:

- Ongoing teacher observation of student work: quick and informal way to assess students and check for understanding.
- Peer to peer interaction/discussion: listen to students as they discuss specific or broad information pertinent to the lesson in order to check for understanding.
- Verbal feedback to check for understanding.
- Assessment of oral and/or written responses to questions and discussions.
- Exit ticket: a quick way to grasp what students have learned and/or need to review.

Summative/Performance Assessment: may include, but not be limited to:

- Examples of student work
- Profiles of student behavior
- Student journals through platforms such as Seesaw
- Assessment of oral and/or written responses to summative questions and discussions
- District-wide rubrics assessing creating, performing, responding to, and connecting to music

📄 MusicPerformanceRubricsforElementaryGrades-1.pdf

📄 Singing Voice Rubric.pdf

📄 Rhythm Performance Rubric.pdf

Part 4 – Common/Assured Learning Experiences

- Students will review the concepts of loud/quiet, high/low, fast/slow through singing and playing instruments. Students will sing and play a song using different tempi and dynamics. For example, performing “Variations on Twinkle” using all of these musical concepts.
- Students will review the concepts of beat and rhythm through body percussion and instruments. For example, patting the beat while chanting the words to a nursery rhyme like “Peas Porridge Hot”, followed by clapping the rhythm of the lyrics.
- Students will learn to read and notate rhythms. Using age appropriate notation, students will be able to decode rhythmic patterns and then accurately perform them. For example, using stick notation of rhythms and chanting “ta” and “ti-ti” for quarter notes and eighth notes.