# 1st Grade Music Curriculum

**Course Description:** The Park Hill K-8 music program was developed collaboratively and built on both state and national standards. The K-8 music program provides students with a continuum of essential knowledge and skills incrementally increasing in depth and rigor. Students will develop knowledge and skills related to the elements of music, the principles of performance, the connection of music to history and culture, as well as music's many interdisciplinary connections.

**Scope and Sequence:**

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</table>
Emerging Grade-Level Skills

Subject: Music  
Grade: First  
Name of Unit: Emerging Grade-Level Skills  
Length of Unit: One Quarter  

Overview of Unit: In this unit, students will demonstrate competency of steady beat, echo simple rhythm patterns, differentiate between high and low sounds using icons, distinguish between same and different sections of music, identify various voices, and describe different tempi in music.

Priority Standards for unit:
- PP2A1b Perform a steady beat
- PP2B1a Echo simple rhythmic patterns
- EP1C1a Identify icons for high and low sounds
- AP1B1b Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat
- PP1CKa Use singing, speaking, whispering and shouting voices

Supporting Standards for unit:
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- HC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Elements of Music
- Rhythm: Steady beat
- Melody: High/Low
- Harmony: N/A
- Form: Same/Different (AB)
- Timbre: Vocal Qualities and Unpitched Percussion
- Expressive Qualities: Fast/Slow
### Unwrapped Concepts (Students need to know)

<table>
<thead>
<tr>
<th>Unwrapped Concepts</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
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<tbody>
<tr>
<td>Steady beat</td>
<td>Perform</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Simple rhythmic patterns</td>
<td>Echo</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Singing, speaking, whispering and shouting voices</td>
<td>Use</td>
<td>Apply</td>
<td>1</td>
</tr>
</tbody>
</table>

### Essential Questions:

1. How can you show a steady beat?
2. How can you echo different rhythmic patterns?
3. How can you demonstrate musical opposites such as high and low sounds?
4. How can you demonstrate musical opposites such as same and different in musical selections?
5. How can you demonstrate different ways to use your voice?
6. How can you demonstrate musical opposites such as fast and slow?

### Enduring Understanding/Big Ideas:

1. The student could use body percussion (snap, clap, pat, stomp, etc.), movement, and/or instruments to demonstrate the steady beat.
2. The student could use various body percussion and instruments to echo rhythms performed by another person.
3. Students can use body movements, manipulatives, icons and instruments to compare and contrast high and low sounds.
4. Students can demonstrate through movement what is the same and/or different when listening to examples of music.
5. Students can use of a singing, speaking, whisper, or shouting voice.
6. Students can use body movements, manipulatives, icons, body percussion and/or instruments to demonstrate fast and slow tempi in music.
Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td></td>
<td>Quarter Note</td>
</tr>
<tr>
<td></td>
<td>Quarter Rest</td>
</tr>
<tr>
<td></td>
<td>Eighth Note Pair</td>
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<tr>
<td></td>
<td>Pitch</td>
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<tr>
<td></td>
<td>Solo</td>
</tr>
<tr>
<td></td>
<td>Fast</td>
</tr>
<tr>
<td></td>
<td>Slow</td>
</tr>
</tbody>
</table>

Topic 1: Rhythm

Engaging Experience 1

Learning Objective: Students will learn how to keep a steady beat.

Suggested Length of Time: 10-12 minutes

Standards Addressed

Priority:
- P2A1b Perform a steady beat

Supporting:
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

Detailed Description/Instructions:

One way to do this is to have students sit in a seated circle. First, speak the poem as suggested on P. 5 in Game Plan 1st grade, “I think Music’s Neat.” Students keep a steady beat by patting the pulse on their lap. Model other examples (pat shoulders, clap, etc.) Students take turns leading.

Bloom’s Levels: Apply

Webb’s DOK: 2
Engaging Experience 2

Learning Objective: Students will echo simple rhythm patterns

Suggested Length of Time: 5 minutes

Standards Addressed

Priority:
- PP2B1a Echo simple rhythmic patterns

Supporting:
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

Detailed Description/Instructions:

One way to do this is to have the teacher perform a 4-beat rhythm containing quarter notes, eighth note pairs, and/or quarter rests by clapping. The students will echo the same pattern by clapping. The teacher can then change rhythms and change body percussion levels having the students continuing to echo the teacher. The teacher can also transfer 4 beat rhythms onto different unpitched percussion instruments. Further extensions of this activity would include changing the number of beats in each rhythm pattern, changing the length of each rhythm pattern, or changing the time signature to include patterns in 6/8 and other time signatures. For help coming up with rhythm patterns, please see Rhythmische Übung (Rhythmic Exercises) for Orff Instruments by Gunild Keetman.

Bloom’s Levels: Remember

Webb’s DOK: 1
**Topic 2: Melody**

**Engaging Experience 1**

**Learning Objective:** Students will demonstrate an understanding of high and low sounds.

**Suggested Length of Time:** 10 minutes

**Standards Addressed**

*Priority:*
- EP1C1a Identify icons for high and low sounds
- AP1B1b Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat

*Supporting:*
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

**Detailed Description/Instructions:**

One way to do this would be to have students scattered, standing throughout the room. As suggested in Game Plan 1st grade, p. 7 (Movement Game: Moving High and Low). Students will walk while teacher plays the pulse on the hand drum. Students freeze when they hear the teacher play a low sounding instrument such as a low drum and high when the teacher plays a high sounding instrument like a temple block.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
Engaging Experience 1
Learning Objective: Students will identify sections of music that are the same and different (AB)
Suggested Length of Time: 15-20 minutes
Standards Addressed

Priority:
- AP1B1b Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat

Detailed Description/Instructions:
One way to do this would be to do a movement activity to the recording, Syncopated Clock by LeRoy Anderson as suggested in Game Plan 1st Grade, p. 9 and Lynn Kleiner’s, Kids Can Listen, Kids Can Move. Students find a place throughout the room and as the music plays then, students pretend that they are a cuckoo clock. Some suggestions are tilting your head side-to-side, move your elbows or your arms to the steady beat. When the music changes (Part B), then, students pretend that they are birds in the cuckoo clock and fly throughout the room. When the music returns to part A, then, students find their same spot and act like a clock. Next, divide the class into three groups: clocks, woodblocks, and triangles. In the clock group, students pretend to be clocks and birds, but, have two scarves. Both scarves are used as their hands on the clock and then become their wings as birds in section B. The woodblock group keeps the steady beat during section A. The triangle group plays in the middle of the triangle during part B. Have students rotate to each group until they’ve experienced each group.

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 4: Timbre

Engaging Experience 1
Learning Objective: Students will use their voice in a variety of ways, such as sing, speak, whisper and shout.
Suggested Length of Time: 15 minutes
Standards Addressed

**Priority:**
- PP1CKa Use singing, speaking, whispering and shouting voices

**Supporting:**
- HC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response

Detailed Description/Instructions:
One way to do this would be to have students listen to the song “Sara Watashi” singing vs. speaking) Japanese plate passing song (found in Spotlight on Music: Grade 1, Teacher Edition page 68). Have students listen for what types of voice they hear (Ex: Have students learn the song and play the plate passing game while using singing, speaking, whispering, and shouting voices.)

Bloom’s Levels: Apply
Webb’s DOK: 1

Topic 5: Expressive Qualities

Engaging Experience 1
Learning Objective: Students will identify fast and slow tempi.
Suggested Length of Time: 15 minutes
Standards Addressed

**Priority:**
- AP1B1b Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat

**Supporting:**
- AHC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response
**Detailed Description/Instructions:**

One way to do this would be to introduce the book, “We’re going on a Bear Hunt” by Michael Rosen and Helen Oxenbury. Have students act out the story by showing the various tempos by patting the steady beat on their lap. When they run away from the bear, read the words and do the motions very quickly. After reading the book, discuss the varied tempos. As an extension, you’ll find the recording in the Spotlight on Music: 1st Grade, Teacher Edition page 126, CD 5:29.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Scenario**

**Engaging Scenario**

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: singing, playing instruments, movement, manipulatives, and body percussion.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
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<tr>
<td>Rhythm</td>
<td>Students will learn how to keep a steady beat.</td>
<td>One way to do this is to have students sit in a seated circle. First, speak the poem as suggested on P. 5 in Game Plan 1st grade, “I think Music’s Neat.” Students keep a steady beat by patting the pulse on their lap. Model other examples (pat shoulders, clap, etc.) Students take turns leading.</td>
<td>10-12 minutes</td>
</tr>
<tr>
<td>Rhythm</td>
<td>Students will echo simple rhythm patterns</td>
<td>One way to do this is to have the teacher perform a 4-beat rhythm containing quarter notes, eighth note pairs, and/or quarter rests by clapping. The students will echo the same pattern by clapping. The teacher can then change rhythms and change body percussion levels having the students continuing to echo the teacher. The teacher can also transfer 4 beat rhythms onto different unpitched percussion instruments. Further extensions of this activity would include changing the number of beats in each rhythm pattern, changing the length of each rhythm pattern, or changing the time signature to include patterns in 6/8 and other time signatures. For help coming up with rhythm patterns, please see Rhythmische Übung (Rhythmic Exercises) for Orff Instruments by Gunild Keetman.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Melody</td>
<td>Students will demonstrate an</td>
<td>One way to do this would be to have students scattered, standing throughout</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
understanding of high and low sounds

| Form | Students will identify sections of music that are the same and different (AB) | One way to do this would be to do a movement activity to the recording, Syncopated Clock by LeRoy Anderson as suggested in Game Plan 1st Grade, p. 9 and Lynn Kleiner’s, Kids Can Listen, Kids Can Move. Students find a place throughout the room and as the music plays then, students pretend that they are a cuckoo clock. Some suggestions are tilting your head side-to-side, move your elbows or your arms to the steady beat. When the music changes (Part B), then, students pretend that they are birds in the cuckoo clock and fly throughout the room. When the music returns to part A, then, students find their same spot and act like a clock. Next, divide the class into three groups: clocks, woodblocks, and triangles. In the clock group, students pretend to be clocks and birds, but, have two scarves. Both scarves are used as their hands on the clock and then become their wings as birds in section B. The woodblock group keeps the steady beat during section A. The triangle group plays in the middle of the triangle during part B. Have students rotate to each 15-20 minutes |
| **Timbre** | Students will use this voice in a variety of ways, such as sing, speak, whisper and shout. | One way to do this would be to have students listen to the song “Sara Watashi” a Japanese plate passing song (found on in Spotlight on Music: Grade 1, Teacher Edition page 68). Have students listen for what types of voice they hear (singing vs. speaking). Have students learn the song and play the plate passing game while using singing, speaking, whispering, and shouting voices. | 15 minutes |
| Expressive Qualities | Students will identify fast and slow tempi. | One way to do this would be to introduce the book, “We’re going on a Bear Hunt” by Michael Rosen and Helen Oxenbury. Have students act out the story by showing the various tempos by patting the steady beat on their lap. When they run away from the bear, read the words and do the motions very quickly. After reading the book, discuss the varied tempos. As an extension, you’ll find the recording in the Spotlight on Music: 1st Grade, Teacher Edition page 126, CD 5:29. | 15 minutes |
Intermediate Grade-Level Skills

Subject: Music
Grade: First
Name of Unit: Intermediate Grade-Level Skills
Length of Unit: One Quarter

Overview of Unit: In this unit, students will demonstrate competency of steady beat, echo simple rhythm patterns, differentiate between high and low sounds using icons, distinguish between same and different sections of music, identify various voices, and describe different tempi in music. In addition to these skills, students will begin reading simple rhythmic notation and describing melodic direction.

Priority Standards for unit:
- EP1B1a Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs
- AP1B1b Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat

Supporting Standards for unit:
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- HC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Elements of Music
- Rhythm: Sound/silence; quarter note/rest; eighth-note pairs
- Melody: Up/down
- Harmony: N/A
- Form: N/A
- Timbre: N/A
- Expressive Qualities: N/A
### Unwrapped Concepts (Students need to know) vs. Unwrapped Skills (Students need to be able to do)

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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</thead>
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<td>simple rhythm patterns (using iconic or standard notation) consisting of:</td>
<td>Read</td>
<td>Apply</td>
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</tr>
<tr>
<td>quarter note/rest, eighth-note pairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud,</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>same/different, up/down, beat/no beat</td>
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</tbody>
</table>

### Essential Questions:
1. How are sound and silence represented in music?
2. How can melodic direction be described in music?

### Enduring Understanding/Big Ideas:
1. The student can use icons or standard notation to represent sounds/notes and silences/rests.
2. Students can describe melodic direction by showing if pitches are moving up or down.

### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Quarter Note</td>
<td>Quarter Rest</td>
</tr>
<tr>
<td>Quarter Rest</td>
<td>Eighth Note Pair</td>
</tr>
<tr>
<td>Pitch</td>
<td>Solo</td>
</tr>
<tr>
<td>Solo</td>
<td>Fast</td>
</tr>
<tr>
<td>Fast</td>
<td>Slow</td>
</tr>
</tbody>
</table>
Engaging Experience 1

Teaching Point: Students will identify rhythm patterns using iconic notation.

Suggested Length of Time: 15 minutes

Standards Addressed

Priority:
- EP1B1a Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs

Detailed Description/Instructions:

One way to do this is the Four Chair Rhythm Game. Put four chairs at front of room. Put one student in each chair. Remind them that each person in one chair is a \( \text{\ding{72}} \). Have them read the rhythm: \( \text{\ding{72}} \text{\ding{72}} \text{\ding{72}} \text{\ding{72}} \). Then, put two in a chair and remind them that two people are \( \text{\ding{77}} \), have students read the rhythm in \( \text{\ding{72}} \) and \( \text{\ding{77}} \). If you leave a chair empty, students grunt on the rest. Then have a student make a rhythm with the students. The students will read it first, then write it with the markers on the dry boards.

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 2

Teaching Point: Students will identify rhythm patterns using standard notation.

Suggested Length of Time: 10-15 minutes

Standards Addressed

Priority:
- EP1B1a Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs

Detailed Description/Instructions:

One way to do this is a notation activity with popsicle sticks as suggested in Game Plan 1st grade, p. 36. Each pair of students has 12 popsicle sticks. Popsicle sticks can be found at a craft store and may be organized in zippered baggies for distribution. The teacher claps a four-beat pattern while speaking the rhythm. Students build the rhythm using their popsicle sticks. One stick represents a quarter note (\( \text{\ding{72}} \)) and three sticks to represent an eighth note pair (\( \text{\ding{77}} \)) and three sticks to represent a (\( \text{\ding{75}} \)) which also looks like a “Z.” Some helpful hints: 1) have partners sit side-by-side, 2) to manage this activity have students line-up all 12 popsicle sticks in a row and leave space in front of them to build their rhythm, 3) have students line-up all 12 popsicle sticks after the rhythm has occurred in order to start a new rhythm pattern.

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 2: Melody

Engaging Experience 1

Learning Objective: Students will describe the direction that pitches move.

Suggested Length of Time: 10 minutes

Standards Addressed

Priority:
- AP1B1b Demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat

Detailed Description/Instructions:

One way to do this would be to teach the song “Willum” found in Game Plan: Grade One page 87 and 106 and in Spotlight on Music: Grade One, Teacher Edition page 20. Have the students listen to the song to hear when the pitch moves up and when it moves down. Have the students learn the words to the song. Have students trace the direction of the melody with their fingers while singing the song with all of the verses. Students will sing the song again, standing up higher and higher when the melody moves up and sinking to the floor when the melody moves lower.

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Scenario

Classroom Performance

Students will demonstrate their level of mastery of the elements of music in various ways, for example: singing, playing instruments, movement, manipulatives, and body percussion.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
<tbody>
<tr>
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<td>Students will identify rhythm patterns using iconic notation.</td>
<td><strong>One way to do this is the Four Chair Rhythm Game.</strong> Put four chairs at front of room. Put one student in each chair. Remind them that each person in one chair is a . Have them read the rhythm: . Then, put two in a chair and remind them that two people are , have students read the rhythm in , and . If you leave a chair empty, students grunt on the rest. Then have a student make a rhythm with the students. The students will read it first, then write it with the markers on the dry boards.</td>
<td>15 minutes</td>
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<td><strong>One way to do this is</strong> a notation activity with popsicle sticks as suggested in Game Plan 1st grade, p. 36. Each pair of students has 12 popsicle sticks. Popsicle sticks can be found at a craft store and may be organized in zippered baggies for distribution. The teacher claps a four-beat pattern while speaking the rhythm. Students build the rhythm using their popsicle sticks. One stick represents a quarter note ( ) and three sticks to represent an eighth note pair ( ) and three sticks to represent a ( ) which also looks like a “Z.” Some helpful hints: 1) have partners sit side-by-side, 2) to manage this activity have students line-up all 12 popsicle sticks in a row and leave space in front of them to build their rhythm, 3) have students line-up all 12 popsicle sticks after the rhythm has occurred in order to start a new rhythm pattern.</td>
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Melody

One way to do this would be to teach the song “Willum” found in Game Plan: Grade One page 87 and 106 and in Spotlight on Music: Grade One, Teacher Edition page 20. Have the students listen to the song to hear when the pitch moves up and when it moves down. Have the students learn the words to the song. Have students trace the direction of the melody with their fingers while singing the song with all of the verses. Students will sing the song again, standing up higher and higher when the melody moves up and sinking to the floor when the melody moves lower.

Advanced Grade-Level Skills

Subject: Music  
Grade: First  
Name of Unit: Advanced Grade-Level Skills  
Length of Unit: One Quarter  
Overview of Unit: In this unit, students will demonstrate competency of steady beat, demonstrate rhythms by using iconic and standard notation, and echo simple rhythm patterns. Students will explore pitch to differentiate between high and low sounds using icons and show melodic direction. Students will distinguish between same and different sections of music, identify various voices, and describe different tempi in music. In addition to these skills, students will begin exploring pitch relationships and ostinati.

Priority Standards for unit:
- PP1A1b Reproduce/echo melodies in limited range [sol-mi, la-sol-mi]
- PP1E2a Perform *ostinati
Supporting Standards for unit:
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- HC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Elements of Music
- Rhythm: N/A
- Melody: Sol-mi, la-sol-mi
- Harmony: Ostinato
- Form: N/A
- Timbre: N/A
- Expressive Qualities: N/A

<table>
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<th>Unwrapped Skills (Students need to be able to do)</th>
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<tr>
<td>Melodies in limited range</td>
<td>Reproduce/echo</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>ostinati</td>
<td>Perform</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How can you echo a melody?
2. How can you make a musical accompaniment?

Enduring Understanding/Big Ideas:
1. Students can use pitch relationships of sol-mi and sol-mi-la to echo sing pitches.
2. Students can use ostinati (short, repeated patterns) to accompany a song.
Unit Vocabulary:

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<tr>
<td>Solo</td>
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<tr>
<td>Fast</td>
<td></td>
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<tr>
<td>Slow</td>
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</tr>
</tbody>
</table>

Topic 1: Melody

Engaging Experience 1

Learning Objective: Students will echo the S-M (sol-mi) melody.

Suggested Length of Time: 8-10 minutes

Standards Addressed

Priority:

- PP1A1b Reproduce/echo melodies in limited range [sol-mi, la-sol-mi]

Detailed Description/Instructions:

One way to do this would be to sing the song, “Teddy Bear”, a traditional song listed in Game Plan: Grade One, p. 43. Teach song with actions as suggested by the text. Add body percussion on “Teddy Bear” to visualize high/low (example: head, head, shoulders). Transfer the body percussion to solfege (hand signs), then, transfer to instruments playing on sol and mi.

Bloom’s Levels: Understand

Webb’s DOK: 1
Engaging Experience 1
Learning Objective: Students will create an ostinato to accompany singing.
Suggested Length of Time: 8-10 minutes

Standards Addressed

Priority:
- PP1E2a Perform *ostinati

Supporting:
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

Detailed Description/Instructions:
One way to do this would be to learn the song “La Pinata” a Mexican Folk song found in Game Plan: Grade One page 45. Have student practice keeping a steady beat while singing the song. Transfer steady beat to body percussion to create a pattern (pat, pat, clap, cap). Introduce the concept of ostinato (a short, repeated pattern). Have students keep the body percussion ostinato while singing the song through several times. Students can play the ostinato on various percussion instruments. Students can also create movements to make a movement ostinato (for example: patting head, head, knee knee).

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Scenario

Classroom Performance
Students will demonstrate their level of mastery of the elements of music in various ways, for example: singing, playing instruments, movement, manipulatives, and body percussion.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melody</td>
<td>Students will echo the S-M (sol-mi) melody.</td>
<td>One way to do this would be to sing the song, “Teddy Bear”, a traditional song listed in Game Plan: Grade One, p. 43. Teach song with actions as suggested by the text. Add body percussion on “Teddy Bear” to visualize high/low (example: head, head, shoulders). Transfer the body percussion to solfege (hand signs), then, transfer to instruments playing on sol and mi.</td>
<td>8-10 minutes</td>
</tr>
<tr>
<td>Harmony</td>
<td>Students will create an ostinato to accompany singing.</td>
<td>One way to do this would be to learn the song “La Pinata” a Mexican Folk song found in Game Plan: Grade One page 45. Have student practice keeping a steady beat while singing the song. Transfer steady beat to body percussion to create a pattern (pat, pat, clap, cap). Introduce the concept of ostinato (a short, repeated pattern). Have students keep the body percussion ostinato while singing the song through several times. Students who can play the ostinato will play it on various percussion instruments. Students can also create movements to make a movement ostinato (for example: patting head, head, knee knee).</td>
<td>8-10 minutes</td>
</tr>
</tbody>
</table>
Performance Skills

Subject: Music
Grade: First
Name of Unit: Performance Skills
Length of Unit: One Quarter

Overview of Unit: In this unit, students will perform in groups vocally and/or instrumentally. They will learn to follow the cues of a conductor in rehearsal and performance settings. Students will demonstrate appropriate listening behavior during performances.

Priority Standards for unit:
- PP1B1a Use a singing voice with a head tone
- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- PP2A1a Perform in groups using a steady beat following the cues of the conductor

Supporting Standards for unit:
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- HC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing voice with a head tone</td>
<td>Use</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>appropriate listening behavior for various types of performances</td>
<td>Discuss</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>appropriate listening behavior for various types of performances</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>in groups using a steady beat following the cues of the conductor</td>
<td>Perform</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How can a student improve their sound of their singing during a performance?
2. How does following the conductor’s cues and directions help us make music?
3. What are behavioral expectations when watching a performance?
4. How can students show expected performance behaviors when watching or participating in performances?

**Enduring Understanding/Big Ideas:**
1. Students can use their head voice to improve their tone quality.
2. Following the conductor’s directions helps us to work as a team to make music together.
3. Students are expected to sit tall, eyes on the performer, voices off, silent bodies and applaud when appropriate.
4. Students are expected to sit tall, eyes on the performer, voices off, silent bodies and applaud when appropriate.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quarter Note</td>
</tr>
<tr>
<td></td>
<td>Quarter Rest</td>
</tr>
<tr>
<td></td>
<td>Eighth Note Pair</td>
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<tr>
<td></td>
<td>Pitch</td>
</tr>
<tr>
<td></td>
<td>Solo</td>
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<td></td>
<td>Fast</td>
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<tr>
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<td>Slow</td>
</tr>
</tbody>
</table>
**Engaging Experience 1**

**Title:** Grade Level Rehearsal  

**Suggested Length of Time:** 8 weeks  

**Standards Addressed**

*Priority:*
- PP1B1a Use a singing voice with a head tone  
- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances  
- PP2A1a Perform in groups using a steady beat following the cues of the conductor  

*Supporting:*
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles  
- HC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response  
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles  

**Detailed Description/Instructions:** Students will prepare to perform in a grade level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using appropriate tone quality, and following the conductor’s cues.  

**Bloom’s Levels:** Apply  

**Webb’s DOK:** 2
**Engaging Experience 1**

**Title:** Grade Level Rehearsal

**Suggested Length of Time:** 8 weeks

**Standards Addressed**

*Priority:*
- PP1B1a Use a singing voice with a head tone
- HC1D1a Discuss and demonstrate appropriate listening behavior for various types of performances
- PP2A1a Perform in groups using a steady beat following the cues of the conductor

*Supporting:*
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- HC1C1a Describe how elements of music are used in teacher-selected examples: western and non-western music, circle games, call and response
- PP2D1a Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

**Detailed Description/Instructions:** Students will prepare to perform in a grade level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Scenario**

Grade Level Performance

Students will prepare to perform in a grade level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using tone quality, and following the conductor’s cues. Students will also practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal/Instrumental Performance Skills</td>
<td>Grade Level Rehearsal</td>
<td>Students will prepare to perform in a grade level program over the course of an 8-week time period. Students may practice: matching pitch, singing/playing with correct rhythm and steady beat, using appropriate tone quality, and following the conductor’s cues.</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Performance Etiquette</td>
<td>Grade Level Rehearsal</td>
<td>Students will prepare to perform in a grade level program over the course of an 8-week time period. Students will practice following procedural expectations for rehearsals and performances including sitting tall, eyes on the performer, voices off, silent bodies and applauding when appropriate.</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.
**Symbols:**

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.