

Brandon Valley School District
Music
Scope and Sequence
Grade: 1
Creating

Timeline (Days)	Standard(s)
7 Days (10%)	1.MU.Cr.1.1.a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
	1.MU.Cr.1.1.b With limited guidance, generate musical ideas in multiple tonalities and meters
	1.MU.Cr.2.1.a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
	1.MU.Cr.2.1.b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.
	1.MU.Cr.3.1.a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
	1.MU.Cr.3.2.a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

Performing

Timeline (Days)	Standard(s)
40 Days (55%)	1.MU.Pr.4.2.b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
	1.MU.Pr.6.1.a With limited guidance, perform music, alone and with others, for a specific purpose with expression.
	1.MU.Pr.6.1.b Perform appropriately for the audience and purpose.
	1.MU.Pr.4.2.a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
	1.MU.Pr.6.1.c Display audience etiquette appropriate for the context and venue.
	1.MU.Pr.4.3.a With limited guidance, demonstrate and describe music's expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).
	1.MU.Pr.4.1.a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
	1.MU.Pr.5.1.a With limited guidance, apply personal, teacher, and peer feedback to refine performances.
	1.MU.Pr.5.1.b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Responding

Timeline (Days)	Standard(s)
22 Days (30%)	1.MU.Re.8.1.a With minimal guidance, demonstrate and identify expressive qualities (such as dynamics, tempo, style, and articulation).that reflect creators'/performers' expressive intent.
	1.MU.Re.7.2.a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used to support a specific purpose in music
	1.MU.Re.7.1.a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes
	1.MU.Re.9.1.a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

Connecting

Timeline (Days)	Standard(s)
4 Days (5%)	1.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	1.MU.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Pink-priority, Yellow-supporting, Green-supplementary;

*30 minute class periods. Grades 1-4 attend two days per week.

<p>Notes Q1 Common curriculum materials: vendor/pg number, common assessments, common intervention/enrichment activities, other</p> <ul style="list-style-type: none"> Quarter 1: Steady Beat, Strong & Weak Beats, Meters of 2, 3, & 4, Practicing Rhythm, Veterans Programming, Mozart, Halloween
<p>Notes Q2</p> <ul style="list-style-type: none"> Quarter 2: Four Different Voices, Sing & Breathe, Lines & Spaces, Treble Clef, Pitches & Intervals, Melody, Veterans Performance, Thanksgiving
<p>Notes Q3</p> <ul style="list-style-type: none"> Quarter 3: Notes & Rests, Rhythms, Tempos, Loud & Soft, Dynamics, Spring Concert Preparation, St Patrick's Day/Irish Music, Valentines
<p>Notes Q4</p> <ul style="list-style-type: none"> Quarter 4: String Family Introduction, Percussion, Form, Year-End Assessment, Spring