Lehighton Area School District
Curriculum Framework

Course Title:	General Music
Content Area:	Music
Grade Level(s):	First Grade
Course Overview:	First Grade General Music expands upon kindergarten concepts, shifting the focus toward music literacy using the core elements of melody, rhythm, form, dynamics, tempo, and meter. A primary objective is introducing rhythmic notation. Students learn to identify and read the icons for the quarter note, eighth notes, and quarter rests. They also distinguish between beat and no beat, identify long and short sounds, and recognize different musical meters (ex. in 2 and in 3). Children advance from simply identifying high and low to visually and aurally identifying melodic movement by steps, leaps, and repeated tones. They are introduced to basic theory terms like the staff and its line and space notes, the scale, and the time signature. Additionally, the curriculum features composers for each month of the school year and the playing of Orff instruments like the xylophone, metallophone, and glockenspiel.
PA Core Standards:	Academic Standards for the Arts and Humanities
Key Course Text and Materials:	Music First
Key Assessments/Projects:	Singing assessments, rhythm and beat assessments, and listening assessments are all given throughout the year to evaluate students' competence in these areas. Composition projects are integrated in first grade to incorporate more student creativity. Examples might include students creating a four-beat rhythm pattern using manipulatives or notation cards and then playing their rhythm on instruments or creating sound effects to enhance a story.

Big Idea/Unit:	Folk songs, steady beat, and voice			
Pacing:	August			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Sing individually and in a group			
	Identify and describe a folk song	Folk song		Teacher observation of students maintaining steady beat. Student performance. Teacher evaluation of students recognizing various voices. Oral responses.
9.1	Recognize and move to the beat	Steady beat		
9.2	Exhibit ability to find the beat through eurhythmic movement		CDs Textbooks	
9.3				
9.4	Play steady beat on various instruments			
	Identify different voices	Voice		
	Exhibit understanding of classroom rules			

Big Idea/Unit:	Steady beat continued, loud vs soft, same vs different			
Pacing:	September			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Identify and describe a folk song			
	Continue singing individually and in a group			
	Recognize and move to the beat	Steady beat		Teacher observation of students showing dynamic changes. Teacher evaluation of students identifying and reading quarter notes and rests. Teacher evaluation of students identifying phrases. Teacher evaluation of students recognizing same and different in songs. Worksheet (Identifying Beat/No Beat) Student performance playing Orff instruments.
	Play steady beat on various instruments			
9.1	Distinguish between beat and no beat			
9.2	Identify phrases		CDs Textbooks Worksheets	
9.3	Read quarter notes (ta) and rest (sh)			
9.4	Recognize that The Star Spangled Banner refers to the American flag			
	Distinguish between loud and soft	Loud/soft		
	Recognize men's, women's, and children's voices			
	Recognize same and different (AB)	Same/different		

Big Idea/Unit:	Dynamics, band vs orchestra, major vs minor			
Pacing:	October			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Identify and describe a folk song			
	Identify dynamic changes (loud/soft)	Dynamics		
	Recognize and move to the beat	Beat		
	Demonstrate ability to maintain steady beat through dance			
	Play steady beat on various instruments			
	Continue singing individually and in a group			Teacher observation of students showing direction of melody by steps. Student performance playing Orff instruments. Teacher evaluation of students identifying various band instruments. Teacher evaluation of students showing understanding of phrases. Teacher observation of students maintaining steady beat through dance
9.1	Differentiate between band and orchestra instruments	Band Orchestra	CDs Textbooks Videos Worksheets	
9.2				
9.3	Distinguish between major and minor	Major Minor		
9.4				
	Demonstrate understanding of phrases			
	Identify same and different in songs (phrases and whole parts)	Melody		

	Identify upward and downward movement by steps			and on instruments.
	Identify quarter notes (ta) and rest (sh)			
	Read eighth notes (titi)			
	Identify tempo changes (fast/slow)	Tempo		
	Distinguish between high/low			

Big Idea/Unit:	**Phrases, hymns, and marches**			
Pacing:	**November**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue identifying folk songs	Folk song		
	Continue singing individually and in a group			
	Recognize and move to the beat	Steady beat		Teacher evaluation of students identifying phrases as same and different.
9.1 9.2	Play steady beat on various instruments		CDs Textbooks	Teacher observation of students maintaining steady beat.
9.3 9.4	Identify phrases in song	Phrases Hymn	Composer book Video	Student performance.
	Identify same or different (repetition and contrast)	Same/different		
	Learn the role of a composer			
	Identify qualities of a march	March		

Big Idea/Unit:	**Verse and refrain, ballet**			
Pacing:	**December**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing individually and in a group			maintaining steady beat through movement and instrumental activities.
	Recognize similar phrases	Phrases		Student performance during Christmas sing-along.
	Identify verse and refrain	Verse Refrain		Teacher evaluation of students singing holiday songs with accuracy and good tone.
	Identify direction of melody	Melody	CDs	Class discussion of “The Nutcracker Ballet” story and performance.
9.1 9.2	Play steady beat on various instruments	Beat	Textbooks Book “The Nutcracker”	Teacher evaluation of students recognizing similar phrases and repeated rhythmic patterns.
9.3 9.4	Recognize and move to the beat		"The Nutcracker" DVD Holiday PowerPoint	Teacher evaluation of students recognizing various lengths of notes.
	Recognize repeated rhythmic patterns			Teacher evaluation of students describing the mood of a song.
	Describe a ballet	Ballet		
	Identify long sounds in music			
	Identify the mood of a song			
	Demonstrate appropriate behavior during concert			

Big Idea/Unit:	**Tempo and melody**			
Pacing:	**January**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing individually and in a group			
	Play steady beat on various instruments	Beat		
	Identify tempo changes	Tempo	CDs	Teacher evaluation of students

	Identify direction of melody	Melody	Music Play Online website	Teacher evaluation of students recognizing long and short sounds.
9.1	Identify various orchestral instruments	Orchestra	Music K8 YouTube videos.	Teacher observation of students identifying rhythmic patterns in music.
9.2	Read ta, titi, and sh			Student performance.
9.3	Identify call and response singing	Call/response	Little Einsteins Episode featuring “Eine Kleine Nachtmusik”	Teacher evaluation of students identifying various orchestral instruments.
9.4	Sing a song to celebrate Martin Luther King Jr.			Instrumental Identification
	Move to show aural identification of long and short sounds.		Carnival of the Animals book and CD	
	Learn to identify and represent long and short sounds.	Staff		
	Identify one voice and many voices			
	Show recognition of solo and group sections of a song.			

Big Idea/Unit:	**Spiritual; Staff, meter, and time signature**			
Pacing:	**February**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing individually and in a group			
	Play steady beat on various instruments	Beat		
	Recognize and move to the beat.			
	Identify various orchestral instruments	Orchestra		
	Identify and describe a spiritual	Spiritual		
	Identify melodic movement by steps, leaps, and repeats		CDs	Teacher observation of students following direction given in a song.
	Identify direction of melody	Melody	Textbooks	Student performance showing steady beat and rhythm using body movement and classroom instruments.
9.1		Staff	Worksheets	Peter and the Wolf listening map activity- students identify name of animal after hearing its instrument.
9.2		Meter	Composer book	
9.3	Identify a scale	Time signature	“Carnival of the Animals” book and video	
9.4				
	Read ta, titi and sh.			
	Identify verse and refrain	Verse Refrain		
	Distinguish phrases as being the same			
	Describe style in music	Style		
	Identify melodic movement by steps			
	Use music to celebrate messages of love and kindness.			

Big Idea/Unit:	**Medley and lullaby**			
Pacing:	**March**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing individually and in a group			
	Describe a medley	Medley		Teacher evaluation of students identifying various notes.
	Play steady beat on various instruments	Beat		Student performance.
	Recognize and move to the beat			Teacher evaluation of students distinguishing between same and different (repetition/contrast).
	Recognize difference between meter in 2 and meter in 3	Meter		Teacher observation of students identifying and describing a lullaby.
	Identify and describe a lullaby	Lullaby		
9.1	Read ta, titi, and sh		CDs	
9.2			Textbooks	

9.2				identifying and describing a lullaby.
9.3	Identify steps, leaps, and repeats aurally and visually		Textbooks Composer book	Teacher evaluation of students identifying various notes and if line or space notes. Teacher observation of students demonstrating appropriate movements to show various tempi. Teacher evaluation of students recognizing differences in meter.
9.4	Demonstrate understanding of notes around lines or in spaces	Staff		
	Distinguish sections as being the same or different (repetition/contrast)	Same/different		
	Identify dynamic changes			
	Demonstrate appropriate movement for various tempi			
	Demonstrate understanding of whole, half, quarter, and eighth notes			

Big Idea/Unit:	**More with beat, melody, and tempo**			
Pacing:	**April**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing individually and in a group			
	Play steady beat on various instruments			
	Recognize and move to the beat	Beat		Teacher evaluation of students identifying various notes and directions. Student performance playing Orff instruments. Teacher evaluation of students recognizing various styles.
	Identify melodic movement by steps, leaps, and repeats			
9.1				
9.2	Identify direction of melody	Melody	Textbooks CDs Composer book	
9.3				
9.4	Identify various notes and duration and placement on staff (line/space)	Staff		
	Read ta, titi, and rests			
	Recognize different styles in music	Style		
	Identify tempo changes	Tempo		

Big Idea/Unit:	**Notation and style**			
Pacing:	**May/June**			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
	Continue singing individually and in a group			
	Play steady beat on various instruments	Beat		Teacher observation of students identifying steps, leaps, and repeated tones. Concert performance. Worksheets (Identifying Instruments) Student performance during rehearsals and concert. Oral responses to students describing a musical
	Identify melodic movement by steps, leaps, repeated tones	Meldoy		
	Recognize and move to the beat		CDs Video Textbooks Musical Videos: “Aladdin,” “Encanto,” and “Tangled”	
9.1				
9.2	Read ta, titi, and rest			
9.3				
9.4	Identify and describe basic staff notation	Notation		
	Identify and describe “styles” in music	Style		
	Demonstrate appropriate behavior during a concert	Stage		
	Show tempo changes in music	Tempo		
	Describe a musical	Musical		