

Quinton Township School District
Music
Grade 1
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Music in Motion	Pacing:	10 Days
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Unit Summary: Students will review the concepts they learned in Kindergarten. They will perform many movement activities in order to internalize these elements. The students will begin doing simple folk-like dances.

Objectives:

Week 1: Move to a steady beat, show high and low and upward and downward through movement, match pitch.

Week 2: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice, perform with inside voice, use head voice, identify syllables.

Week 3: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices.

Week 4: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice 1, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices, show change in phrase.

Week 5: Move to a steady beat, show high and low and upward and downward through movement, speak independent parts, use soft, high and low voice 1, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices, show change in phrase.

Week 6: Move to a steady beat, show high and low and upward and downward through movement, use soft, high and low voice, perform with inside voice, use head voice, recognize different timbres, identify major and minor, match pitch with voices, show change in phrase.

Week 7: Move to a steady beat, show high and low and upward and downward through movement, show phrases with movement,

match pitch, recognize good choral pronunciation.

Week 8: Move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation.

Week 9: Identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Week 10: Identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Essential Questions:

1. What is music?
2. What is the relationship between music and movement?
3. How can we respond to music together?

NJSLS - Visual and Performing Arts

- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Interdisciplinary Connections: L.RF.1.2, L.RF.1.3, SL.PE.1.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review rules and what we will learn this year. Play drmfms on piano and ask, “does that sound like a kite going upward or downward?” #Five Kites- Move upward and downward to contour the melody, choose kite icons that go with beginning and ending phrases. Up the Steps we will go- motions to ascending and descending melody. What did you do this Summer- Pitch matching. Circle Round the Zero- steady beat activity. Shake them Simmons Down- perform movements suggested by words, move downward on descending pattern. Lucy Locket- chase game. Here Comes the Mailman- pitch matching. Week 2: Review name songs- student stands up when name is played. - echo rhythms- Oliver Twist- Soft, high, low voice, inside, canon, singing Five Kites- Play ascending and descending bells on step ladder #Jack In the Box- Down, Down, Yellow and Brown Students will be swept up by wind Stretching Song/	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” bu Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.	Bean bag, hand percussion instruments, magnet icons, acorns and cup, flashlight, slide whistle	• Smart Board Applications • Google Applications • Tutorial Videos • Garageband recordings

Climb up the stairs Up to the Hilltop Sally Walks Lucy Locket The Witch Rides Raise hands on “ooh.” Students will sing “ooh.” How many pumpkins per window? Which pumpkin fell off the window sill? 1234/ Handy Spandy How many syllables Strawberry Shortcake Snail Snail seat students with high and low Five Kites Week 3: ----- practice echoing rhythms----- #Handy Spandy- Motions, Canon #The Witch Rides Students will raise hands when they hear “ooh”. <i>Students will name</i> characters from songs. Students will sing “ooh” each time in their head voice. Students will pretend to be each character <i>Ask if happy or spooky-</i> Label as minor Same-different game- Students will sit in a chair. I will play a melody over and over again. When I change to a different melody they are all moved to the next chair. #MTA 1-8 Counting Acorns- Pitch matching #Pumpkin Pumpkin- Body scale d m s s m d <i>Ask if happy or spooky-</i> Label as Major- Future canon How many Pumpkins per window? Exercise of writing rhythms with eighth and quarter notes			
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#Doggie Doggie- Pitch Matching, timbre recognition. 1234- Steady Beat game, canon if ready #Scalloped Potatoes- hand motions, future canon #Pitch matching off flute- single, then patterns. #Ev’rybody’s Welcome- teach movements that follow phrases #Sally Go ‘Round the Sun- Teach movements. Week 4: Review name songs. Find out who matches simple pitch patterns including mrd smd mrd dms. Give each student a 1, 2, 3, or 4 reflecting how many they got correct. The students who do the best will do the pitch matching profile. Which pumpkin fell out of the window? High/low dictaion Ev’rybody’s Welcome- Switch movement on breath to show change in phrase. Sally Go ‘Round the Sun- switch directions on each phrase. Flashlight Ghost- Head voice, upward/downward activity Major or minor scales- Black cat and pumpkin icons- See if someone can find the cat that makes it minor (the third, also the sixth) The Mailman: pitch matching game Down Down Yellow and Brown- Students will descend to the floor- use minor			
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scale Jack O'Lantern: Ask if major or minor Pumpkin Pumpkin- Body scale d m s s m d <i>Ask if happy or spooky-</i> Label as Major- Touch pumpkin icons on board. Future canon- sing as canon if ready. Down on the Banks: Teach motions #The Witch Rides Students will raise hands when they hear "ooh". <i>Students will name</i> characters from songs. Students will sing "ooh" each time in their head voice. Sing if ready. <i>Ask if happy or spooky-</i> Label as minor How many trick-or-treaters per house? rhythmic dictation Week 5: Have individual students who match pitch well match pitch patterns for the class and have them echo them. Flashlight Ghost- Head voice, upward/downward activity Which pumpkin fell out of the window? High/low dictation Ev'rybody's Welcome- Switch movement on breath to show change in phrase. Sally Go 'Round the Sun- switch directions on each phrase. Major or minor scales- Black cat and pumpkin icons- See if someone can find the cat that makes it minor (the third, also the sixth) The mailman: pitch matching game Down Down Yellow and Brown- Students			
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will descend to the floor- use minor scale Jack O'Lantern: Ask if major or minor Pumpkin Pumpkin- Body scale- play ascending and descending triads and ask if they go upward or downward. Teach the body movements for the ascending and descending triads. d m s s m d <i>Ask if happy or spooky-</i> Label as Major- Touch pumpkin icons on board. Future canon- sing as canon if ready. Down on the Banks: Teach motions #The Witch Rides Students will raise hands when they hear “ooh”. <i>Students will name</i> characters from songs. Students will sing “ooh” each time in their head voice. Sing if ready. <i>Ask if happy or spooky-</i> Label as minor How many trick-or-treaters per house? rhythmic dictation Week 6: Flashlight Ghost- Head voice, upward/downward activity Which pumpkin fell out of the window? High/low dictation #Do Not Bump (bubble game) Game of spatial awareness and following directions, and waiting for a cue #Imitate slide whistle Review ascending and descending Review major and minor scales with pumpkins and cats. Pumpkin Pumpkin- Body scale d m s s m d <i>Ask if happy or spooky-</i> Label as Major-			
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Touch pumpkin icons on board. Future canon- sing as canon if ready. Down Down Yellow and Brown- Students will descend to the floor- use minor scale #What will you be for Halloween? Pitch matching with voices Oliver Twist- Inside, canon Match pitches to flute Ev'rybody's Welcome- Switch movement on breath to show change in phrase. Sing Oh Glory with the record Handy Spandy Review motions Down on the Banks: Teach motions Will play a video on the smartboard to demonstrate this. Week 7: Work on Grandparents' Day songs move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation. Activities Hello Ev'rybody- Respond to flute #Name Name- Pitch Matching Doggie Doggie- Pitch Matching Sally go 'round the Sun- switch directions on each phrase. Teacher sing phrases 1 and 3, class sing phrases 2 and 4. Match pitch patterns to flute Ev'rybody's Welcome- Switch movement on breath to show change in phrase. Sing Oh Glory with the record.			
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Record sing phrases 1 and 3, class sing phrases 2 and 4. Handy Spandy Review motions. Two circles in canon. Down on the Banks: Teach motions Down Down Yellow and Brown- Students will descend to the floor- float back up with the wind- touch leaf icons. Class will choose good choral vowels. Week 8: Work on Grandparents' Day songs- "Autumn Leaves" and "Every Morning" Introduce Brass Family Review staff notes. Each student will have a turn playing a note on the bells. Write rhythms by putting turkeys in cages. Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Week 9: Work on Grandparents' Day songs move to a steady beat, show high and low and upward and downward through movement, show phrases with movement, match pitch, recognize good choral pronunciation. Activities Hello Ev'rybody- Respond to flute #Name Name- Pitch Matching Doggie Doggie- Pitch Matching			
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Sally go 'round the Sun- switch directions on each phrase. Teacher sings phrases 1 and 3, and the class sings phrases 2 and 4. Match pitch patterns to flute. Ev'rybody's Welcome- Switch movement on breath to show change in phrase. Sing Oh Glory with the record. Record sing phrases 1 and 3, class sing phrases 2 and 4. Handy Spandy Review motions. Two circles in canon. Down on the Banks: Teach motions Down Down Yellow and Brown- Students will descend to the floor- float back up with the wind- touch leaf icons. Class will choose good choral vowels. Week 10: Work on Grandparents' Day songs- "Autumn Leaves" and "Every Mornin'" Introduce Brass Family Review staff notes. Each student will have a turn playing a note on the bells. Write rhythms by putting turkeys in cages. Andy Pand- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity			
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Assessments	
Formative Assessments Teacher Observation in pitch matching, melodic	Summative Assessments Participation Rubric

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

- recognition, and keeping a steady beat - Class Discussion	Teacher Assessments in pitch matching, melodic recognition, and keeping a steady beat
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for quizzes and tests. - Create modified assessments. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Music
Grade 1

Marking Period:	Two	Unit Title:	Timbres and Music	Pacing:	10 Days
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Unit Summary: Students will explore the various instruments of the brass family and learn to distinguish the timbre and pitch level of each. They will continue to explore the musical elements they learned in the previous marking period. They will prepare a concert for grandparents.

Objectives:

Week 1: Identify various brass instruments and see how they are related, read staff notes, distinguish high from low pitches.

Week 2: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 3: Move to a steady beat , match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 4: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 5: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions .

Week 6: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, demonstrate inside voice, identify beats of silence, create motions.

Week 7: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family.

Week 8: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family.

Week 9: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with

movement, write two-note melodies, create motions, identify instruments from the woodwind family, distinguish simple duple from complex duple meters.

Week 10: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, distinguish simple duple from complex duple meters.

Essential Questions:

1. How can we respond to music?
2. How can we tell if a song has a stepping or skipping rhythm?

NJSLS - Visual and Performing Arts

- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Interdisciplinary Connections: L.RF.1.2, L.RF.1.3, SL.PE.1.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review "Autumn Leaves" and "Every Morning" for Grandparents' Day Play the "same different" game Introduce Brass Family Review staff notes. Each student will have a turn playing a note on the bells. Write rhythms by putting turkeys in cages. Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Week 2: Hello Ev'rybody on trumpet. Introduce the trumpet, trombone, baritone, french horn, and tuba. Discuss the pitch levels of these instruments. Which is like mine? Review staff note sentences. Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Pease Porridge- Jump in on rests Upstairs/Downstairs- Movement to ascending and descending melody Bee Bee- Musical chairs One or two Christmas trees per house-	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, "Reaching the Special Learner Through Music" by Sona D. Nocera, "Juba This and Juba That" by Virginia A. Tashjian, "Leading Young Children to Music: A Resource Book for Teachers" by B. Joan E. Haines and Linda L. Gerber, and "120 Singing Games and Dances" by Lois Choksy.	Sheet music, brass instruments	• Smart Board Applications • Google Applications • Garageband recordings • Tutorial Videos

rhythmic dictation Lil'Liza Jane- Teach motions Long Steps- fast/slow activity MGA 71- Rise Sally Rise- Student in center will model his or her own motion on the second verse. The class will join in the motion on the third verse. Frosty Weather- Teach motions Patty Cake- Teach motions Week 3: Hello Ev'rybody on trumpet Review brass instruments (trumpet, trombone, tuba, and baritone) "What do they have in common?" (Valves, bells, mouthpieces, color- brass) Explain that each has a different name, but they're all from the brass family. Discuss size related to pitch of each one. Play "Jingle Bells" on each. Which instrument is more like your voice? (trumpet or tuba) Andy Pandy- High/Low activity Write rhythms with Christmas trees in houses Chop Chop- Clap beat, clap words, canon Frosty Weather- Teach motions Review circle dance to "Liza Jane" MGA 71- Rise Sally Rise- Student in center will model his or her own motion on the second verse. The class will join in the motion on the third verse. Review staff note sentences.			
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Week 4: Students will listen to five different instruments and identify which is a different pitch. Review staff notes. Each student will play a note from the board on bells. Watch a video of second grade note movers. They will then do the note moving and people moving, then play the patterns on bells. Week 5: Hello Ev'rybody on trumpet Review brass instruments (trumpet, trombone, French Horn, tuba, and baritone) "What do they have in common?" (Valves, bells, mouthpieces, color- brass) Explain that each has a different name, but they're all from the brass family. Discuss size related to pitch of each one. Play "Jingle Bells" on each. Which instrument is more like your voice? (trumpet or tuba) Which is like mine? Introduce staff notes. Andy Pandy- High/Low activity Five Kites- Move body to ascending and descending melody Chop Chop- Clap beat, clap words, canon Name Name- Pitch matching activity Pease Porridge- Jump in on rests Upstairs/Downstairs- Movement to ascending and descending melody Bee Bee- Musical chairs One or two Christmas trees per house-			
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Introduce Woodwinds- Saxophone, Clarinet, and Flute Echo clap rhythms- with stepping Muffin Man- Partner choosing activity. I have a Little snowman He is so fat and round I made him from a snowball I rolled upon the ground I put some buttons on his coat A nice warm scarf of red I gave him eyes, a nose, a mouth A hat upon his head. Watch him as he melts to the ground. Move snowman icons to make eighth and quarter notes. 120-21 Take your feet out the sand- action song My rocket ship- touch rocket icons Move star icons on lines Review sol-mi Write “Starlight” with stars Frosty Weather- review motions Canon if ready. Bow Wow Wow- teach moves Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate. Hot Potato- steady beat and pitch matching game. Week 8: Review Woodwinds- Saxophone, Clarinet, and Flute Bow Wow Wow- teach moves			
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Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate. Hot Potato- steady beat and pitch matching game. Week 9: Echo Rhythms using stepping patterns, then those with skipping patterns Students will then listen to individual patterns and identify whether it sounds like stepping or skipping. Rig a Jig Jig- Raise hands when it becomes a skipping song. Play the game 120-60 Charlie Over the Ocean: chase game. Show tutorial video, teaching skaters' position. Students will play the game. Ask the students if it is a stepping or skipping song. Review Muffin man with tutorial video Scalloped potatoes: motions. Ask if it is stepping or skipping. Frosty Weather- Canon. Ask if it is stepping or skipping. Liza Jane: teach motions Repeat 4-note patterns with bells. Bow Wow Wow- review moves Hot Potato- review steady beat and pitch matching game for Shafer. Review stepping and skipping rhythms by clapping examples and having the class identify them.			
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Week 10: Rig a Jig Jig- Raise hands when it becomes a skipping song. Review skaters position. Review hand clapping to Bingo Department store activity- upward/downward activity Practice singing scales Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for solfege. Identify songs by rhythm clapped by teacher- Bow Wow Wow, Hot Potato, Scalloped Potatoes, Frosty Weather, Rocky Mountain, Ev'rybody's Welcome. Write 7 note solfege on the board. 120-60 Charlie Over the Ocean: chase game. Ask if it is stepping or skipping.			
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Assessments	
Formative Assessments - Teacher Observation in pitch matching, melodic recognition, and keeping a steady beat - Class Discussion	Summative Assessments - Teacher Assessments: five note patterns, pitch recognition, recognition of melodic contour in pitch matching, melodic recognition, and keeping a steady beat - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Quinton Township School District
Music
Grade 1

Marking Period:	Three	Unit Title:	Music Coming to Life	Pacing:	10 Days
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Unit Summary: Students will perform more dances to music. These dances, as well as games are integral to the songs. They will continue working on independence, and they will do more audiation exercises in order for them to independently hear music.

Objectives:

Week 1: Move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts, identify phrases in music, identify dynamic changes.

Week 2: Move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts, identify phrases in music, identify dynamic changes.

Week 3: Move to a steady beat, match pitch, show high/low and upward/downward with movement, show fast and slow with movement, write two-note melodies, create motions, identify instruments from the woodwind family.

Week 4: Move to a steady beat, perform a winding dance, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies, perform independent parts.

Week 5: Distinguish pitch from timbre, identify brass instruments.

Week 6: Identify various notes of the scale, sing songs for a performance.

Week 7: Sing songs for a performance, match pitch, identify various notes of the scale.

Week 8: Sing songs for a performance, match pitch, identify various notes of the scale.

Week 9: Identify upward and downward motion in scales, keep a steady beat, sing music with accurate pitch.

Week 10: Move to a steady beat, recognize melodies of songs for their concert, identify high and low, identify upward and

downward, write two-note melodies with rhythm, perform independent parts, identify “pitch” and distinguish it from timbre.

Essential Questions:

1. How are phrases used in music?
2. How can we respond to music?
3. How does movement connect with music?
4. What is the difference between timbre and pitch?
5. How do pitches move up and down?
6. What does it take to prepare a performance?
7. How does music connect with beat?

Common Core State NJSLS - Visual and Performing Arts

- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

Interdisciplinary Connections: L.RF.1.2, L.RF.1.3, SL.PE.1.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review moves to “Ev’rybody’s Welcome.” Write 7 note solfege on the board. Teach winding game for “The Alley Alley Oh” Teach “Are You Sleeping”- future canon. Students will point to animal chart with “Cindy” Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for solfege. Review hand clapping to Bingo Rocky Mountain- Perform moves to phrases. Which phrase is soft? Introduce Great Big Stars- song for concert. Week 2: Find the students in the book who match pitch the best, play pattern on piano, have them match, then class will match Review Moves to Ev’rybody’s Welcome. Write 7 note solfege on the board. Teach winding game for “The Alley Alley Oh” Teach “Are You Sleeping”- future canon. Students will point to animal chart with “Going Down to Cairo” Introduce Oh Susanna- future partner song to “Going Down to Cairo” Write rhythms and solfege with four people at a time. Use arms for rhythm and squat for	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, “Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” by Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.	Tutorial charts for pitch and rhythm, recordings, sheet music, iconic magnets	• Smart Board Applications • Google Applications • Tutorial videos • Garageband recordings

solfege. Review hand clapping to Bingo Rocky Mountain- Perform moves to phrases. Which phrase is soft. Introduce Great Big Stars- song for concert. Week 3: Introduce name songs. Students will then stand up when they hear their names. Review moves to "BIngo" Review Woodwinds- Saxophone, Clarinet, and Flute Bow Wow Wow- teach moves Rise Sally Rise- individual students will create steady beat motions, which the other students will imitate. Hot Potato- steady beat and pitch matching game. Play solfege tag Week 4: Are You Sleeping- future canon Practice pitch matching off selected students. Here Comes a Bluebird- Window game. Canon if ready. Match pitches to the pitch pipe- review the word "pitch" Play a song on the pitch pipe and stop on one pitch. Put out five instruments- piano, pitch pipe, voice, handbell, and trumpet- students are to surpass timbre and identify the instrument playing a different pitch. Review winding game for "The Alley Alley			
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Oh” Teach Moves to Shoo Fly Review Are you Sleeping- future canon. Here Comes a Bluebird- Game, canon. Students will point to animal chart with She’ll Be Comin’ Round the Mountain. Introduce the instrument “Bass” Ask the class how they think it will sound due to its big size. Ask what family. Review “Going Down to Cairo” Write 7 note solfege on the board. Include eighth notes if the class is ready. Review hand clapping to Bingo Rocky Mountain- Perform moves to phrases. Which phrase is soft? Week 5: Introduce "Mr. Sun" with a tutorial video for reading the notes. The students are to listen and follow the notes on the board, then identify which word was played last. Teach moves to "Rocky Mountain"- "doo doo doo" first, then wohle song Review dance to "Ev'rybody's welcome. Follow animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal. Review "Bingo" Down on the Banks. Students will listen to a CD of different instruments and figure out which are at a different pitch Students will listen to a CD of different brass instruments and name them Assessment- students will be assessed through			
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oral responses. Week 6: Do icon scale magnets. Point at a passage of music notes, and the students are to name the icons that correspond. Continue working on "Jubilee" for the primary concert. Teach moves to "Rocky Mountain"- "doo doo doo" first, then whole song Review dance to "Ev'rybody's welcome. Follow the animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal. Review "Bingo" using grand right and left. Down on the Banks. Review staff notes and play on bells. Line up four students- they will hear solfege patterns and show them by squatting and standing, a pair of "note movers" will move the notes on the board. Week 7: Teach moves to "Rocky Mountain"- "doo doo doo" first, then whole song Review dance to "Ev'rybody's welcome. Follow animal chart for "Going Down to Cairo" Stop on word, and they have to find the corresponding animal. Review "Bingo" using grand right and left. Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final			
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pitch. Match pitches to the pitch pipe- review the word “pitch” Short vs. long- “Red and Orange” (and song for Grandparents’ Day). “Shoo Fly” and “Here Comes a Bluebird” for grandparents’ Day- have students raise hands on selected words. Work in groups of fours representing solfege and rhythm patterns- write each pattern on the board. Here Comes a Bluebird- Window game. Canon if ready. Shoo Fly- review moves Week 8: Play same different rhythm game with papers on floor in circle. Review following sheet music to “Mr. Sun” and “Sleep My Little Bird.” Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final pitch. Body Scale Simon Match pitches to the pitch pipe- review the word “pitch” Short vs. long- “Red and Orange” “Ev’rybody’s Welcome” - have students raise their hands on selected words. Students will work in groups of fours representing solfege and rhythm patterns- write each pattern on the board.			
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Here Comes a Bluebird- Window game. Canon if ready. Shoo Fly- review moves Week 9: Review scale step activity with magnet icons Repeat four-beat patterns after four beat pause- inside voice Follow animal chart for beats on Sleep My Little Bird Sing "Sleep My Little Bird" with notes on the board Review hand clapping to Bingo Introduce counting of quarter, half, and whole notes. Week 10: Go over concert songs- Sleep My Little Bird, Mr. Sun, Cindy, and Bye'm Bye Play same-different stepping game with rhythm. Review motions to "Shoo Fly" Review Motions to "Alley Alley O" Echo rhythms after four beats Echo pitch patterns after four beats Teach counting of quarter, half, and whole notes. Write 4 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la". Review staff sentences. Each student will play a note on the board. Review hand clapping to Bingo Sing concert selections- Shoo Fly,			
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Comin Round the Mountain, Jubilee, The Big Ship Sails Down the Alley Alley Oh. Sing Scalloped Potatoes as a canon.			
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Assessments	
Formative Assessments - Teacher Observation in pitch matching, melodic recognition, and keeping a steady beat - Class Discussion	Summative Assessments - Teacher Assessments: fine and gross motor skills, recognition of left and right in regards to the singing dances, accuracy of iconic notation - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.

for quizzes and tests. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Music
Grade 1

Marking Period:	Four	Unit Title:	Music from the Page to the Concert	Pacing:	10 Days
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Unit Summary: Students will prepare a concert. They will receive video tutorials on how to follow sheet music with lyrics. They will learn to identify the upward and downward motion of the notes. They will also learn how to follow their part in a two-part score. Students will become more familiar with the solfege labels of notes and how they are used. Students will also learn the letter names of staff notes and basic counting of rhythms.

Objectives:

Week 1: Move to a steady beat, recognize melodies of songs for their concert, identify high and low, identify upward and downward, write two-note melodies with rhythm, perform independent parts, identify “pitch” and distinguish it from timbre.

Week 2: Move to a steady beat , perform a winding dance, identify high and low, identify upward and downward and long vs. short, write two-note melodies, perform independent parts.

Week 3: Move to a steady beat, perform a winding dance, identify high and low, identify upward and downward and long vs. short, write two-note melodies, perform independent parts.

Week 4: Identify various degrees of the scale, identify upward and downward movement in pitches, perform concert songs accurately.

Week 5: Sing concert songs correctly.

Week 6: Sing concert songs correctly.

Week 7: Identify various percussion instruments, identify ascending and descending notes, sing concert songs.

Week 8: Sing concert songs, identify staff notes, breathe properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

Week 9: Sing concert songs, identify staff notes, breathe properly for singing, use proper vowel sounds for choral singing, write

melodies with so-mi-la.

Week 10: Identify staff notes, breathe properly for singing, use proper vowel sounds for choral singing, write melodies with so-mi-la.

Essential Questions:

1. How can we respond to music?
2. What are the aspects of good singing?
3. What is involved in preparing a successful performance?
4. What does it take to prepare a performance?
5. How are percussion instruments related?
6. What are the aspects of reading music?

NJSLS - Visual and Performing Arts

- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Interdisciplinary Connections: L.RF.1.2, L.RF.1.3, SL.PE.1.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Echo Rhythms after four beats Echo pitch patterns after four beats Teach counting of quarter, half, and whole notes. Songs for May Concert Sleep My Little Bird Mr. Sun Bye'm Bye Cindy Write 4 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la". Review staff sentences. Each student will play a note on the board. Review hand clapping to Bingo Week 2: Teach Body Scale Smon. Ebenezer Sneezzer-using body scale. Review concert etiquette. Concert songs: Bye'm Bye Cindy Sleep My Little Bird Mr. Sun Jubilee- use magnets for beat This Train- Use Animal chart Here Comes the Mailman- pitch matching. Review counting of quarter, half, and whole	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, "Reaching the Special Learner Through Music" by Sona D. Nocera, "Juba This and Juba That" by Virginia A. Tashjian, "Leading Young Children to Music: A Resource Book for Teachers" by B. Joan E. Haines and Linda L. Gerber, and "120 Singing Games and Dances" by Lois Choksy.	Tutorial charts for pitch and rhythm, recordings, sheet music, iconic magnets	• Smart Board Applications • Google Applications

notes. Week 3: Individual students will improvise three-note patterns, and the class will echo. Teach the simple form of Solfege simon with just three bells. Review concert songs. Shoo Fly Comin Round the Mountain- start next week Jubilee This Train Ebenezer Sneezer- teach body scale. Play body scale Simon. Review counting of quarter, half, and whole notes. Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include “la”. Review staff sentences. Each student will play a note on the board. Review hand clapping to Bingo Sing Lullaby my jamie. Have students match in-tune students. Add countermelody. Introduce “Oh Susanna”. Sing Are you sleeping as a canon. Review partner song to The Alley Alley Oh. Review proper “ooh” and “ah” singing formations. Apply to pitch matching. Apply to Great Big Stars. Add “oh” for the Alley Alley Oh. Discuss concert audience etiquette- listening, not clapping or singing, etc.			
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Here Comes the Mailman- pitch matching. Week 4: Review Body Scale Simon Review concert songs Week 5: See the music to their concert songs and rehearse them. Sleep My Little Bird Bye'm Bye Cindy Mr. Sun Review Breathing with tissue box Play Body Scale Simon. Week 6: Rehearse concert songs: Cindy Sleep My Little Bird Bye'm Bye Mr. Sun Practice sight singing "sol-mi" patterns. Week 7: SGO test for second grade on pitch Benchmark assessment for grades 1 and 2 Review the percussion family Play Body Scale Simon Review- She'll Be Comin Round the Mountain Shoo Fly Jubilee This Train/When the Saints go Marching In			
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Teach conducting patterns in Three and Four Week 8: Rehearse songs for the primary concert. Review staff sentences. Introduce ledger lines above and below Review counting of quarter, half, and whole notes. Review proper breathing. Sing "Lovely Evening" as a canon. Practice matching pitches in harmony. Oh Susanna, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la". Week 9: Musical chairs using solfege Review staff sentences. Introduce ledger lines above and below Review counting of quarter, half, and whole notes. Review proper breathing. Sing "Lovely Evening" as a canon. Practice matching pitches in harmony. Oh Susanna, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la". Week 10: Follow scale with envelopes on the board. A			
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ticket prize will be inside one of the envelopes. They are to figure out which envelope I stop on when hearing me play the notes. Review staff sentences. Introduce ledger lines above and below. Review counting of quarter, half, and whole notes. Review proper breathing. Sing "Lovely Evening" as a canon. Practice matching pitches in harmony. Oh Susanna, Bye'm Bye, Going Down to Cairo, The Alley Alley Oh, Are you Sleeping Write 7 note solfege on the board (This week use the five-line staff). Include eighth notes if the class is ready. Include "la".			
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Assessments	
Formative Assessments - Teacher Observation in pitch matching, melodic recognition, and keeping a steady beat - Class Discussion	Summative Assessments - Teacher Assessments: sight-sing patterns using "sol" and "mi", recognition of melodic contour, labeling of notes with solfege, high and low - Participation Rubric
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation

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