

Moon Area School District Curriculum Map

Course: Music 1

Grade Level: 1

Content Area: Arts and Humanities

Frequency: Full-Year Course, Class held once per 5-day cycle

Big Ideas

1. Develop steady beat vs. rhythm through singing songs, chants, games, movement, etc.
2. Prepare, present, and practice sol, mi, and la.
3. Prepare, present, and practice du, du-de, and rest.
4. Identify melodic and rhythmic notation on five-line music staff.

Essential Questions

5. How can we identify, explore, and demonstrate differences between beat and rhythm?
6. What are different ways to explore tuneful singing?
7. How can we visually demonstrate and notate rhythmic and melodic concepts?

Primary Resource(s) & Technology:

1-2-3 Echo Me Loretta Mitchell, McGraw Hill *Spotlight on Music, As American as Apple Pie* Jeff Kriske and Randy DeLelles, *Get America Singing Again* Hal Leonard, *Kodaly in the Classroom* Linda Rann, *An American Methodology* Ann Eisen and Lamar Robinson, *The Orff Source* Denise Gagne, *Dalcroze Eurhythmics in Today's Music Classroom* Virginia Mead, "Teachers Pay Teachers," *150 American Folk Songs to Sing, Read and Play* Peter Erdei, *The Song Writing Kit (Lower Elementary Edition)* Cheryl Lavender, *Pentatonic Partners* Cristi Cary Miller, *Conversational Solfege Materials* and *First Steps in Music* John Feierabend, *The Rhythm Reader Level I and II* Audrey Snyder
 Microsoft Teams, Promethean Boards, Student iPads

Pennsylvania and/or focus standards referenced at:

www.pdesas.org

www.nafme.org

New concepts for each 9-week period are highlighted in **blue.**

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 3, 5-7	State: 9.1.3.A, 9.1.3.C. 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.2.3.A, 9.2.3.D, 9.2.3.F, 9.2.3.G,	<ul style="list-style-type: none"> • Refine steady beat • Prepare steady beat vs. rhythm with movement, visual representation, etc. 	Weeks 1-9

	<p>National: MU:Cr1.1.1a, MU:Pr4.1.1a, MU:Pr4.2.1b, MU:Re7.2.1a, MU:Cn10.0.1a</p>	<ul style="list-style-type: none"> • Vocal exploration continues with 4 voices, high vs. low pitches, matching pitch, and individual singing • Add melodic contour on Orff instruments • Add vocabulary (forte, piano) to musical dynamics (loud, soft) 	
1-7	<p>State: 9.1.3.A, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.2.3.A, 9.2.3.D, 9.2.3.F, 9.2.3.G, National: MU:Cr1.1.1a, MU:Pr4.1.1a, MU:Pr4.2.1b, MU:Pr4.3.1a, MU:Re7.2.1a, MU:Re9.1.1a, MU:Cn10.0.1a</p>	<ul style="list-style-type: none"> • Refine steady beat • Present steady beat vs. rhythm with movement, visual representation, etc. • Read rhythms through flashcards, songs, etc. • Add vocabulary to rhythm with du, du-de, and rest (i.e. quarter note, eighth notes, etc.) • Introduce Kodaly hand signs for sol and mi through echoing and connecting pitch patterns in songs to Kodaly hand signs • Vocal exploration continues with matching pitch and individual singing • Present simple bordun on Orff instruments while singing • Prepare performance etiquette for in-school performances 	Weeks 10-18
1-7	<p>State: 9.1.3.A, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.2.3.A, 9.2.3.D, 9.2.3.F, 9.2.3.G, National: MU:Cr1.1.1a, MU:Cr2.1.1b, MU:Pr4.1.1a, MU:Pr4.2.1b, MU:Pr4.3.1a, MU:Re7.2.1a, MU:Re9.1.1a, MU:Cn10.0.1a</p>	<ul style="list-style-type: none"> • Practice steady beat • Practice steady beat vs. rhythm with movement, visual representation, etc. • Practice vocabulary to rhythm with du, du-de, and rest through echoing, songs, dictation, and writing • Review Kodaly hand signs for sol and mi and place on five-line staff • Introduce Kodaly hand sign for la • Vocal exploration continues with matching pitch, individual singing, and use of sol, la, and mi • Refine Orff instrument and mallet technique with steady beat, sol and mi, simple bordun 	Weeks 19-27
1-7	<p>State: 9.1.3.A, 9.1.3.C, 9.1.3.D, 9.1.3.F, 9.1.3.H, 9.2.3.A, 9.2.3.D, 9.2.3.F, 9.2.3.G, National: MU:Cr1.1.1a,</p>	<ul style="list-style-type: none"> • Continue steady beat vs. rhythm with movement, visual representation, etc. • Create and read rhythms with du, du-de, and rest • Review Kodaly hand signs for sol, la, and mi and place on five-line staff 	Weeks 28-36

	MU:Cr2.1.1b, MU:Pr4.1.1a, MU:Pr4.2.1b, MU:Pr4.3.1a, MU:Re7.2.1a, MU:Re9.1.1a, MU:Cn10.0.1a, MU:Cn11.0.1a	<ul style="list-style-type: none">• Vocal exploration continues with matching pitch and individual singing• Practice Orff instrument and mallet technique with steady beat, sol and mi, simple bordun• Compose and write original patterns with rhythms (du, du-de, rest) and solfa pitches (sol, mi, la) combined on the five-line staff• Introduce broken bordun on Orff instruments	
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