

Marking Period 1 (MPI)	General Music Curriculum Pacing Guide -Grade: 1
<p>MP 1</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.1 Students generate musical ideas using voice, instruments, movement, and exploration of sound. • MU:Cr2.1.1 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements. • MU:Cr3.1.1 Students refine musical ideas through repetition, practice, and teacher-guided feedback. • MU:Pr4.1.1 Students demonstrate understanding of steady beat, rhythm patterns, and melodic contour through singing and movement. • MU:Pr5.1.1 Students rehearse music with attention to accuracy, expression, and appropriate performance behaviors. • MU:Pr6.1.1 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.1 Students describe how music communicates ideas or feelings using basic music vocabulary. • MU:Re8.1.1 Students interpret musical ideas by identifying patterns, contrasts, and expressive qualities. • MU:Cn10.1.1 Students relate musical ideas to personal experiences, stories, or classroom themes. • MU:Cn11.1.1 Students explore how music connects to daily life, celebrations, and cultures.
<p>MP 1</p> <p>Topics</p>	<p>Review of Beat, Rhythm, and Vocal Exploration</p> <p>Quarter Notes and Paired Eighth Notes</p> <p>Introduction to Quarter Rests</p> <p>High/Low and Melodic Direction</p> <p>Exploring Dynamics and Tempo</p> <p>Simple Pattern Creation and Improvisation</p> <p>Same/Different Musical Sections (Form)</p> <p>Beat and Rhythm on Instruments</p> <p>Cultural Music Connections</p> <p>End-of-Unit Music Sharing</p>



<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Foundational Rhythm, Beat & Musical Form: Students maintain steady beat, echo and read basic rhythmic patterns (quarter notes, paired eighth notes, rests), and recognize simple musical forms such as AB and ABA. • Pitch Development & Healthy Singing: Students match pitch with increasing accuracy, identify high and low sounds, follow melodic direction, and sing short melodies using proper tone and posture. • Expressive Performance & Creative Exploration: Students perform rhythms on instruments and with movement, respond to tempo and dynamics, improvise short rhythm patterns, and create simple musical sequences. • Listening, Cultural Awareness & Ensemble Skills: Students use music vocabulary to describe what they hear, explore global music traditions, practice respectful ensemble behavior, and build confidence through group performance.
<p>MP 1</p> <p>Core Materials</p>	<p>Classroom Instruments</p> <ul style="list-style-type: none"> • Rhythm sticks (for beat keeping, rhythm reading, and pattern creation) • Hand drums, frame drums, and tubanos (for ensemble beat practice) • Egg shakers and maracas (for steady beat, dynamics exploration, timbre variety) • Tambourines and bells (for pulse, accent, and movement response) • Mallet instruments (xylophones, glockenspiels) for pitch, contour, and simple melodic echo <p>Quaver Music Access & Technology</p> <ul style="list-style-type: none"> • Teacher access to full Quaver Music platform • Smartboard/interactive display for: <ul style="list-style-type: none"> ○ digital rhythm reading games ○ pitch-matching visuals ○ multicultural song videos ○ listening and movement modules • Classroom speakers or portable sound system for clear audio playback • Teacher laptop/tablet to run Quaver lessons <p><i>(Used regularly for animated instruction, rhythmic practice, ear-training, SEL connections, and formative checks.)</i></p>

Movement and Kinesthetic Tools

- Scarves, ribbons, or streamers (for melodic contour tracing, tempo/dynamics expression)
- Floor spots or taped “beat circles” for movement and spatial awareness
- Bean bags for beat passing, form identification (A/B sections), and response games

Marking Period 2 (MPIO)	General Music Curriculum Pacing Guide -Grade: 1
<p>MP 2</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.1 Students generate musical ideas using voice, instruments, movement, and exploration of sound. • MU:Cr2.1.1 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements. • MU:Cr3.1.1 Students refine musical ideas through repetition, practice, and teacher-guided feedback. • MU:Pr4.1.1 Students demonstrate understanding of steady beat, rhythm patterns, and melodic contour through singing and movement. • MU:Pr5.1.1 Students rehearse music with attention to accuracy, expression, and appropriate performance behaviors. • MU:Pr6.1.1 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.1 Students describe how music communicates ideas or feelings using basic music vocabulary. • MU:Re8.1.1 Students interpret musical ideas by identifying patterns, contrasts, and expressive qualities. • MU:Cn10.1.1 Students relate musical ideas to personal experiences, stories, or classroom themes. • MU:Cn11.1.1 Students explore how music connects to daily life, celebrations, and cultures.
<p>MP 2</p> <p>Topics</p>	<p>Review of steady beat through movement and singing</p> <p>Long and short sounds (rhythm patterns)</p> <p>Echoing and creating rhythm patterns</p> <p>Pitch direction: high, middle, low</p> <p>Melodic contour (up, down, same)</p> <p>Singing games and call-and-response songs</p> <p>Exploring dynamics (loud/soft)</p> <p>Tempo: fast and slow</p> <p>Expressive performance and rehearsal</p> <p>Informal performance and reflection</p>

<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Beat & Instrument Performance: Students sing with accurate pitch and steady beat, echo and create simple rhythm patterns, play classroom instruments appropriately, and move expressively to music. • Rhythm, Pitch & Sound Concepts: Students distinguish steady beat from rhythm, explore long and short sounds, identify high, middle, and low pitch, and recognize changes in dynamics and tempo. • Expressive Movement & Musical Communication: Students use movement and sound to show musical ideas, character, and emotion, connecting physical response to musical expression. • Musical Meaning & Cultural Connection: Students understand that music uses sound and silence to express ideas, beat organizes music, and musical experiences reflect feelings, stories, and cultures.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion instruments (rhythm sticks, drums, shakers) • Scarves or movement props • Recorded music and song literature • Visual rhythm and pitch cards

Marking Period 3 (MPIII)	General Music Curriculum Pacing Guide -Grade: 1
<p>MP 3</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.1 Students generate musical ideas using voice, instruments, movement, and exploration of sound. • MU:Cr2.1.1 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements. • MU:Cr3.1.1 Students refine musical ideas through repetition, practice, and teacher-guided feedback. • MU:Pr4.1.1 Students demonstrate understanding of steady beat, rhythm patterns, and melodic contour through singing and movement. • MU:Pr5.1.1 Students rehearse music with attention to accuracy, expression, and appropriate performance behaviors. • MU:Pr6.1.1 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.1 Students describe how music communicates ideas or feelings using basic music vocabulary. • MU:Re8.1.1 Students interpret musical ideas by identifying patterns, contrasts, and expressive qualities. • MU:Cn10.1.1 Students relate musical ideas to personal experiences, stories, or classroom themes. • MU:Cn11.1.1 Students explore how music connects to daily life, celebrations, and cultures.
<p>MP 3</p> <p>Topics</p>	<p>Review of steady beat and rhythm patterns</p> <p>Repeating and contrasting rhythm patterns</p> <p>Playing rhythm patterns on classroom instruments</p> <p>Pitch patterns: steps and skips (high/middle/low)</p> <p>Singing melodic patterns and call-and-response songs</p> <p>Musical form: same and different sections</p> <p>Exploring dynamics and expressive singing</p> <p>Tempo changes and movement responses</p> <p>Rehearsing for expressive performance</p> <p>Informal performance and reflection</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Beat & Musical Participation: Students sing with improved pitch accuracy while maintaining a steady beat and actively participating in classroom music activities. • Rhythm, Melody & Pattern Recognition: Students echo and perform rhythmic and melodic patterns while identifying long and short sounds and recognizing melodic direction. • Instruments, Movement & Musical Form: Students play classroom instruments with control and use movement to demonstrate musical form, dynamics, and tempo. • Musical Meaning, Storytelling & Culture: Students understand that music is organized through patterns and repetition while exploring how music can tell stories and reflect cultural traditions.
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion instruments (drums, rhythm sticks, shakers) • Scarves or movement props • Recorded music and song repertoire • Visual rhythm, pitch, and form cards

Marking Period 4 (MPIV)	General Music Curriculum Pacing Guide -Grade: 1
<p>MP 4</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.1 Students generate musical ideas using voice, instruments, movement, and exploration of sound. • MU:Cr2.1.1 Students organize musical ideas using rhythm patterns, pitch direction, and expressive elements. • MU:Cr3.1.1 Students refine musical ideas through repetition, practice, and teacher-guided feedback. • MU:Pr4.1.1 Students demonstrate understanding of steady beat, rhythm patterns, and melodic contour through singing and movement. • MU:Pr5.1.1 Students rehearse music with attention to accuracy, expression, and appropriate performance behaviors. • MU:Pr6.1.1 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.1 Students describe how music communicates ideas or feelings using basic music vocabulary. • MU:Re8.1.1 Students interpret musical ideas by identifying patterns, contrasts, and expressive qualities. • MU:Cn10.1.1 Students relate musical ideas to personal experiences, stories, or classroom themes. • MU:Cn11.1.1 Students explore how music connects to daily life, celebrations, and cultures.
<p>MP 4</p> <p>Topics</p>	<p>Review of rhythm, beat, and melodic direction</p> <p>Singing with expression and clear tone</p> <p>Playing instruments with steady beat and dynamics</p> <p>Musical form review (same/different)</p> <p>Improvising simple rhythm and melodic patterns</p> <p>Movement and expressive response to music</p> <p>Rehearsing songs and musical activities</p> <p>Performance behaviors and audience awareness</p> <p>Informal performance and sharing</p> <p>Reflection on musical learning and celebration</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Pitch & Expressive Performance: Students sing with improved pitch accuracy and expression while developing confidence in musical performance. • Rhythm, Beat & Instrumental Participation: Students maintain a steady beat on classroom instruments while performing rhythmic patterns and coordinating movement with music. • Improvisation, Melody & Musical Creativity: Students improvise simple rhythmic and melodic ideas while exploring rhythm, melody, and musical form. • Expression, Audience Awareness & Cultural Connections: Students demonstrate appropriate performance behavior while understanding that music communicates ideas and feelings and connects people, cultures, and celebrations.
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion instruments • Movement props (scarves, ribbons) • Recorded music and song repertoire • Visual supports for rhythm, pitch, and form