

Music 1st Grade

Scope and Sequence K-5	Assessments and Rubrics	Instructional Resources and Tools	Standards
<p>Summary Statement: First grade students will use their knowledge of music to inform their performance, creation, and inquiry of music across cultures, genres, eras, and the world around them.</p>			

1st Grade: Year at a Glance

	Expression	Creation	Theory	Aesthetic Experience
August	<ul style="list-style-type: none"> • Demonstrate fast/slow 	<ul style="list-style-type: none"> • Create instrumental/vocal sounds to accompany poems, rhymes, and stories 	<ul style="list-style-type: none"> • Identify fast/slow 	<ul style="list-style-type: none"> • Demonstrate respect for the contributions of self and others in a musical setting.
September	<ul style="list-style-type: none"> • Demonstrate vocal timbres 	<ul style="list-style-type: none"> • Create movement to show dynamics/form 	<ul style="list-style-type: none"> • Identify vocal timbres 	
October	<ul style="list-style-type: none"> • Demonstrate steady beat • Demonstrate quiet and loud 		<ul style="list-style-type: none"> • Identify strong and weak beats • Identify Quiet/Loud 	<ul style="list-style-type: none"> • Describe how music is a part of daily life.
November	<ul style="list-style-type: none"> • Demonstrate beat vs. rhythm 		<ul style="list-style-type: none"> • Identify Beat vs. Rhythm • Identify non-pitched instrument timbres 	<ul style="list-style-type: none"> • Describe how music communicates ideas and moods.
December	<ul style="list-style-type: none"> • Perform four-beat rhythms 	<ul style="list-style-type: none"> • Create 4-beat patterns using first grade rhythms 	<ul style="list-style-type: none"> • Identify first grade rhythms • Notate 4-beat rhythms 	<ul style="list-style-type: none"> • Demonstrate appropriate audience behavior

January	<ul style="list-style-type: none"> • Demonstrate head voice • Demonstrate high vs. low 	<ul style="list-style-type: none"> • Create melodic patterns using iconic notation 	<ul style="list-style-type: none"> • Identify high vs. low 	
February		<ul style="list-style-type: none"> • Create melodic patterns using first grade pitches 	<ul style="list-style-type: none"> • Identify phrase 	<ul style="list-style-type: none"> • Create movement to music from various genres, periods, and cultures
March	<ul style="list-style-type: none"> • Perform melodies using first grade pitches 		<ul style="list-style-type: none"> • Identify first grade pitches on two line staff 	<ul style="list-style-type: none"> • Reflect on others' performance
April		<ul style="list-style-type: none"> • Improvise using first grade pitches 	<ul style="list-style-type: none"> • Identify pitched instrument timbres 	
May			<ul style="list-style-type: none"> • Identify AB form 	

Students know...	Students understand...	Students can...
<ul style="list-style-type: none"> ● Steady Beat ● First grade pitch sets ● First grade rhythms ● Voices: speaking, singing, whisper, calling 	<ul style="list-style-type: none"> ● Beat vs. rhythm ● Head voice vs. speaking voice ● Tempo: fast and slow ● Pitched vs. Non Pitched instruments ● Phrase 	<ul style="list-style-type: none"> ● Play a steady beat ● Sing in head voice ● Read, notate, and play: <ul style="list-style-type: none"> ○ a 4 beat rhythmic pattern ○ high/low patterns ● Identify small percussion families ● Actively listen to and react to music
Key Vocabulary		
<p>louder/quieter, faster/slower, staff, steady beat</p>		