

Shakopee Public School District 720

1st Grade General Music Curriculum



Updated Summer 2014

1st grade Essential Skills:

These are skills that learners must know in order to master the Essential Learning.
Teachers determine the time needed on each skill in order to master the Essential Learning.

	Reading/Notating	Production (Singing/Playing)	Analysis/Creating
1st Quarter		Accurate use of singing voice Steady beat/tempo Quarter note, rest, beamed eighth notes	Voices (speak, sing, whisper, call) High/low
2nd Quarter	Quarter note, rest, beamed eighth notes	Steady beat Quarter note, rest, beamed eighth notes S-M patterns and repertoire songs that include these pitches	loud/quiet
3rd Quarter		Quarter note, rest, beamed eighth notes, tied quarter notes So and Mi patterns and repertoire songs that include these pitches	Patterns of rhythm and/or melody that sound the SAME or DIFFERENT AB, ABA Verse and Refrain fast/slow
4th Quarter	Quarter note Quarter rest Beamed eighth notes, tied quarter notes S-M patterns on a staff	Quarter note Quarter rest Beamed eighth notes, tied quarter notes So and Mi patterns and repertoire songs that include these pitches (introduction to la) Chord bordun	Visual Recognition of Instruments from Peter and the Wolf (flute, clarinet, oboe, bassoon, horn, violin, timpani)



1st Grade Essential Learning

These are the core competencies that all learners must know upon completion of the ; the concepts that will be **graded** throughout the year. Rubrics for each Essential Learning are on the following pages.

Element of Music

Essential Learning (Graded)

BEAT/RHYTHM

Students can perform and respond to a steady beat in a variety of ways at various tempi

Students will read and perform rhythm patterns using syllables for quarter note, rest and beamed eighth notes

Students can identify and move to slow and fast tempi

PITCH/MELODY

Students will identify the difference between high and low sounds

Students will accurately repeat pitches of so and mi sung by the teacher

HARMONY

Not assessed in 1st grade

FORM

Not assessed in 1st grade

TIMBRE

Students will visually identify instruments from four orchestral families (flute, clarinet, oboe, bassoon, violin, horn, timpani) based on Peter and the Wolf (Common Assessment on Q drive)

EXPRESSIVE QUALITIES

Students will respond to and identify loud and quiet dynamics

GENRE/STYLE

Not assessed in 1st grade

"I CAN" Statements for 1st Grade

This is the "art of teaching" - what can the learner do at the conclusion of the lesson. These are focused and directly related to the Essential Learning or Skill.

1st Quarter "I CAN" statements

"I CAN" move to a steady beat
"I CAN" use my 4 different voices
"I CAN" echo the teacher using my singing voice
"I CAN" identify high and low pitches

3rd Quarter "I CAN" statements

"I CAN" sing the pitches so and mi
"I CAN" clap rhythms including ta and ti ti
"I CAN" identify if a song is fast or slow
"I CAN" hear if patterns sound the same or different

2nd Quarter "I CAN" statement

"I CAN" can sing the pitches so and mi
"I CAN" identify if a song is loud or quiet
"I CAN" clap the rhythm of the words
"I CAN" clap rhythm patterns using ta, ti ti and rests

4th Quarter "I CAN" statements

"I CAN" sing the pitches so, mi and la
"I CAN" clap rhythm patterns that include ta, ti ti and rests
"I CAN" name the instruments used in Peter and the Wolf



END OF UNIT ASSESSMENT and RUBRIC

Grade: 1st

Element of Music: Beat/Rhythm

Assessment: The student will perform a steady beat accurately using movement such as body percussion or unpitched or pitched instruments.

Assessed: Quarter 1 and 2

Grade given: Highest grade achieved within the quarter

Report Card Strand: Production

Grade	Rubric
M	Student consistently performs a steady beat to a piece of music using movement, body percussion, unpitched or pitched instruments .
P	Student performs steady beat using movement, body percussion, unpitched or pitched instruments, but is <u>not</u> consistent throughout the piece.
NP	Student cannot perform a steady beat.

END OF UNIT ASSESSMENT and RUBRIC

Grade: 1st

Element of Music: Beat/Rhythm

Assessment: The student will read and perform rhythm patterns using syllables for quarter note, rest, and beamed eighth notes

Assessed: Quarter 3 (Read/Notate) and Quarter 4 (Production)

Grade given: Highest grade achieved within the quarter

Report Card Strand: Quarter 3 (Read/Notate) and Quarter 4 (Production)

Grade	Rubric
M	Student demonstrates grade level rhythm patterns consistently
P	Student demonstrates grade level rhythm patterns with errors
NP	Student does not attempt to demonstrate rhythm patterns

END OF UNIT ASSESSMENT and RUBRIC

Grade: 1st

Element of Music: Beat/Rhythm

Assessment: The student will identify, move or respond to slow and fast tempi

Assessed: Quarter 3

Grade given: Highest grade achieved within the quarter

Report Card Strand: Analysis

Grade	Rubric
M	Student can identify and respond to slow and fast tempi independently
P	Student can identify and respond to slow and fast tempi with teacher help
NP	Student does not attempt to identify and respond to slow and fast tempi

END OF UNIT ASSESSMENT and RUBRIC

Grade: 1st

Element: Pitch/Melody

Assessment: The student will identify the difference between high and low sounds

Assessed: Quarter 1

Grade given: Highest grade achieved within the quarter

Report Card Strand: Analysis

Grade	Rubric
M	Student can identify high and low sounds independently
P	Student can identify high and low sounds with teacher help
NP	Student does not attempt demonstrate high and low sounds

END OF UNIT ASSESSMENT and RUBRIC

Grade: 1st

Element of Music: Pitch/Melody

Assessment: The student will accurately repeat pitches of so and mi sung by the teacher

Assessed: Quarter 2,3,4

Grade given: Highest grade achieved within the quarter

Report Card Strand: Production

Grade	Rubric
M	Student can consistently and accurately repeat pitches so and mi sung by the teacher
P	Student attempts, but does not accurately repeat pitches so and mi sung by the teacher
NP	Student does not attempt to repeat the pitches so and mi sung by the teacher

END OF UNIT ASSESSMENT and RUBRIC

Grade: 1st

Element of Music: Timbre

Assessment: The student will visually identify instruments from the Four Orchestral families (including flute, clarinet, oboe, bassoon, violin, horn, timpani)

Assessed: Quarter 4

Grade given: On final assessment found in the Q drive (worksheet)

Report Card Strand: Analysis

Grade	Rubric
M	Student can name 6 or 7 of the instruments (flute, clarinet, oboe, bassoon, violin, horn and timpani)
P	Student can name 3-5 of the instruments (flute, clarinet, oboe, bassoon, violin, horn and timpani)
NP	Student can name 2 or less of the instruments (flute, clarinet, oboe, bassoon, violin, horn and timpani)

END OF UNIT ASSESSMENT and RUBRIC

Grade: 1st

Element of Music: Expressive Qualities

Assessment: The student will respond to and identify loud and quiet

Assessed: Quarter 2

Grade given: On final assessment

Report Card Strand: Analysis

Grade	Rubric
M	Student can respond and identify loud and quiet independently
P	Student is can respond and identify loud and quiet with teacher help
NP	Student does not attempt to respond and identify loud and quiet

1st Grade Vocabulary Check List

- ☐music
- ☐steady beat
- ☐tempo
- ☐rhythm
- ☐Quarter note
- ☐Quarter rest
- ☐Eighth notes
- ☐pitch
- ☐high and low
- ☐so and mi
- ☐Instruments; flute, clarinet, oboe, bassoon, horn, violin, timpani
- ☐Dynamics, loud and quiet (*forte and piano*)

