

YEAR AT A GLANCE: 1st Grade General Music

(updated Dec 2022)

Each music class will experience music that practices the following foundational musical concepts: tuneful singing, moving expressively, keeping a steady beat. Furthermore, students who had music in kindergarten are expected to build upon these skills in 1st grade. Students will be studying the following:


GRADE 1 OBJECTIVES:

BEAT AND RHYTHM	PITCH & MELODY
I can... <ul style="list-style-type: none">- demonstrate: pulse (individual/group),- identify: pulse as "ta" or quarter note, sound/silence as ta or rest, fast/slow as titi/ta, quarter note and eighth note pair notation- differentiate: sound/silence- experience: fast/slow, meter (2/4, 4/4, 6/8)	I can... <ul style="list-style-type: none">- differentiate: high/low- identify: la-sol-mi scale tones and hand signals- experience: up/down, sol-mi melodies, la-sol-mi melodies- demonstrate: contour- develop: a repertoire of songs (folk, seasonal, multicultural, patriotic)
HARMONY	FORM
I can... <ul style="list-style-type: none">- develop: proper mallet technique- demonstrate: simple bordun (chord)- experience: ostinato	I can... <ul style="list-style-type: none">- experience: same/different- identify: phrase, introduction, repeat sign, same/different as AB (ABA)
TIMBRE	
I can... <ul style="list-style-type: none">- identify: unpitched percussion, four levels of body percussion (snap/clap/pat/stamp)- demonstrate: dynamics (loud/quiet)- differentiate: vocal qualities (sing/speak/whisper/shout),- classify: unpitched percussion (wood/metal/skin), pitched percussion (wood/metal)	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none">- Music can be used to communicate ideas and expressions to individuals and groups.- Recognition of music as a source of joy and imagination.- Students will be able to play a classroom percussion instrument using a steady beat and simple pattern.- Movement can reflect the form of music.- Dancing is fun and helps me get to know others.- Students will gain confidence and self-esteem by singing a song with expression.	<ul style="list-style-type: none">- In what ways has music changed my life?- How many different adjectives can be used to describe music?- What are the students' favorite rhythmic pattern?- How does the music guide your movements?- How does someone speak/sing expressively through music?

GRADE 1 *POSSIBLE* YEAR-AT-A-GLANCE:

**This yearly plan shows approximately when each objective is identified. Usually, the objectives are experienced first through imitation, exploration, and improvisation before they are visualized or labeled. Once identified, objectives are reinforced throughout the remainder of the year. Lessons in Grade 1 continue to reinforce skills and objectives introduced in kindergarten.*

	September	October	November	December	January	February	March	April	May
BEAT & RHYTHM	- pulse = ta = - sound/ silence - fast/slow - 2/4, 4/4, 6/8	- quarter rest = z - titi = □			- notation: J and 				
PITCH & MELODY	- high/low - up/down	- repertoire			- sol-mi	- la	- contour		
HARMONY	- mallet technique	- simple bordun (chord)				- ostinato			
FORM	- same/ different	- phrase	- introduction - repeat sign				- AB - ABA		
TIMBRE	- unpitched (identify) - vocal qualities (speak/sing)	- vocal qualities (whisper/shout) - loud/quiet					- unpitched (wood/metal/skin)	- 4 levels of body percussion - pitched (wood/metal)	