

PETERS TOWNSHIP SCHOOL DISTRICT
CORE BODY OF KNOWLEDGE (CBK)

VOCAL MUSIC

GRADE 1

For each of the sections that follow, students may be required to understand, apply, analyze, evaluate or create the particular concepts being taught.

COURSE DESCRIPTION

Vocal music in grade 1 provides an introductory exploration of musical concepts including units of rhythm, pitch/melody, form, tone color, expressive elements, musical literature, and performance techniques. The purpose of this course is to create a nurturing setting where children begin to develop basic musicianship skills, and the theoretical framework that leads to music literacy.

STUDY SKILLS

- Starting music from silence
- Proper care and handling for musical instruments
- Identifying time signature and style markings before beginning a piece of music
- Check the roadmap of the piece looking for repeats and endings
- Being respectful to all collaborators in music making

MAJOR UNIT THEMES:

1. Rhythm Skills

- Recognize and move to a steady beat
- Perform the steady beat upon percussion instruments
- Differentiate between quarter note/rest and eighth note figures
- Recognize and use grade level appropriate music notation symbols

2. Performance Techniques

- Demonstrate the elements of active engaged listening
- Distinguish between the speaking, singing, whispering and calling voice
- Sing in a head voice using proper posture and phrasing
- Improvise accompaniments on rhythm and Orff instruments
- Create pentatonic melodies on Orff instruments

3. Expressive Elements

- Distinguish between varied tempi
- Respond to varied dynamic, tempo, and phrasing, as indicated by the conductor while moving, singing, playing instruments and speaking
- Identify and utilize the notation symbols for forte and piano

4. Form

- Identify same and different sections of a musical piece
- Label AB and ABA sections of a musical piece
- Construct the form of a piece with picture cards or props
- Create movement patterns to depict the form of a saw

5. Pitch/Melody

- Distinguish between Kodaly pitches of sol, mi and la
- Match aural patterns with visual pitch examples
- Demonstrate the ability to utilize pitches to read, decode, sing and sign solfeggio patterns
- Recognize ascending and descending patterns when listening and when reading from the staff
- Sing pitches accurately in context of the intonation of the ensemble and/or accompaniment

6. Music Literature

- Name all characters.
- Identify each character theme.
- Identify key orchestral instruments.
- Dramatize the story of "Peter and the Wolf" in pantomime. (sharpen the saw)
- Describe the mood of each section of the story.

7. Tone Color

- Recognize, describe, and create environmental sounds.
- Compare and Contrast the voices of male, female, and child.
- Describe the tone color of select instruments.
- Examine the tone color of their own singing voice through active engaged listening.
- Perform poems, stories and songs with varied vocalizations. (sharpen the saw)

MATERIALS (and Supplemental materials used in course):

- Spotlight On Music GR. 1, MacMillan/McGraw-Hill, 2005
- The Music Connection Gr. 1, SBG, 1995
- Music and You Gr. 1, MacMillan, 1988
- Primary level repertoire music library
- Orff instruments
- Classroom percussion instruments (hand drums, tambourines, guiros, afuche, etc.)
- Stereo equipment
- Movement exploration items (scarves, parachutes, balls, streamers, etc.)
- Piano/keyboard

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