

First Grade Music Curriculum Map

Preface

In first grade students develop an awareness of the elements of music through song experiences, creative movement, and listening activities. The conceptual sequence with first graders builds on the concept of opposites/contrasts by discovering different tone qualities and differences in melodic patterns.¹

Through their participation in music activities the students can develop² these important learning skills:

- The ability to focus and gain intrinsic motivation
- Social comfort in participating
- Ease of movement-i.e., the physical ability to move and the desire to try to move
- The habit of singing
- Spatial and sequential reasoning
- Musical capacity and the ability to recognize and use previously-acquired language skills³

State Music Curriculum Standards

SINGING The student will develop the voice and body as instruments of musical expression. *In this standard the student sings to discover and enjoy the literature of children's songs and to explore and learn about the elements of music.*

PLAYING The student will play instruments as a means of musical expression. *In this standard the student plays classroom instruments to enhance the learning and enjoyment of songs.*

LISTENING The student will listen to, analyze, and describe music. *In this standard the student listens to feel the emotional qualities of the sounds of music and to notice and become acquainted with its elements.*

CREATING The students will create music through improvising, arranging, and composing. *In this standard the student creates music that expresses his thoughts and feelings and shows some understanding of music elements and skills.*

Key Concept for Differentiation

In an effort to assist teachers in the process of differentiation in Tier One teaching, key concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students. Key concepts cover minimum, basic skills and knowledge every student must master. Key concepts are not an alternative to teaching the entire Utah State Core Standards, rather they emphasize which concepts to prioritize for differentiation.

¹ *Music Expressions Teacher Resource Guide*, Warner Bros Publications 2003, pp. 13-16. ISBN 0-7579-1298-2 ² e.g., increased literacy, complex symbolization and meaning skills, integration of sensory data - Richards Institute of ETM, 1985 ³ e.g. rhythm, accent, timing, flow, pitch, voice inflections, phrasing in reciting a nursery rhyme, telling a story

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 1: MELODY		FIRST GRADE MUSIC <small>May 2013</small>
Music Content Objectives- MELODY	Vocabulary students should use	Lesson Activities	
<p>Through playful song experiences and creative movement-</p> <ol style="list-style-type: none"> 1. I can express myself through singing and moving to music. 2. I can sing with a light, unforced, beautiful childlike quality, using good posture and breath support, and match my voice to the pitches. 3. I can recognize when melody patterns are the same, similar, or different. 	<p>song echo song</p> <p>sing/speak light, unforced, child-like voice good posture breath support</p> <p>mi-re-do hand signs</p> <p>pitch (tone) match pitch up/down high/low step/ skip</p> <p>phrase movement</p>	<p><u>First “I can”</u>- Sing a variety of previously learned songs, singing games, and use mi-re-do hand signs for enjoyment e.g.: Hot Cross Buns, Three Blind Mice, Old MacDonald, Mary Had a Little Lamb, Farmer in the Dell, This Old Man.</p> <p><u>Second “I Can”</u>- Use, Johnny Get Your Hair Cut (and other songs of limited range, e.g., Tony Chestnut), to help students sing with a light quality in their head voices – experiment on various pitches, not ignoring their high tones. Play with the vocal difference between speaking and singing. Help them use good posture and breath support. RESOURCES: *Our Amazing Voice, Developing Singing Skills in the Classroom, 101 Ways to Repeat A Song</p> <p><u>Third “I Can”</u>-Utilizing suggestions from <i>Favorite Songs</i> and <i>Let’s Do It Again</i>, help children discover same, similar, and different phrases and repeating melodies in these songs: Li’l Liza Jane, Did You Ever See A Lassie? In Charlie Over the Ocean, an echo song, every phrase is repeated. In Little Tom Tinker help children discover that every phrase is different.</p>	
Music Language Objectives	<p>repeat same/different/similar melody pattern</p>	Resources	
<p>Through singing, moving, speaking, hand signs, listening, and/or creating-</p> <ul style="list-style-type: none"> I can clearly communicate what an unforced, childlike singing voice feels like. 		<p>Embedded links provide access to selected corresponding music teaching ideas, written scores, and mp3 files for singing, listening and dancing activities from publications such as FAVORITE SONGS AND MUSIC ACTIVITIES, THE MUSICAL CLASSROOM, and other valuable resources.</p> <p>1st Grade STATE MUSIC GUIDEBOOK: <i>Links to additional songs, teaching ideas, music notation, vocabulary, prof. music teaching associations</i></p>	
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>			

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 2: RHYTHM		FIRST GRADE MUSIC
Music Content Objectives- RHYTHM	Vocabulary students should use	Lesson Activities	
<p>Through playful song experiences and creative movement-</p> <ol style="list-style-type: none"> 1. I can play, clap, pat, or step the steady beat in fast and slow tempos. 2. I can play, clap, pat, or step the steady beat while singing songs and chanting nursery rhymes. 3. I can play rhythm patterns in songs with long and short sounds, such as "ta ti-ti" and "ti-ti ta." 	<p>steady beat (pulse)</p> <p>fast/slow tempo</p> <p>rhythm patterns ta ti-ti ta ta ti-ti</p> <p>body percussion rhythm instrument</p>	<p><u>First and Second "I Can's"</u>- Let the children feel the steady beat and experiment with fast/slow through singing and movement - including body percussion-in nursery rhymes and such song games as: A Tisket, A Tasket, Mulberry Bush, Johnny Works With One Hammer, Looby Loo, and Skinamarink (for this song lead children in clapping paper plates together; vary the location of the clapping (high, low, side, back, etc</p> <p><u>Third "I Can"</u> –Lead child in finding and clapping and the <i>ti-ti ta</i> rhythm pattern in such songs as Rain, Rain, Go Away and Hey, Hey, Look At Me.</p> <p><u>Holiday Ideas:</u> <i>Singing:</i> Thanks for Food; Hanukkah Latkes, Mary Had a Baby, Jolly Old St. Nicholas; and previously learned holiday songs. <i>Listening:</i> Dance of the Sugar Plum Fairy from Tchaikovsky's Nutcracker Suite – help them notice when the ti-ti-ta pattern occurs.</p>	
Music Language Objectives	<p>Through singing, moving, speaking, hand signs, listening, drawing, dramatizing, and/or creating-</p> <ol style="list-style-type: none"> 1. I can accurately communicate what "beat" is in music. 	Resources	
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>			

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 3: HARMONY and SOUND		FIRST GRADE MUSIC
Music Content Objectives- HARMONY AND SOUND	Vocabulary students should use	Lesson Activities	
<p>Through playful song experiences and listening activities-</p> <ol style="list-style-type: none"> 1. I can match and describe instrumental and vocal sounds that have the same or different tone quality. 2. I can enhance the telling of stories by adding vocal and/or instrumental sounds. 3. I can hear and also show through voice and/or movement when music varies in volume, pitch, tempo, and mood or feeling. 4. I can use instruments to accompany songs. 	<p>song game</p> <p>instruments voices</p> <p>harmony</p> <p>accompany</p> <p>sound/silence</p> <p>loud/soft volume</p> <p>tone quality mood</p>	<p><u>First "I Can"</u>- Lead children in guessing games where vocal and instrumental sounds can be characterized- See teaching strategies in <i>The Teacher, The Child and Music</i>.</p> <p><u>Second "I Can"</u>- Lead children in creating sound effects that represent characters or actions found in the story. Hint: Seek out a PD demo of storytelling w/sounds</p> <p><u>Third "I Can"</u>- Join children in singing and moving to Little Tom Tinker. Children start low with their bodies and/or arms and rise as the melody rises --even going up on their toes for "Ma, Ma"-- and go back down as the melody descends. In responding to contrasts in volume, remind children to sing with a child-like quality, lots of energy, and good breath support. Avoid use of the word loud as it seems to promote shouting. Play the recording Trumpeters Lullaby by Leroy Anderson, and dance with the children. Use streamers if available. FUN!</p> <p><u>Fourth "I Can"</u> - Choose ten children to play a rhythm instrument for the songs: Angel Band and Tom Tinker. Optional suggestion: Consider using autoharp accompaniment: Use C-maj chord only for Tom Tinker, and G-maj and D7 for Angel Band -- strumming steadily. Children can strum as teacher pushes the buttons. Have children further enjoy these songs by varying the volume and tempo in them.</p>	
Music Language Objectives		Resources	
<p>Through singing, moving, speaking, hand signs, symbols, listening, and/or creating-</p> <ol style="list-style-type: none"> 1. I can clearly communicate what musical instruments are. 2. I can clearly communicate the difference between melody and accompaniment. 		<p>LISTENING LINKS</p> <p>YouTube: musical recordings search engine</p> <p>Putumayo Kids World Music Adventures: CDs, folk songs, multicultural, and world music listening resource, examples</p> <p>Classics for Kids: recordings, listening maps, lesson ideas, composers, music dictionary, etc.</p> <p>San Francisco Symphony for Kids: all about orchestra; has listening selections</p>	
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>			

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 4: FORM		FIRST GRADE MUSIC
Music Content Objectives- FORM	Vocabulary students should use	Lesson Activities	
<p>Through playful song experiences, creative movement and listening activities-</p> <ol style="list-style-type: none"> 1. I can recognize and use movement to show when melodic patterns and phrases are the same or different. 2. I can recognize and demonstrate through singing, playing, and/or movement the contrasting ideas, moods or feelings in music; e.g., funny, scary, peaceful, energetic, secretive, sorry. 	<p>Contrast (different) section</p> <p>illustrate</p> <p>ABA form</p>	<p><u>First "I Can"</u> <i>Song Games:</i> Guide children in recognizing melodic patterns that stay the same or change as they explore song games such as: Skip To My Lou; Bow, Bow, Belinda (review from Kindergarten); Rig-a Jig Jig; Cotton-Eyed Joe. Find song materials and teaching suggestions in <i>Favorite Songs</i></p> <p><u>Second "I Can"</u> <i>Listening Activities:</i> Let children experience and illustrate the contrasting sections of music through creating their own movements to aural recordings of Dance of the Sugar Plum Fairy (note that this results in the ABA form) and Peter and the Wolf (note how the characters are illustrated through musical themes and specific instruments). <i>Performing Activities:</i> Lead children in discovering contrasting sections as they perform Five Fat Turkeys, Three Little Muffins, etc.</p>	
Music Language Objectives		Resources	
<p>Through singing, moving, speaking, hand signs, symbols, listening, and/or creating-</p> <ul style="list-style-type: none"> I can clearly express what contrast is. 		<p><u>Essential Equipment:</u> Non-pitched rhythm instruments: rhythm sticks, sand blocks, wood block, body percussion and recordings of instrumental listening music, online or otherwise.</p>	
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>			