



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 5th 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^[1] is Feierabend’s text for Pre-K through the end of 1st 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. There is a benchmark assessment in first grade. At the end of first grade, students are assessed for their readiness to move into Conversational Solfege.

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

Units	Student Learning Expectations
Unit 1: “Tuneful” - How We Use Our Voice “Tuneful” - to think tunes in our heads and learn to coordinate our voices to sing those tunes. <i>Enduring Understandings:</i> <u>Performing</u> • Singing is a means of communication. • Humans are born with an instrument for making music - the voice.	Students Will: Echo longer song fragments and rhymes. Explore pitch using vocal sliding activities (<i>glissandi</i>). Sing songs/say rhymes while feeling a steady beat. Maintain correct body posture while singing. Compare and contrast sounds that are loud and soft, high and low, and fast and slow. Identify sounds that are loud and soft, high and low, and fast and slow. Listen and respond to teacher-performed songs that tell a story (<i>SongTales</i>). Make connections between music heard in class and music/activities in daily life.
Unit 2: “Beatful” - Feeling the Pulse/Beat “Beatful” - to feel the pulse of the music and how that pulse is either grouped in 2’s or 3’s. <i>Enduring Understandings:</i> <u>Performing</u> • Performing allows a musician to express musical ideas.	Students Will: Maintain a steady beat on their body or classroom instruments. Establish and maintain a steady beat to familiar songs and rhymes on my body or classroom instruments. Independently move to the beat in 2’s and 3’s to recorded music, familiar songs, and rhymes. Make connections between music heard in class and music/activities in daily life.
Unit 3: Artful - Creative Exploration in Music Artful - to be moved by music; there are many ways music can elicit an emotional response.	Students Will Do: Create (<i>improvise</i>) Level 1, 2, and 3 ‘<i>ariosos</i>’ (child-created tunes) using a minimum of 2-3 pitches. Respond to music by using different ways of moving my body based on movement vocabulary.

Enduring Understandings:

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.