

# First Grade Music

**Unit Title:** Unit 1: Music, Music Everywhere

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS for Visual and Performing Arts - Music**

##### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
    - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

##### **Artistic Process - Performing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
    - 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.
    - 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.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 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.

##### **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
    - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
  - *Performance Expectations*

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- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **NJSLS for Visual and Performing Arts - Media Arts**

### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
    - 1.2.2.Cr1c: Explore form ideas for media art production with support.
    - 1.2.2.Cr1e: Choose ideas to create plans for media art production.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr2c: Choose ideas to create plans for media art production.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Artistic Process - Producing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
    - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

### **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

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- Anchor Standard 9: Applying criteria to evaluate products.
  - Performance Expectations
    - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

### Central Idea / Enduring Understanding:

- I can use different motions to respond to loud and soft sounds.
- Keeping a steady beat allows me to perform with others
- I can use different motions to respond to loud and soft sounds
- Music from different places use different instruments and styles.

### Essential/Guiding Question:

- How do I show the difference between loud and soft?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

### Content:

- Dynamics
- Beat/Meter
- Melody
- Form/Structure
- Style/Background

### Skills (Objectives):

- Say/Echo/Identify loud and soft sounds
- Distinguish between steady beat and no steady beat
- Identify high and low sounds
- Identify parts within a selection
- Recognize music from diverse cultures

### Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

### NJSLS for Literacy

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

## **NJSLS for Mathematical Practice**

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

### **Other Evidence:**

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

#### Session 1.1: Steady Beat

- Pat with the steady beat in speech piece
- Keep steady beat with body percussion

#### Session 1.2: Dynamics

- Vocally imitate loud and soft sounds
- Move to show discrimination between loud and soft

#### Session 1.3: Movement/Listening Skills

- Touch body parts, following aural cues
- Move through shared space

#### Session 1.4: Steady Beat/No Steady Beat

- Swing arms with the steady beat
- Pat and gesture to show distinction between steady beat and no steady beat

#### Session 1.5: Dynamics

- Use body percussion to imitate loud and soft sounds
- Point to words and pictures representing loud and soft to show aural recognition of pairs of sounds

#### Session 1.6: Pitch

- Move objects to high and low places in a picture
- Signal to show recognition of high and low sounds

### **Resources:**

#### Session 1.1

- "Share the Music" textbook pages 2-3
- "Share the Music" CD 1 Tracks 9, 10, 11 & 12

#### Session 1.2

- "Share the Music" CD 1 Tracks 9, 11, 13, 14 & 15
- Resource Master 1-1 (pattern)
- Resource Master 1-2 (listening map)

#### Session 1.3

- "Share the Music" CD 1 Tracks 12 & 16

#### Session 1.4

- "Share the Music" textbook pages 4-5
- "Share the Music" CD 1 Tracks 17, 18 & 19
- drums, tambourines, slit drums, maracas & pitched instruments

#### Session 1.5

- "Share the Music" textbook pages 6-7
- "Share the Music" CD 1 Tracks 13, 15, 20 & 21
- Resource Master 1-1 (pattern)
- Signing Master S-1-1 (The Old Gray Cat)

#### Session 1.6

- "Share the Music" textbook pages 8-9
- "Share the Music" CD 1 Tracks 16, 22, 23 & 24
- scissors, crayons, drawing paper

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<p><b>Session 1.7: Tempo</b></p> <ul style="list-style-type: none"> <li>● Move fast and slow</li> <li>● Point to the words fast and slow to show recognition of faster and slower sections in music</li> </ul>	<ul style="list-style-type: none"> <li>● Resource Master 1-3 (pattern)</li> </ul> <p><b>Session 1.7</b></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 10-11</li> <li>● “Share the Music” CD 1 Tracks 20, 25, 26, 27 &amp; 28</li> <li>● Resource Master 1-4 (pattern)</li> <li>● Resource Master 1-5 (pattern)</li> <li>● Resource Master 1-6 (pattern)</li> <li>● Resource Master 1-7 (practice)</li> </ul>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Opportunity to Assist Peers</li> <li>● Solo Demonstrations for Class</li> <li>● Independent Study</li> <li>● Accelerated Study</li> <li>● Use of technology</li> <li>● Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak-Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Rhythm Games</li> <li>● Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Additional Rhythm Games</li> <li>● Extra Teacher Assistance</li> <li>● Reduced Workload</li> </ul>

**Unit Title:** Unit 2: Long and Short, High and Low

## Stage 1: Desired Results

### Standards & Indicators:

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    - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
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    - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.

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- *Performance Expectations*
  - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
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- Anchor Standard 4: Selecting, analyzing, and interpreting work.
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## **NJSLS for Visual and Performing Arts - Media Arts**

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# First Grade Music

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  - *Performance Expectations*
    - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

### Central Idea / Enduring Understanding:

- I can use different motions to respond to high and low instruments.
- I can use different motions to respond to long and short sounds.

### Essential/Guiding Question:

- How do I show the difference between high and low instruments?
- How do I show the difference between long and short?

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<ul style="list-style-type: none"> <li>• I can use different motions to respond to high and low sounds</li> <li>• Music from different places use different instruments and styles.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I tell the difference between high and low sounds?</li> <li>• How is music from other places different?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Instrumental Tone Color</li> <li>• Rhythm</li> <li>• Melody</li> <li>• Texture</li> <li>• Style/Background</li> </ul>	<p><b>Skills (Objectives):</b></p> <ul style="list-style-type: none"> <li>• Identify high and low instruments</li> <li>• Identify longer and shorter sounds</li> <li>• Identify higher and lower</li> <li>• Identify melody with and without accompaniment</li> <li>• Recognize music from diverse cultures</li> </ul>

**Interdisciplinary Connection(s):**

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
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## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• Echo-Speak</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Group &amp; Cooperative Work</li> </ul>
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<ul style="list-style-type: none"> <li>● Sing</li> <li>● Pat/clap</li> <li>● Identify/differentiate</li> <li>● Movement</li> <li>● Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Think-Pair-Share</li> </ul>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><u>Session 2.1: Rhythm, Longer and Shorter</u></p> <ul style="list-style-type: none"> <li>● Move to distinguish long from short sounds</li> <li>● Echo patterns with longer and shorter sounds</li> </ul> <p><u>Session 2.2: Pitch, High and Low</u></p> <ul style="list-style-type: none"> <li>● Move to show aural recognition of high and low instrumental sounds</li> <li>● Move to show aural recognition of higher and lower pitches in a song</li> </ul> <p><u>Session 2.3: Tone Color, Four Ways to Use the Voice</u></p> <ul style="list-style-type: none"> <li>● Use the voice to produce a word phrase in one of the four ways pictured</li> <li>● Point to the picture that shows how a classmate uses his or her voice</li> </ul> <p><u>Session 2.4: Rhythm, Long and Short</u></p> <ul style="list-style-type: none"> <li>● Say patterns with longer and shorter sounds</li> <li>● Point to longer and shorter pictures of various objects</li> <li>● Perform movements that take a long or short time to match long and short recorded sounds</li> </ul> <p><u>Session 2.5: Pitch, High and Low</u></p> <ul style="list-style-type: none"> <li>● Move hand high and low to show aural recognition of piccolo and tuba</li> <li>● Recognize the highest and lowest lines of a five-line staff</li> </ul> <p><u>Session 2.6: Tone Color</u></p> <ul style="list-style-type: none"> <li>● Point to pictures of a piccolo and tuba to associate each sound with the instrument that made it</li> <li>● Choose and play unpitched instruments with contrasting voices to represent characters in a story</li> </ul> <p><u>Session 2.7: Melody and Accompaniment</u></p> <ul style="list-style-type: none"> <li>● Move to show recognition of melody alone</li> <li>● Play an accompaniment while singing a melody</li> </ul>	<p><b><u>Resources:</u></b></p> <p><u>Session 2.1</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” CD 2 Tracks 1, 2, 3 &amp; 4</li> <li>● Resource Master 2-1 (pattern)</li> </ul> <p><u>Session 2.2</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 16-17</li> <li>● “Share the Music” CD 2 Tracks 1 &amp; 5</li> <li>● Resource Master 2-2 (practice)</li> </ul> <p><u>Session 2.3</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 18-19</li> <li>● “Share the Music” CD 2 Tracks 6, 7, 8, 9 &amp; 10</li> <li>● Resource Master 2-3 (listening map)</li> </ul> <p><u>Session 2.4</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 20-21</li> <li>● “Share the Music” CD 2 Tracks 2, 3, 10, 11 &amp; 12</li> <li>● triangle/beater, woodblock/mallet, drum/mallet</li> <li>● Resource Master 2-4 (practice)</li> <li>● Orff Orchestration 0-1: <i>Bluebells</i></li> </ul> <p><u>Session 2.5</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 22-23</li> <li>● “Share the Music” CD 2 Tracks 5, 11, 13 &amp; 14</li> <li>● high/low pitched instruments</li> <li>● Resource Master 2-5 (practice)</li> <li>● Musical Instruments Masters – flute/piccolo, tuba</li> </ul> <p><u>Session 2.6</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” CD 2 Tracks 8, 15, 16 &amp; 17</li> <li>● nine different unpitched instruments</li> <li>● Resource Master 2-6 (practice)</li> <li>● Signing Master S-1-2 (I Know an Old Lady)</li> <li>● Musical Instruments Masters –flute/piccolo, tuba</li> </ul> <p><u>Session 2.7</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” CD 2 Tracks 9, 15, 17, 18, 19 &amp; 20 assorted unpitched instruments</li> </ul>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Opportunity to Assist Peers</li> </ul>	<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak-Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> </ul>

# First Grade Music

<ul style="list-style-type: none"> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul>
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**Unit Title:** Unit 3: Tapping, Walking, Dancing

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS for Visual and Performing Arts**

##### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
    - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

##### **Artistic Process - Performing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
    - 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.

# First Grade Music

- 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.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 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.

## **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
    - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **NJSLS for Visual and Performing Arts - Media Arts**

### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr1c: Explore form ideas for media art production with support.
    - 1.2.2.Cr1e: Choose ideas to create plans for media art production.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr2c: Choose ideas to create plans for media art production.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Artistic Process - Producing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
    - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

# First Grade Music

- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

## Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

### Central Idea / Enduring Understanding:

- I can move at different speeds to demonstrate tempo.
- I can clap one or twice while maintaining a steady beat.
- I can use different motions to respond to high and low sounds
- Music from different places use different instruments and styles.

### Essential/Guiding Question:

- How do I show the difference between faster and slower?
- How can I demonstrate 1 or 2 sounds to a beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

### Content:

- Tempo
- Rhythm
- Melody
- Form
- Style/Background

### Skills(Objectives):

- Identify gradually getting faster and slower
- Identify notation for 1 sound to a beat and 2 sounds to a beat
- Identify and use higher and lower
- Move to 4- and 8-beat phrases
- Recognize music from diverse cultures

### Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music

# First Grade Music

- Music and math connection

## **NJSLS for Literacy**

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1AS..6.** - Produce complete sentences when appropriate to task and situation.

## **NJSLS for Mathematical Practice**

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

### **Other Evidence:**

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

#### Session 3.1: Rhythm, beat

- Point to beat bars while saying a speech piece in rhythm
- Tap the rhythm of the words shown in pictorial notation while saying a speech piece in rhythm
- Move to show steady beat in a dance

#### Session 3.2: Tempo, getting faster and slower

- Move to a song, becoming faster during the introduction and slower during the coda

### **Resources:**

#### Session 3.1: Rhythm, beat

- "Share the Music" textbook pages 30-31
- "Share the Music" CD 2 Tracks 41, 42, 43, 44 & 45

#### Session 3.2

- "Share the Music" textbook pages 32-33
- "Share the Music" CD 2 Track 46

# First Grade Music

<ul style="list-style-type: none"> <li>● Speak the words of a story, getting faster and slower following a visual cue</li> </ul>	
<p><u>Session 3.3: Movement, walking</u></p> <ul style="list-style-type: none"> <li>● Walk to eight-beat phrases</li> <li>● Move with the beat while singing a song that has one or two sounds to a beat</li> </ul>	<p><u>Session 3.3</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” CD 2 Tracks 42, 43, 45 &amp; 47</li> <li>● drums, triangle/beater</li> <li>● Signing Master S-1-3 (Stop and Go)</li> </ul>
<p><u>Session 3.4: Rhythm, one and two sounds to a beat</u></p> <ul style="list-style-type: none"> <li>● Clap, walk and jog to one and two sounds to a beat in a response to aural cues</li> <li>● Perform rhythm phrases from notation that includes quarter notes and two eighth notes</li> </ul>	<p><u>Session 3.4</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 34-35</li> <li>● “Share the Music” CD 2 Tracks 41 &amp; 42</li> <li>● “Share the Music” CD 3 Tracks 1 &amp; 2</li> <li>● temple blocks/mallets, keyboard, rhythm sticks, drums</li> <li>● Resource Master 3-1 (practice)</li> <li>● Resource Master 3-2 (practice)</li> </ul>
<p><u>Session 3.5: Tempo, getting faster and slower</u></p> <ul style="list-style-type: none"> <li>● Play scrapers/shakers with a song that becomes faster during the introduction and slower during the ending</li> <li>● Perform a dance, moving faster as the music becomes faster</li> </ul>	<p><u>Session 3.5</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 36-39</li> <li>● “Share the Music” CD 2 Track 46</li> <li>● “Share the Music” CD 3 Tracks 3, 4 &amp; 5</li> <li>● sand blocks, shakers</li> <li>● Resource Master 3-3 (practice)</li> </ul>
<p><u>Session 3.6: Pitch, higher and lower</u></p> <ul style="list-style-type: none"> <li>● Move hands higher and lower to show the shape of a melody</li> <li>● Point to higher and lower tone bars on a picture of an instrument to identify higher and lower pitches heard</li> </ul>	<p><u>Session 3.6</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” CD 2 Track 42</li> <li>● “Share the Music” CD 3 Tracks 6, 7 &amp; 8</li> <li>● glockenspiel/mallets</li> <li>● Resource Master 3-4 (practice)</li> <li>● Resource Master 3-5 (practice)</li> </ul>
<p><u>Session 3.7 and 3.8: Beats in sets of two and three</u></p> <ul style="list-style-type: none"> <li>● Perform a pattern of two sounds representing strong and weak beats while following graphic representation and singing a song</li> <li>● Signal to show identification of beats in groups of three in a recorded selection</li> </ul>	<p><u>Session 3.7 and 3.8</u></p> <ul style="list-style-type: none"> <li>● “Share the Music” textbook pages 40-41</li> <li>● “Share the Music” CD 2 Tracks 47</li> <li>● “Share the Music” CD 3 Tracks 6, 9 &amp; 10</li> <li>● drum/mallet</li> </ul>

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Opportunity to Assist Peers</li> <li>● Solo Demonstrations for Class</li> <li>● Independent Study</li> <li>● Accelerated Study</li> <li>● Use of technology</li> <li>● Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>● Pitched instruments</li> <li>● Two part harmony</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak-Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Rhythm Games</li> <li>● Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>● Unpitched instruments</li> <li>● Speak Sing</li> <li>● Visual Presentation</li> <li>● Use of a Variety of Media to Present Information</li> <li>● Flexible grouping</li> <li>● Kinesthetic activity</li> <li>● Mnemonics</li> <li>● Feedback</li> <li>● Use of technology</li> <li>● Student Choice</li> <li>● Highlighting key points</li> <li>● Chunking</li> <li>● Additional Rhythm Games</li> </ul>

# First Grade Music

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|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>• Extra Teacher Assistance</li><li>• Reduced Workload</li></ul> |
|--|--|--|---|

**Unit Title:** Unit 4: Rainy Days, Sunny Days

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS for Visual and Performing Arts**

##### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
    - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

##### **Artistic Process - Performing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
    - 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.
    - 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.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 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.

##### **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*

# First Grade Music

- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **NJSLS for Visual and Performing Arts - Media Arts**

### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr1c: Explore form ideas for media art production with support.
    - 1.2.2.Cr1e: Choose ideas to create plans for media art production.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr2c: Choose ideas to create plans for media art production.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Artistic Process - Producing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
    - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

### **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

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- Anchor Standard 8: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

### Central Idea / Enduring Understanding:

- I can strike the instrument softer or harder.
- Different instrument families have different sounds.
- *Mi* has a lower sound than *so*.
- Music from different places use different instruments and styles.

### Essential/Guiding Question:

- How do I play soft and loud?
- How can I tell the difference between different instrument families?
- How do I tell the difference between *mi* and *so*?
- How is music from other places different?

### Content:

- Dynamics
- Instrumental Tone Color
- Melody
- Form
- Style/Background

### Skills (Objectives):

- Play soft and loud sounds
- Identify families of unpitched instruments
- Identify *so* and *mi*
- Identify introduction
- Recognize music from diverse cultures

### Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

### NJSLS for Literacy

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

## **NJSLS for Mathematical Practice**

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills:**

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

### **Other Evidence:**

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

#### Session 4.1: Pitch, so mi

- Use an air pathway to show recognition of a lowest-higher-lower pattern of pitches
- Sing a phrase, using a body scale to show higher and lower pitches while following pictorial notation

#### Session 4.2: Tone color, unpitched instruments

- Play drums and wood instruments in response to pictorial cues
- Play drums with the beat of a song and wood instruments with the song's melodic rhythm

#### Session 4.3: Movement, mirroring

- Move a body part slowly from one position to another, leading or following another child's movements
- Mirror teacher's movements while listening to music

#### Session 4.4: Pitch, so mi

- Echo-sing so-mi patterns with pitch syllable names
- Point to notes of the staff corresponding to names pitches

### **Resources:**

#### Session 4.1

- "Share the Music" textbook pages 46-47
- "Share the Music" CD 3 Tracks 32, 33, 34, 35, 36 & 37
- resonator bells C G A
- Resource Master 4-1 (practice)
- Orff Orchestration 0-2: Rain, Rain, Go Away

#### Session 4.2

- "Share the Music" textbook pages 48-49
- "Share the Music" CD 3 Tracks 37 & 38
- drums/mallets, rhythm sticks, triangle/beater
- Resource Master 4-2 (practice)
- Musical Instruments Masters – hand drum, woodblock

#### Session 4.3

- "Share the Music" CD 3 Tracks 8, 38 & 39
- Resource Master 4-3 (practice)
- Musical Instruments Master – harp

#### Session 4.4

- "Share the Music" textbook pages 50-51
- "Share the Music" CD 3 Tracks 37, 40, 41, 42 & 43
- Resource Master 4-4 (practice)
- Resource Master 4-5 (practice)

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		<ul style="list-style-type: none"> <li>• Resource Master 4-6 (practice)</li> <li>• Orff Orchestration 0-3: Tinker Taylor)</li> </ul>	
<u>Session 4.5: Tone color, unpitched instruments</u> <ul style="list-style-type: none"> <li>• Play metal instruments and scrapers/shakers from pictorial cues</li> <li>• Using aural cues, arrange pictures of four families of unpitched instruments in order</li> </ul>		<u>Session 4.5</u> <ul style="list-style-type: none"> <li>• “Share the Music” textbook pages 52-53</li> <li>• “Share the Music” CD 3 Track 40</li> <li>• “Share the Music” CD 4 Track 1, 2, &amp; 3</li> <li>• scrapers/shakers, metals, drums, woods</li> <li>• Resource Master 4-7 (practice)</li> <li>• Signing Master S-1-4 (Weave Me the Sunshine)</li> <li>• Musical Instruments Masters – cymbal (suspended), hand drum, tambourine, triangle, woodblock</li> </ul>	
<u>Session 4.6: Rhythm – beat, rhythm of the words</u> <ul style="list-style-type: none"> <li>• Play the beat and the rhythm of the words while singing a song</li> <li>• Play the strong beat and rhythm of the words while thinking the words of a song</li> </ul>		<u>Session 4.6</u> <ul style="list-style-type: none"> <li>• “Share the Music” CD 3 Track 8</li> <li>• “Share the Music” CD 4 Track 2, 4, 5 &amp; 6</li> <li>• assorted woods, metals, drums, scrapers/shakers</li> </ul>	
<u>Session 4.7 and 4.8: Pitch, so mi</u> <ul style="list-style-type: none"> <li>• Use hand levels to show melodic shape while singing a song</li> <li>• Use hand levels to show melodic shape of a song fragment</li> </ul>		<u>Session 4.7 and 4.8</u> <ul style="list-style-type: none"> <li>• “Share the Music” textbook pages 54-55</li> <li>• “Share the Music” CD 2 Track 41</li> <li>• “Share the Music” CD 4 Track 4, 6, 7, 8 &amp; 9</li> <li>• pitched instruments with D &amp; A bars, mallets</li> <li>• yarn ball</li> <li>• Resource Master 4-8 (practice)</li> </ul>	
<p><b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul>

# First Grade Music

## First Grade Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One - Off to School	7 days	--
Unit Two - Learning New Things	7 days	14 days
Unit Three - All About Me	8 days	22 days
Unit Four - Ways to Travel	8 days	30 days
<b>CATEGORY TOTALS</b>	<b>30 days</b>	

**Notes:** There are 30 Music sessions during the course of the year.