

Elementary Music – Grade 1 Scope & Sequence by Advisory

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
1st Advisory	<p>How do we use our voices? How does music sound different between different instruments? How do you move to music? How does music tell a story? How is music performed? How can we tell a musical story?</p>	<p>Standards: 1.1.L2, 1.1.E1, 1.2.S3, 1.2.P2, 1.3.3, 1.4.3, 1.5.H1</p> <p>Listen: Identify pitched and non-pitched classroom instruments by sight and sound. Respond to music with movement: perform line and circle dances; perform dances and games from various cultures; dramatize songs, stories, and poems; and perform choreographed movements.</p> <p>Speak (repeat): Demonstrate use of pitch (high/low, upward/downward, melody skips, repeats, melodic patterns, ostinatos) and timbre of the voice. Perform rhythm patterns that include long and short sounds and repeated patterns.</p> <p>Speak (improvise): Create tonal patterns that ascend, descend, and repeat.</p>	<p>Follow a listening map and show the melodic contour through movement</p> <p>Read and follow iconic notation for melodic direction</p> <p>Create kinesthetic movement to different styles of music</p> <p>Perform, using non pitched percussion instruments and rhythmic solfege, rhythmic patterns using quarter and eighth note patterns</p>
	Repertoire		Resources
	<p>Required: America p.426</p> <p>Suggested: This Land Is Your Land (pg. 268) Green, Green, Rocky (pg. 311) Little Shell (pg. 337) Celebrate (pg. 386) Pumpkin, Pumpkin (pg. 393)</p>	<p>Read: Imitate use of solfege syllables (e.g., do, re, mi...) to read short tonal patterns that move up, down, or repeat.</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Listen to/sing music and folk songs of various countries/regions.</p>	<p>Content and Tools by Strand Grade 1 Standards Document Making Music Grade 1, Teacher Ed. Oprah feat will.i.am (America)</p>

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2 nd Advisory	<p>How do we use our voices? How does music sound different between different instruments? How do you move to music? How does music tell a story? How is music performed? How can we tell a musical story?</p>	<p>Standards: 1.1.L4, 1.1.L5, 1.2.S4, 1.2.P4, 1.3.2, 1.4.2, 1.5.H3</p> <p>Listen: Recognize sudden dynamic and tempo changes in music. Identify high pitches and low pitches and demonstrate different pitches vocally, instrumentally, and with movement.</p> <p>Speak (repeat): Demonstrate melodic rhythm when singing. Demonstrate melodic rhythm (ostinato, melodic patterns).</p> <p>Speak (improvise): Create melodies to familiar nursery rhymes or chants.</p> <p>Read: Read (using rhythmic solfege) simple sets of rhythms using quarter and eighth note patterns.</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Name and characterize the use of specific instruments by people of a particular culture (e.g., conga drums and shakers - African & Latino, castanets- Spanish, tom tom drums and bell clusters- Native American).</p>	<p>Create steady beat patterns to reflect tempo changes</p> <p>Perform ostinato accompaniments to songs/singing games from various cultures</p> <p>Identify, by sight and sound, various instruments and match them to the various cultures in which they are typically used</p> <p>Create 4-beat rhythmic patterns using quarter and eighth notes.</p> <p>Using so/mi, create a simple melody to a familiar chant or rhyme</p> <p>Read and follow iconic notation for high and low pitches and demonstrate them on pitched percussion instruments</p>
	Repertoire		Resources
	<p>Required: I Saw Three Ships p.406</p> <p>Suggested: Round and Round (pg. 148) I Love Peanuts (pg. 162) Wind Up the Apple Tree (pg. 182) Hambone (pg. 200) Apple Tree (pg. 226)</p>		<p>Content and Tools by Strand Grade 1 Standards Document Making Music Grade 1, Teacher Ed. Wikipedia (I Saw Three Ships)</p>

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3rd Advisory	<p>How do we use our voices? How does music sound different between different instruments? How do you move to music? How does music tell a story? How is music performed? How can we tell a musical story?</p>	<p><i>Standards:</i> 1.1.L3, 1.1.E3, 1.2.S2, 1.2.P1, 1.2.P3, 1.3.1, 1.4.1, 1.5.H2</p> <p><i>Listen:</i> Distinguish between extreme contrasts of sound and between melodic rhythm and steady beat. Describe how ideas or moods are communicated through music.</p> <p><i>Speak (repeat):</i> Develop a repertoire of songs with and without accompaniment. Perform simple accompaniments on pitched and non-pitched classroom instruments. Relate rhythm patterns to notation.</p> <p><i>Speak (improvise):</i> Imitate and create tonal patterns that ascend, descend, and repeat.</p> <p><i>Read:</i> Interpret rhythmic and tonal patterns and tempo and dynamic symbols.</p> <p><i>Write:</i> See speak (improvise)</p>	<p>Create a song in ABA form using both movements and instruments</p> <p>Dramatize a “verse” of a song</p> <p>Play melodic and rhythmic ostinatos to accompany various song and singing games</p> <p>Improvise, on pitched percussion instruments, a melodic ‘B’ section to a speech poem or chant</p> <p>Sing songs on pitch and with correct intonation while maintaining a steady beat</p> <p>In pairs, create rhythmic patterns to illustrate tempo and/or dynamic changes</p>
	Repertoire	<p><i>Talk About:</i> Identify roles of musicians in various settings and the uses of specific music in daily or special events.</p>	Resources
	<p><i>Required:</i> This Land Is Your land p.268</p> <p><i>Suggested:</i> Shortnin' Bread (pg.58) Wake Me, Shake Me (pg. 270) Sing! Speak! Whisper! Shout! (pg.36) No One Can Be Exactly Like Me (pg. 274) Friends of Mine (pg. 300)</p>		<p>Content and Tools by Strand Grade 1 Standards Document Making Music Grade 1, Teacher Ed. NPR Music (This Land is Your Land)</p>

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4 th Advisory	<p>How do we use our voices? How does music sound different between different instruments? How do you move to music? How does music tell a story? How is music performed? How can we tell a musical story?</p>	<p>Standards: 1.1.L1, 1.1.E2, 1.2.S1, 1.2.P1, 1.3.1, 1.4.1, 1.5.S2, 1.5.S1</p> <p>Listen: Recognize simple musical forms such as phrase, AB, and echo. Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p> <p>Speak (repeat): Sing from memory a variety of simple songs, echoes, and chants, individually and in groups, with accuracy. Perform simple accompaniments on pitched and non-pitched classroom instruments.</p> <p>Speak (improvise): Imitate and create tonal patterns that ascend, descend, and repeat.</p> <p>Read: Interpret rhythmic and tonal patterns and tempo and dynamic symbols.</p> <p>Write: See Speak (improvise)</p>	<p>Play melodic patterns that move by step, skips, and repeats</p> <p>Demonstrate knowledge of steady beat by playing simple alternating bordouns to accompany songs</p> <p>Create movements that represent the mood suggested by a section of music – sadness, joy, anger, etc</p> <p>Identify, by sight and sound, rhythmic patterns using quarter and eighth notes, and quarter rests</p> <p>Demonstrate the difference between steady beat and rhythmic patterns</p>
	Repertoire		Resources
	<p>Required: Put Your Hand in My Hand pg. 318</p> <p>Suggested: Bee Bee, Bumble Bee (pg. 50) Head, Shoulders, Baby (pg. 82) Twist with a Burger, Jitter with a Bug (pg. 132) Bounce High, Bounce Low (pg. 152)</p>	<p>Talk About: Use music together with dance, theatre, and the visual arts, for storytelling. Describe relationships between music and other arts through drawing, drama, movement, dance, and storytelling.</p>	<p>Content and Tools by Strand Grade 1 Standards Document Making Music Grade 1, Teacher Ed.</p>