

GVCS 1st Grade Music Curriculum Map 2023-2024

Unit	Learning Target	Program Materials/Resources	Vocabulary	Assessment
Beat	<ul style="list-style-type: none"> -Recall how to find the beat in a piece of music -Identify whether a sound has a steady beat or not -Understand that music has strong beats and weak beats -Identify how many weak beats there are in various pieces of music 	<ul style="list-style-type: none"> -Quaver 	<ul style="list-style-type: none"> Steady Beat Pulse Heartbeat Strong beat Weak beat 	<ul style="list-style-type: none"> -Students will demonstrate patterns of strong and weak beats by patting their laps for strong beats and rubbing their laps for weak beats.
Meter	<ul style="list-style-type: none"> -Recall that music is grouped by 2's, 3's, and 4's -Associate a grouping of strong and weak beats with the appropriate meter 	<ul style="list-style-type: none"> -Quaver 	<ul style="list-style-type: none"> Grouping Meter Waltz 	<ul style="list-style-type: none"> -After listening to a song, students will indicate on their fingers how many weak beats the song had.
Rhythm (ostinato)	<ul style="list-style-type: none"> -Identify the rhythm of a sentence using the syllables of each word -Associate rhythms with the rhythmic syllables "ta" and "ti ti" -Define "ostinato" -Perform ostinatos by echoing 	<ul style="list-style-type: none"> -Quaver -Rhythm Sticks 	<ul style="list-style-type: none"> Syllable Ostinato 	<ul style="list-style-type: none"> -In a circle, the teacher will play an ostinato on rhythm sticks. Each student will take turns playing the ostinato with the teacher.
Major vs. minor	<ul style="list-style-type: none"> -Associate major and minor with emotions -Identify whether a song is in major or minor 	<ul style="list-style-type: none"> -Quaver -“Good News Bad News” book by Jeff Mack 	<ul style="list-style-type: none"> Major Minor Happy Sad Light Dark 	<ul style="list-style-type: none"> -Students will listen to a series of songs and identify if each one is major or minor based on the describing words “happy/sad” or “light/dark”
Pitch vs. dynamics	<ul style="list-style-type: none"> -Identify and demonstrate the difference between pitch and dynamics 	<ul style="list-style-type: none"> -Movement scarves -Percussion instruments 	<ul style="list-style-type: none"> High Low Loud Soft 	<ul style="list-style-type: none"> -While the teacher plays and sings a song, students will use movement to indicate changes of pitch or dynamics

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Singing	<ul style="list-style-type: none"> -Recall the four types of voices -Demonstrate singing in head voice and chest voice -Understand how breathing affects singing 	Quaver	<ul style="list-style-type: none"> Whisper Speak Shout Sing Buzz Cheeks Chest Breathing 	<ul style="list-style-type: none"> -Students will sing a song in small groups, first singing in head voice like a bird, then in chest voice like a lion. -Students will perform “Disco Sensation,” using the correct breathing techniques.
Lines and spaces	<ul style="list-style-type: none"> -Understand that music can be a written language -Identify whether a note is on a line or in a space -Identify the treble clef 	<ul style="list-style-type: none"> -Quaver -Floor staff 	<ul style="list-style-type: none"> Written music Note Staff Line Space Clef “Mi” “Sol” “La” 	<ul style="list-style-type: none"> -Students will take turns singing the “sol mi” pattern. -The teacher will place carpet dots along the floor staff that represent “sol.” Each student will place a second dot under the preplaced dots to represent “mi.”
Melodic movement	<ul style="list-style-type: none"> -Hear when a piece is moving up or down by step -Perform a piece that moves up and down by step 	<ul style="list-style-type: none"> -Boom whackers -Floor staff -Stepbells 	<ul style="list-style-type: none"> Melody Up Down Step Boomwhacker Stepbells 	<ul style="list-style-type: none"> -Students will take turns individually accompanying the class as they sing “Ebenezer Sneezer” on stepbells. -Students will each be assigned a boomwhacker to play while the teacher sings “Ebenezer Sneezer.”
Melody/song	<ul style="list-style-type: none"> -Define “Melody” -Define “Song” -Identify the difference between a melody and a song 	<ul style="list-style-type: none"> -Quaver -Floor staff 	<ul style="list-style-type: none"> Melody Song Story Collection 	<ul style="list-style-type: none"> -In small groups, the students will use the carpet dots to create melodic fragments on the floor staff.
Notes and rests	<ul style="list-style-type: none"> -Identify a rest in written music -Describe the function of a rest in music 	<ul style="list-style-type: none"> -Quaver -Rhythm sticks 	<ul style="list-style-type: none"> Rest Silence 	<ul style="list-style-type: none"> -Students will accompany past concert songs with rhythm sticks. They will rub the sticks whenever there are

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	-Perform music with a combination of notes and rests			notes in the song and stop playing when there are rests.
Tempo	-Identify the three main tempo indicators (largo, moderato, presto) -Apply the three main tempo indicators to various pieces of music -Indicate tempo changes in a piece of music	-Quaver -Drums -MusicPlay Online	Tempo Slow Medium Fast Largo Moderato Presto	-Students will play a matching game and match each song with the corresponding tempo indicators.
Instruments (string and percussion)	-Recall the four families of instruments -List the defining characteristics of a percussion instrument -Demonstrate how to play various percussion instruments	-Quaver -Drums	Percussion Woodwinds Strings Brass Non-pitched Pitched	-When presented with a picture of a percussion instrument, students will take turns naming all of the main parts. -In small groups, students will accompany a song on the drums, exhibiting proper playing technique.