

**Building – Elementary School
Grade Level – 1st Grade
Subject – Music**

Date Semester	IL Learning Standards	Unit and/or Essential Question Content and/or Skills	Assessments and/or Products
Aug	Music 26B	Getting Acquainted Learn Names Echo Sing HOLIDAY SONGS Birthday Patriotic A-O School Song CHARACTER WORD for the year Safety Teamwork COMPOSER STUDY 2006 Wolfgang Amadeus Mozart	--work with student's rhythm of their name --observe students that can match pitch
Sept-Oct	Music 25A Music 26A Music 27B	RHYTHM Beat-Steady Beat Beat vs. No Beat Beat vs. Rhythm Short vs. Long Silence or rest Rhythm patterns Sets of 2 Quarter note Quarter rest Eighth note Half note Dotted half note Whole note HOLIDAY SONGS Halloween NATIONAL ANTHEM PROJECT – Sept 14	--Observe movement to the beat --distinguish beat/no beat --appropriate motions for either beat or rhythm --observe rhythm of words to show short & long sounds (eighth & quarter) --sing eighth & quarter rhythms or play on instruments --recognition of silent beats (quarter rests) --identify same rhythm patterns --read rhythm patterns correctly Self and group evaluation Rhythm flash cards Music Baseball Game Rhythm BINGO Rockin' Rap

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Nov-Dec	Music 25A Music 26A Music 27B Music 27A Music 26B	<p>FORM Call and Response ABA Verse and Refrain (AB) Introduction and Coda</p> <p>EXPRESSION Dynamics--Loud and Soft, getting louder and softer Tempo—Fast and Slow, changing tempos Articulation—Legato and Staccato</p> <p>HOLIDAY SONGS Thanksgiving Christmas, Chanukah, Las Posadas, Kwanzaa, Three Kings</p> <p>WINTER PROGRAM Learn performance and audience skills for a concert</p>	<p>--observe whether children know when to respond --observe movements that identify the call/response --identify same phrase --sing only same phrases --movements fit the mood --change movements at the appropriate time --create movements, then judge what fits the style --difference between verse and refrain --identify intro, A, B, coda sections by dance movements --dynamics identified by size and force of movements --observe whether change speed of movements to match tempo --show dynamic and tempo changes in movements Self and group evaluation</p>
Jan-Feb	Music 25A Music 26A Music 26B Music 27A Music 27B	<p>MELODY High and Low Upward and Downward Melodic Direction Same or Different Melodic Patterns Higher and Lower Pitches Melodic Contour Steps and Skips</p>	<p>--observe movements that show when melody leaps upward, moves upward or downward --observe movements that show when repeated melodic pattern occurs --move arms at appropriate levels to show melodic contour --identify steps and skips</p>

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		Treble Clef—Middle C, D, E, F, G, A COMPOSER STUDY 2007 TBA HOLIDAY SONGS Winter Black History—Martin Luther King Groundhog Day Valentine’s Day	--play melody on barred instrument Self and group evaluation Alphabet cards Flash cards Mr. Everybody’s Musical Apartment Building Story Melody BINGO Music Baseball Game Worksheets
Mar-Apr	Music 26A Music 26B Music 27A	TEXTURE/HARMONY One voice or more (thin or thick) Rhythmic Ostinato Multi Voice Texture Bordun Accompaniment TIMBRE/TONE COLOR Singing, Speaking, Whispering, and Shouting Percussion Tuned Percussion Xylophone HOLIDAY SONGS Spring	--identify thin and thick texture --maintain rhythmic ostinato throughout a song --maintain part throughout song --maintain steady beat while playing bordun --maintain pattern against contrasting parts --observe whether child is doing correct tone color --identify metal and wooden sounds --identify whether percussion instrument is struck, scraped, or shaken --identify tuned percussion instruments heard --identify when xylophone is playing in a selection Self and group evaluation

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May		<p>How Do We Read Music?</p> <p>HOLIDAY SONGS Mother's Day</p> <p>IMMA (music aptitude testing)</p>	<p>--Using music book, pointer finger, follow words of songs</p> <p>--read top words under music first (1st verse), then read bottom words under each line of music (2nd verse)</p> <p>--find extra verses under the song with numbers 3, etc.</p> <p>--identify lines of music that are the same</p>