Grade 1
Music

Unit:	Grade 1 Music
Big Ideas:	Melody, Rhythm, Form, Dynamics, Tempo, Meter
Unit Essential Questions:	Why is music important in our everyday lives? Why is it important to understand music symbols? What is a beat?

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
August	1. Rules and Procedures 2. Folk Songs 3. Singing 4. Melody 5. Rhythm 6. Listening Students will be able to: 1. sing individually and in a group 2. identify and describe a folk song 3. recognize and move to the beat 4. exhibit ability to find the beat through eurhythmic movement 5. play steady beat on various instruments 6. identify different voices 7. exhibit understanding of classroom rules 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Folk Song 3. Voice	1. Why is music important to our everyday lives? 2. What is steady beat?	1. Discuss classroom rules 2. Individual and group singing 3. Marching 4. Eurhythmic activities 5. Listening	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Tapes 5. Computer 6. Projector	1. Teacher observation of students maintaining steady beat. 2. Student performance. 3. Teacher evaluation of students recognizing various voices. 4. Oral responses.

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September	1. Folk Songs 2. Singing 3. Melody 4. Movement 5. Rhythm 6. Listening 7. Form Students will be able to: 1. identify and describe a folk song 2. continue singing individually and in a group 3. recognize and move to the beat 4. play steady beat on various instruments 5. distinguish between beat and no beat 6. identify phrases 7. read quarter notes (ta) and rest (sh) 8. Recognize that *The Star Spangled Banner* refers to the American flag 9. distinguish between loud and soft 10. recognize men's, women's, and children's voices 11. recognize same and different (AB) 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Loud/Soft 3. Voice 4. Same/ Different	1. How can we feel the beat in music? 2. In what ways can we show steady beat?	1. Singing patterns 2. Playing instruments 3. Marching 4. Individual and group singing 5. Eurhythmic activities 6. Performing short dance 7. Listening 8. Discuss Stephen Foster and what a composer does 9. Discuss writing of the Star Spangled Banner 10. Discuss life of George Gershwin and listen to his works 11. Worksheets and color sheets.	1. Music Studio Website- McGraw Hill 2. CDs 3. Tapes 4. Textbooks 5. Worksheets 6. Crayons 7. Computer 8. Projector	1. Teacher observation of students showing dynamic changes. 2. Teacher evaluation of students identifying and reading quarter notes and rests. 3. Teacher evaluation of students identifying phrases. 4. Teacher evaluation of students recognizing same and different in songs. 5. Worksheet (Identifying Beat/No Beat) 6. Student performance playing Orff instruments.

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October	1. Folk Songs 2. Singing 3. Form 4. Listening 5. Melody 6. Rhythm Students will be able to: 1. identify and describe a folk song 2. identify dynamic changes (loud/soft) 3. recognize and move to the beat 4. demonstrate ability to maintain steady beat through dance 5. play steady beat on various instruments 6. continue singing individually and in a group 7. differentiate between band and orchestra instruments 8. distinguish between major and minor 9. demonstrate understanding of phrases 10. identify same and different in songs (phrases and whole parts) 11. identify upward and downward movement by steps 12. identify quarter notes (ta) and rest (sh) 13. read eighth notes (titi) 14. identify tempo changes (fast/slow) 15. distinguish between high/low 9.1, 9.2, 9.3 9.4	1. Spiritual 2. Dynamics 3. Beat 4. Band 5. Orchestra 6. Major 7. Minor 8. Round 9. Melody 10. Tempo	1. Why do we sing patriotic songs? 2. Why would we sing minor songs at Halloween?	1. Singing patterns 2. Playing instruments 3. Marching 4. Individual and group singing 5. Eurhythmic activities 6. Listening 7. Playing games 8. Discuss various composers and their Halloween compositions (In The Hall of the Mountain King –Edvard Grieg, Danse Macabre – Camille Saint-Saens, The Banshee – Henry Cowell, Tocatta in D Minor – Johann Sebastian Bach, Sorcerer's Apprentice – Paul Dukas) 9. Following listening maps	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Videos 5. Worksheets 6. Computer 7. Projector	1. Teacher observation of students showing direction of melody by steps. 2. Student performance playing Orff instruments. 3. Teacher evaluation of students identifying various band instruments. 4. Teacher evaluation of students showing understanding of phrases. 5. Teacher observation of students maintaining steady beat through dance and on instruments.

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November	1. Folk Songs 2. Singing 3. Movement 4. Form 5. Rhythm Students will be able to: 1. continue identifying folk songs 2. continue singing individually and in a group 3. recognize and move to the beat 4. play steady beat on various instruments 5. identify phrases in song 6. identify same or different (repetition and contrast) 7. learn the role of a composer 8. identify qualities of a march 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Folk Song 3. Phrases 4. Same/ Different 5. Hymn 6. March	1. Why is it important to recognize similarities in songs?	1. Singing patterns 2. Playing instruments 3. Individual and group singing 4. Listening 5. Eurhythmic activities 6. Follow listening maps 7. Discuss life of John Philip Sousa and listen to his works	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Composer book 5. Video 6. Library Book 7. Computer 8. Projector	1. Teacher evaluation of students identifying phrases as same and different. 2. Teacher observation of students maintaining steady beat. 3. Student performance.

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December	1. Form 2. Singing 3. Melody 4. Rhythm 5. Ballet 6. Stage/Concert Behavior Students will be able to: 1. continue singing individually and in a group 2. recognize similar phrases 3. identify verse and refrain 4. identify direction of melody 5. play steady beat on various instruments 6. recognize and move to the beat 7. recognize repeated rhythmic patterns 8. describe a ballet 9. identify long sounds in music 10. identify the mood of a song 11. demonstrate appropriate behavior during concert 9.1, 9.2, 9.3 9.4	1. Phrases 2. Verse 3. Refrain 4. Melody 5. Beat 6. Ballet	1. What are appropriate ways to act when in an audience? 2. What are appropriate ways to act when performing? 3. How does a ballet tell a story? 4. What are ways to identify same/different sections of music? 5. How is music used to celebrate holidays?	1. Singing patterns 2. Playing instruments 3. Individual and group singing 4. Listening 5. Eurhythmic activities 6. Discuss life of Peter Tchaikovsky 7. Read “The Nutcracker Ballet” book and watch The Nutcracker	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Book “The 5. Nutcracker” 6. Ballet Slippers 7. The 8. Nutcracker” 9. DVD 10. Holiday PowerPoint 11. Classroom instruments	1. Teacher observation of students maintaining steady beat through movement and instrumental activities. 2. Student performance during Christmas sing-along. 3. Teacher evaluation of students singing holiday songs with accuracy and good tone. 4. Class discussion of “The Nutcracker Ballet” story and performance. 5. Teacher evaluation of students recognizing similar phrases and repeated rhythmic patterns. 6. Teacher evaluation of students recognizing various lengths of notes. 7. Teacher evaluation of students describing the mood of a song.

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January	1. Folk Songs 2. Rhythm 3. Melody 4. Theory 5. Listening 6. Singing 7. Movement 8. Orchestra Students will be able to: 1. continue singing individually and in a group 2. play steady beat on various instruments 3. identify tempo changes 4. identify direction of melody 5. identify various orchestral instruments 6. read ta, titi, and sh 7. identify call and response singing 8. sing a song to celebrate Martin Luther King Jr. 9. move to show aural identification of long and short sounds. 10. learn to identify and represent long and short sounds. 11. identify one voice and many voices 12. show recognition of solo and group sections of a song. 9.1, 9.2, 9.3 9.4	1. Beat 2. Tempo 3. Melody 4. Staff 5. Orchestra 6. Call/ Response	1. How are composers able to express themselves through music? 2. How can tempo changes make music more interesting? 3. What can we learn from the life of Martin Luther King Jr.?	1. Singing patterns 2. Playing instruments 3. Individual and group singing 4. Listening 5. Eurhythmic activities 6. Discuss life of Wolfgang Amadeus Mozart and listen to some of his works 7. Instrumental Identification 8. Sing the song “Sing About Martin” in the form of an echo 9. Listening – “Carnival of the Animals”.	1. Music Studio Website- McGraw Hill 2. CDs 3. Music Play Online website 4. Music K8 YouTube videos. 5. Little Einsteins Episode featuring “Eine Kleine Nachtmusik” 6. Carnival of the Animals book and CD.	1. Teacher evaluation of students recognizing long and short sounds. 2. Teacher observation of students identifying rhythmic patterns in music. 3. Student performance. 4. Teacher evaluation of students identifying various orchestral instruments. 5. Instrumental Identification

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February	1. Folk Songs 2. Singing 3. Movement 4. Listening 5. Form 6. Melody 7. Rhythm 8. Theory 9. Orchestra 10. Dynamics Students will be able to: 1. continue singing individually and in a group 2. play steady beat on various instruments 3. recognize and move to the beat. 4. identify various orchestral instruments 5. identify and describe a spiritual 6. identify melodic movement by steps, leaps, and repeats 7. identify direction of melody 8. identify a scale 9. read ta, titi and sh. 10. identify verse and refrain 11. distinguish phrases as being the same 12. describe style in music 13. identify melodic movement by steps 14. use music to celebrate messages of love and kindness. 9.1, 9.2, 9.3 9.4	1. Beat 2. Orchestra 3. Spiritual 4. Melody 5. Scale 6. Verse 7. Refrain 8. Style 9. Staff 10. Meter 11. Time Signature	1. Why are spirituals so important to our heritage? 2. How can music help us use our imaginations? 3. How is music able to tell a story? 4. In what ways does music tell a story in "Carnival of the Animals" and "Peter and the Wolf"? 5. How can music be used to express feelings?	1. Individual and group singing 2. Chanting and showing movement 3. Playing instruments 4. Game 5. Coloring worksheet 6. Listening 7. Eurhythmic activities 8. Discuss life of Aaron Copland and listen to his works 9. Listening – "Carnival of the Animals" 10. Sing "You've Got a Friend In Me" to celebrate Valentine's Day and Kindness Week	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Worksheets 5. Composer book 6. "Carnival of the Animals" book and video 7. Computer 8. Projector	1. Teacher observation of students following direction given in a song. 2. Student performance showing steady beat and rhythm using body movement and classroom instruments. 3. Peter and the Wolf listening map activity- students identify name of animal after hearing its instrument.

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March	1. Folk Songs 2. Singing 3. Movement 4. Lullaby 5. Rhythm 6. Form 7. Listening 8. Theory 9. Dynamics Students will be able to: 1. continue singing individually and in a group 2. describe a medley 3. play steady beat on various instruments 4. recognize and move to the beat 5. recognize difference between meter in 2 and meter in 3 6. identify and describe a lullaby 7. read ta, titi, and sh 8. identify steps, leaps, and repeats aurally and visually 9. demonstrate understanding of notes around lines or in spaces 10. distinguish sections as being the same or different 11. (repetition/contrast) 12. identify dynamic changes 13. demonstrate appropriate movement for various tempi 14. demonstrate understanding of whole, half, quarter, and eighth notes 9.1, 9.2, 9.3 9.4	1. Medley 2. Beat 3. Meter 4. Lullaby 5. Staff 6. Same/ Different	1. How does moving to music portray the feeling of the music? 2. How does a lullaby make you feel? 3. When do you use sign language in music?	1. Individual and group singing 2. Marching 3. Eurhythmic activities 4. Playing instruments 5. Game 6. Listening 7. Discuss life of J.S. Bach and listen to his works	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Composer book 5. Computer 6. Projector	1. Teacher evaluation of students identifying various notes. 2. Student performance. 3. Teacher evaluation of students distinguishing between same and different (repetition/contrast). 4. Teacher observation of students identifying and describing a lullaby. 5. Teacher evaluation of students identifying various notes and if line or space notes. 6. Teacher observation of students demonstrating appropriate movements to show various tempi. 7. Teacher evaluation of students recognizing difference in meter.

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April	1. Singing 2. Movement 3. Listening 4. Melody 5. Theory 6. Form 7. Rhythm 8. Dynamics Students will be able to: 1. continue singing individually and in a group 2. play steady beat on various instruments 3. recognize and move to the beat 4. identify melodic movement by steps, leaps, and repeats 5. identify direction of melody 6. identify various notes and duration and placement on staff (line/space) 7. read ta, titi, and rests 8. recognize different styles in music 9. identify tempo changes 9.1, 9.2, 9.3 9.4	1. Beat 2. Melody 3. Staff 4. Style 5. Tempo	1. Why do you think slaves sang a lot of spirituals? 2. What kinds of instruments do you think cowboys might play and why?	1. Individual and group singing 2. Games 3. Marching 4. Eurhythmic activities 5. Listening 6. Playing instruments 7. Discuss life of Ludwig von Beethoven and listen to his works	1. Music Studio Website- McGraw Hill 2. Textbooks 3. CDs 4. Composer book 5. Computer 6. Projector	1. Teacher evaluation of students identifying various notes and directions. 2. Student performance playing Orff instruments. 3. Teacher evaluation of students recognizing various styles.

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May/June	1. Singing 2. Melodic Development 3. Movement 4. Listening 5. Form 6. Stage/Concert Behavior 7. Rhythm 8. Musicals 9. Dynamics Students will be able to: 1. continue singing individually and in a group 2. play steady beat on various instruments 3. identify melodic movement by steps, leaps, repeated tones 4. recognize and move to the beat 5. read ta, titi, and rest 6. identify and describe basic staff notation 7. identify and describe "styles" in music 8. demonstrate appropriate behavior during a concert 9. show tempo changes in music 10. describe a musical 9.1, 9.2, 9.3 9.4	1. Beat 2. Melody 3. Notation 4. Style 5. Stage 6. Tempo 7. Musical	1. What were some new terms we learned in music this year? 2. Why is it important to understand what the various terms mean?	1. Individual and group singing 2. Eurhythmic activities 3. Playing instruments 4. Playing musical games 5. Listening 6. Watching musicals	1. Music Studio Website- McGraw Hill 2. CDs 3. Video 4. Audio Tapes 5. Textbooks 6. Musical Videos: "Sound of Music" "Wizard of Oz" "Lion King" 7. Computer 8. Projector	1. Teacher observation of students identifying steps, leaps, and repeated tones. 2. Concert performance. 3. Worksheets (Identifying Instruments) 4. Student performance during rehearsals and concert. 5. Oral responses to students describing a musical