Fine Arts

Kindergarten Musical Arts

Curriculum

Francis Howell School District

HOME SCHOOL COMMUNITY

LEARNING TOGETHER

Board Approved: February 19, 2015

Elementary Musical Arts Curriculum

1st Grade

Unit Number, Title and Description	Essential Outcome(s) of Unit Students will be able to independently use their learning to……
Unit 1: Steady Beat In this unit, through the use of instructional strategies including playing/moving to the steady beat, finding the steady beat, and analyzing the effect of the tempo of the steady beat, students will be able to answer the final summative assessment questions: • Can I accurately perform the steady beat of the given musical selection? • Can I apply my understanding of the tempo to the style or message of the song?	• Synthesize and relate knowledge and personal experiences to make art. • Apply criteria to evaluate artistic work. • Generate and conceptualize artistic ideas and work.
Unit 2: Nursery Rhymes In this unit, through the use of instructional strategies including: relating real world situations and nursery rhymes, recognizing rhyming words and parts of a story, explaining personal preferences to nursery rhymes and relating personal experiences to nursery rhymes, students will be able to answer the final summative assessment questions: • Can I accurately perform a nursery rhyme and the steady beat at the same time?	• Generate and conceptualize artistic ideas and works • Organize and develop artistic ideas and work • Refine and complete artistic work • Convey meaning through the presentation of artistic work. • Perceive and analyze artistic work. • Interpret intent and meaning in artistic work.
Unit 3: Our Voices In this unit, through the use of instructional strategies including sorting/matching sounds, demonstrating different voice choices and analyzing and selecting an appropriate voice, students will be able to answer the final summative assessment question:	• Analyze, interpret, and select artistic work for presentation • Convey meaning through the presentation of artistic work. • Interpret intent and meaning in artistic work. • Apply criteria to evaluate artistic work. • Synthesize and relate knowledge and personal experiences to make art.

• Can I choose a high or low voice that is appropriate to the situation and can I explain why?	
Unit 4: Iconic Notation In this unit, through the use of instructional strategies including: using illustration to tell a musical story, creating iconic notation to show melodic movement and steady beat, and analyzing melodic movement and steady beat through iconic notation, students will be able to answer the final summative assessment questions: • Can I show that I really understand iconic notation when I accurately perform my composed melody on a barred instrument?	• Generate and conceptualize artistic ideas and work • Organize and develop artistic ideas and work • Convey meaning through the presentation of artistic work • Interpret intent and meaning in artistic work
Unit 5: Performances in Our Community In this unit, through the use of instructional strategies including evaluating performances, creating their own performances, and demonstrating appropriate audience/performer etiquette, students will be able to answer the final summative assessment questions: • Can I show that I really understand the use of expression when my facial expression, physical choices, dynamics, and tempo accurately reflect the intent assigned by the teacher?	• Apply criteria to evaluate artistic work. • Interpret intent and meaning in artistic work. • Convey meaning through the presentation of artistic work. • Develop and refine artistic work for presentation. • Perceive and analyze artistic work. • Refine and complete artistic work.