Grade 1 Music

Teacher: Krystal Mattice **September 2022**

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
CEQ:	A. Steady Beat	T1. I can show a steady	A. Steady Beat	A. Steady Beat	A. Rhythm Band
°WHAT ARE THE	A1. Describe what a steady	beat.	3.A.1.1	A1. Whole Group	Charts-in shared
ELEMENTS OF	beat is		Use	Assessment:	folder
MUSIC?	A2. Show what a steady	T2. I can name things that	foundational	Students play	
°HOW WILL THE	beat sounds like	have a steady beat.	knowledge and	steady beat to	
STUDENTS			skills while	music	
DEMONSTRATE	B. Melody	T3. I can move to show	responding to,		
THESE ELEMENTS	B1. Describe difference	how music goes up or	creating, and	B. Melody	
OF MUSIC?	between	down.	presenting	B1. Whole Group	
°HOW IS MUSIC AN	upward/downward		artistic work	Assessment:	
IMPORTANT	B1. Match voice to a visual	T4. I can use my voice in		Student move to	
ELEMENT OF OUR	representation	4 different ways.	A.Steady Beat	upward/downward	
HISTORY AND			3.1.2.5.1	music	
CULTURE?	C. Expression		Demonstrate	B1. Reading vocal	
	C1. move to show		moving, singing,	cards as a	
UEQ:	upward/downward sounds		and playing	group/individual.	
°What is a steady beat?	C1. move to show		instruments with	B1. Whole Group	
°What are the different	forte/piano		others, and	Assessment:	
ways we can use			alone.	Squiggles	
our voice?	D. Tone Color			worksheet-draw the	
	D1. Describe our 4 voices		B.Melody	melodic direction	
A. Steady Beat/Rhythm			3.A.1.1		
A1. Steady Beat	E. Form		Use	C.Expression	
	E1. move to show		foundational	C1. Whole Group	
	upward/downward sounds		knowledge and	Assessment:	
B. Melody	E1. move to show		skills while	demonstrate with	
B1. Range of Sound	forte/piano sounds		responding to,	movement to show	

		creating, and	upward/downward
C.Expression	F. Harmony	presenting	and loud/soft
E1. movement to music		artistic work.	
	G. Listening		D. Tone Color
		B.Melody	
D. Tone Color		3.1.4.8.1	E. Form
C1. different sounds of		Identify	
our voice		differences	F. Harmony
E. Form		between two	
		contrasting	G. Listening
F. Harmony		musical	
		selections	
G. Listening			
		C.Expression	
		3.A.1.1	
		Use	
		foundational	
		knowledge and	!
		skills while	
		responding to	
		creating and	
		presenting	
		artistic work.	
		C. Expression	
		3.1.4.8.1	
		Identify	
		differences	
		between two	
		contrasting	
		musical	
		selections	
		D. Tone Color	

3.A.1.1
Use
foundational
foundational knowledge and
skills while
responding to,
creating and
presenting artistic work
artistic work

October

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ:	A. Steady Beat/Rhythm	T5. I can find pictures that		A1. Whole Group	
^o What is the difference	A1. Recognize when there	show forte and piano	A.Steady	Assessment:	A3.plum cherry
between beat/no	is a beat/no beat	sounds.	Beat/rhythm	playing steady beat	notation-shared
beat?	A1. Perform steady beat on		3.1.2.2.1.	to music	folder 1st gr
°What are the values of	instruments to music	T6. I can hear piano and	Generate and	A2. Whole Group	A3. zoo pals
the stick	A2. clap rhythms using ta,	forte sounds.	develop original	Assessment:clappin	notation-shared
notation? (quarter note,	ti ti, rest		artistic ideas	g rhythms as a class	<u>folder 1st gr</u>
quarter rest,	A2. create rhythms using			A2. Constructing a	
eighth notes)	ta, ti ti, rest		A.Steady	rhythm on the	
°What is melodic			Beat/Rhythm	smartboard	×
direction?	B. Melody		3.1.4.7.1	individually	B1. follow
°What are the different	B1. sing songs that		Analyze and		the squiggles 🛅
volumes of	demonstrate high/low and		construct	B1. Whole Group	B1. melodic
music?	upward/downward songs.		interpretations of	Assessments:	direction squiggles
	B1. demonstrate high/low		artistic work	completing	
A. Steady Beat/ Rhythm	and upward/downward			worksheet as a	http://www.music
A1. beat/no beat	sounds with body		B. Melody	class: follow the	k8.com
A2. stick notation with	B1. play		3.1.4.8.1	squiggles	B1. Going up in
quarter note, quarter rest,	upward/downward and				an Elevator-I sing
eighth notes	high/low sounds on			C1. Whole Group	you sing

11100100			stone Entimentary	
A3. icon notation- one	instruments	Evaluate art	tistic Assessments:	
sound/ beat, two		work by app	plying labeling objects	
sound/beat	C1. demonstrate	criteria	forte/piano on	D1. Romper,
	piano/forte music with		smartboard	Stomper, Boo
B. Melody	body	B.Melody	(Smartboard:	-Spotlight 1st gr
B1. upward and	C1. Sing songs with	3.A.1.1	loud/soft)	D1. Kapiti
downwards sounds, high	piano/forte sounds	Use foundar	tional	Rain-story book
and low sounds	C1. Play piano/forte sounds	knowledge	and D1. Whole Group	D1. There Was An
C. Expression	on instruments	skills while	Assessments:	Old Lady Who
E1.	C1. Discover sounds that	reponding to	o listening activity:	Wasn't Afraid of
dynamics-piano/forte	are piano/forte in our	creating,	students close eyes,	Anything-story
D. Tone Color	everyday life	presenting a	and I play an	book (halloween)
D1. rhythm instruments		artistic worl	k. instrument,	
E. Form	D1. recognizing the sound		students must	
	of rhythm instruments	C.Expression	identify the correct	
F. Harmony	D1. adding instruments to	3.1.4.8.1	instrument	
	stories based on	Evaluate art	tistic	
G. Listening	appropriate sounds for	work by app	plying	
	characters in story	criteria		
		C.Expression	on	
		3.A.1.1		
		Use foundar	tional	
		knowledge	and	
		skills while		
		responding	to	
		creating, an	d	
		presenting a	artistic	
		work.		
		D. Tone Co	lor	

	Generate and develop original artistic ideas.	

November

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ:	A. Rhythm	T7. I can clap a rhythm		A. Rhythm	recimology
°What are the values of	A1. Understand note values	using ta's, ti-ti's, and rests.	A.Rhythm	A1. Creating	B2. Spotlight on
stick notation	A1. Demonstrate how to		3.1.2.2.1	measures	Music text book
(quarter, eighth and	clap each note	T8. I can speak a rhythm	Generate and	independently/	Grade 1
rest)?	_	using ta's, ti-ti's, and rests.	develop original	whole group	B3. Spotlight on
°What is melodic	B. Melody		artistic ideas	A1. Clapping	Music text book
direction	B1. Recognize the sound	T9. I can write a rhythm		rhythms	Grade 1
°What are the different	sol-mi	using ta's, ti-ti's, and rests.	B.Melody	independently/whol	C4. Spotlight on
volumes of	B1. Demonstrate how to	_	3.A.1.1	e group	Music text book
music?	sing sol-mi with hand signs		Use foundational		Grade 1
°What are the hand signs	B1. Play sol-mi steady beat		knowledge and	B.Melody	(children's
and sounds of	pattern on orff instrument		skills while	B1. Whole Group	march)
sol-mi?	B1. understand the		responding to,	Assessment:	
	relationship between		creating, and,	singing songs with	
A. Rhythm/Steady Beat	high/low and sol/mi (which		presenting artistic	sol-mi hand signs	
A1. Stick Notation-	one is higher in pitch)		work.	B1. Small	
ta-titi-rest	B1. Perform songs with			Group-Assessment:	
B. Melody	sol-mi		B.Melody	steady beat sol-mi	
B1. pitches sol-mi			3.1.2.2.1	pattern played with	
B2. high/low and	C. Expression		Generate and	See-Saw	
upward /downward	C1. Students can define		develop original		
C. Expression	piano/forte		Artistic ideas	C.Expression	
C1. loud/soft and	C1. Sing songs with			C1. Individual	

forte/piano	forte/piano sounds	B. Melody Assessment:
D. Tone color	C1. Identify forte/piano	3.1.2.3.1 identifying
nothing	sounds	Create original forte/piano
	C1. Hear the difference	artistic work sounds-smartboard
E. Form	between piano/forte	activity loud/sof
		C. Expression C1. Listening
		3.A.1.1 Example-students
		Use foundational listen and discuss
		knowledge adn dynamics they hear
		skills while during the song
		responding,
		creating, and CFA: Lead the
		presenting artistic Beat/Pass the Beat
		work
		CSA: Rhythm
		CFA Standards: Iconic to Ta titi
		3.1.4.8.1
		Analyze and
		construct
		interpretations of
		artistic work.
		CSA:
		3.1.2.2.1
		Generate and
		develop original
		artistic ideas
		3.1.2.4.1
		Create original
		artistic work
		artistic work
		3.1.3.5.1

Mattice	Grade 1 Music	Fieldstone Elementary
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	Revise and complete original artistic work	
	3.1.3.5.1 Develop and refine artistic techniques and work for performance	
	3.1.3.6.1 Make artistic choices in order to convey meaning through performance	

December

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ:	A. Rhythm	T10. I can move my	A. Rhythm	A.Rhythm	A. Rhythm
°How is stick notation	A1. Understand note values	body to show long and	3.1.2.2.1	A1. Creating	A1. Smartboard
put into measures?	A1. Understand how to	short sounds.	Generate and	measures independe	Activity-1st Grade
°What is the difference	clap each note		develop	ntly/whole group	Creating Rhythms
between long and short	A2.Understand a steady	T11. I can move my	original	A1. Clapping	A2. Spotlight on Music
sounds?	beat	body to show high and	artistic ideas	rhythms	Grade 1
°What are the string	A2. Demonstrate a steady	low sounds.		independently/whol	A2. Rhythm Band
instruments?	beat		A.Rhythm	e group	Charts and Cd
°What are the sounds	A3. Students move to show	T12. I know large	3.1.2.3.1	A2. Clapping steady	
and hand signs of	long/short	instruments make low	Create orginal	beat to music	B. Melody
sol-mi-la?	A3.Students perform songs	sounds and small	artistic work	A2. Playing a steady	B1. Spotlight on Music

	with long/short sounds	instruments make high		beat accompaniment	Grade 1
A. Rhythm	8	sounds.	B.Melody	on an instrument	B2. Smartboard
A1. Stick Notation-ta, titi,			3.A.1.1	(Orff)	Activity-Music Street
rest	B. Melody	T13. I can sing sol, mi,	Use	A2. Playing Rhythm	B2: Going up in an
A2. Steady Beat	B1. Demonstrate sol-mi-la	and la using my voice	foundational	Band	Elevator- I sing you
A3. long/short sounds	hand signs	and hand signs.	knowledge	Charts-keeping the	sing
B. Melody	B1. Demonstrate ability to		and skills	beat by following a	B3. It's So Nice on the
B1. music street pitches	match pitches sol-mi-la	T14. I can read sol, mi,	while	chart and playing on	Ice-Spotlight 1st gr
sol-mi-la	B1. Understand where	and la using my voice	responding to	assigned instrument.	B3. moo quack
B2. higher/lower sounds	pitches are located on	and hand signs.	creating and	A.3 students move	quack-shared folder-1st
	Music Street (Music Scale)		presenting	to ta titi beat, saying	gr
C. Expression	B2. Understand the		artistic work	long, short short/ta,	B3. long short
C1. piano/forte	relationship between			titi	sounds-shared
	sol-mi-la and high/low		B.Melody		folder-1st gr
D. Tone Color	sounds (know the		3.1.2.2.1	CFA: manipulative	
D1. String Instruments	highest/lowest pitch of the		Generate and	So mi composing	C. Expression
	three)		develop		C1. Spotlight on music
E. Form	B3. students aurally hear		original work	B. Melody	grade 1
Nothing	the difference between			B1. Perform songs	
F. Harmony	long/short		C. Expression	that have pitches	D. Tone Color
	B3. students move to show		3.1.4.7.1	sol- mi-la	D1. Symphony For
G. Listening	long/short		Evaluate	B1. Play sol-mi	Simple
	B3.Students perform songs		artistic work	pattern	Simon-Book/Cd
	with long/short sounds		by applying	accompaniment on	D1. Orchestral
			criteria	Orff	Instruments Spotlight
	C. Expression			B2. Students place	Disc
	C1. Students move to show		C. Expresion	sol-mi-la houses	
	forte/piano sounds		3.1.5.9.1	(pitches) on music	
	C1. Students sing songs		Integrate	street (music scale)	
	with forte/piano sounds		knowledge	individually.	
	C1. Students identify		and personal	B2. Students	
	forte/piano sounds by		experience	demonstrate they	
	movement		while	understand bottom	

Mattice	Grade 1 Music	Fieldstone Elementary
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	C1. Students can define	responding	of music street is
	piano/forte	to, creating	low pitches, top of
		and prsenting	music street is high
	D. Tone Color	artistic work.	pitches
	D1. Students recognize		
	instruments by the aural	C.Expression	C.Expression
	listening examples	3.1.3.5.1	C1. students identify
	D1. Students understand	Develop and	piano/forte sounds
	the relationship between	refine artisitc	by moving to music
	the size and sound of	techniques	
	instrument.	and work for	
		performance	D. Tone Color
			D1. Students
		D.Tone Color	identify instruments
		3.A.1.1	by aural listening
		Use	
		foundational	
		knowledge	
		and skills	
		while	
		responding	
		to, creating,	
		and	
		presenting	
		artistic work	
-			·

January

Content	Skills	Learning Targets	Standards Assessment	Resources & Technology

UEQ:

^oHow can stick notation be put into measures? °What are the woodwind instruments? *°What is two part form?*

A. Rhythm/Steady Beat

A1. Stick Notation-ta, titi, rest

B. Melody

B1. pitches sol-mi-la

C. Expression

D. Tone color

D1. Woodwind family

E. Form

E1. AB, ABA. ABBA 🖺

A. Rhythm/Steady Beat

A1. Understand note values A1. Demonstrate how to clap each note A1. Understand how to construct rhythms in measures 4

B1. recognize the sound

B. Melody

sol-mi-la B1. demonstrate how to sing sol-mi-la with hand signs B1. understand the relationship between high/low and sol/mi/la (which one is the highest pitch, which is the lowest) B1. perform songs with sol-mi-la

C. Expression

D. Tone Color

D1. Student recognize instruments from picture D1. Student recognize instruments by aural listening examples D1. Students understand the parts of the instruments

A1. I can clap rhythms using ta, titi, sh

A1. I can speak rhythms using ta, tit, sh

A1. I can write a rhythm using ta, titi, sh

B.Melody

T13. I can sing sol, mi, la using my voice and hand signs.

T14. I can read sol, mi, la On the music staff.

A.Rhvthm Steady Beat

Same standards as December

B. Melody Same standards as December

D. Tone Color 3.A.1.1 Use foundational knowledge and skills while responding to, creating and presenting artistic work

E.Form 3.A.1.1 Use foundational

E. Form Evaluate artistic work by applying criteria

A.Rhythm/Steady Beat

A1. creating

measures independently/whole group A1. clapping rhythms independently/whole group

A1. Playing rhythms on instruments

B. Melody

B1. Whole Group Assessment: singing song with sol-mi-la hand signs B1. Small Group Assessment: sol-mi-la melody played on melodic instruments

D. Tone color

D1. Whole Group Assessment: students identify instruments by aural listening D1. Whole Group Assessment: students identify instrument by picture

A. Rhythm/Steady Beat

A1. Smartboard Activity: Creating Rhythms

B1. Spotlight on Music text book Gr 1

D1. www.sfskids.org D1. Orchestral Instruments-spotlight disc

E1. Spotlight on Music text book Gr 1

E. Form	
E1. Students can identify	E. Form
different parts of a song	E1. Whole
E1. Students sing songs	Group/Individual
with AB, ABA form	Assessment: students
E1. Students can define the	identify different
word "form" "Form is the	parts of a song
plan for building the	
music. It's like a map you	
can follow along."	

February

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: "How is stick notation put into measures "What is a half note? "What is the hand signs and sounds of sol-mi-la "What are the different ways two part form can be arranged?	A. Steady Beat/Rhythm A1. Clap rhythms using half, quarter, eighth notes and quarter rest. A1. Create rhythms using quarter, half, eight notes and quarter rest A1. Perform rhythms on instruments	A. Steady Beat/Rhythm A1. I can clap rhythms using ta, titi, sh A1. I can speak rhythms using ta, tit, sh A1. I can write a rhythm using ta, titi, sh	A. Steady Beat Rhythm G. Listening 3.1.4.7.1 Analyze and construct interpretations of artistic work 3.1.4.7.1 Analyze and	A. Steady Beat/Rhythm A1. Whole Group Assessment: students play rhythms on classroom instruments A1. Whole Group Assessment: students clap rhythms individually and as a	A. Steady Beat/Rhythm A1. smartboard activity: creating rhythms 1st grade A1. smartboard activity: reading rhythms A1. Spotlight on Music gr 1 B. Melody B1. Spotlight on Music gr
A. Steady Beat/ Rhythm A1. quarter note, quarter rest, eight notes, add half note	B. Melody B1. recognize the sound sol-mi-la B1. understand the hand signs for sol-mi-la B1. sing songs with	B.Melody T13. I can sing sol, mi, la using my voice and hand signs. T14. I can read so, mi and la on the music	construct interpretations of artistic work. 3.1.4.8.1 Evaluate artistic work by applying criteria	class A1. Whole Group Assessment: students create rhythms individually	1 B1. Smartboard activity: Music Street D1. Orchestra Posters D1. YouTube Videos
B. Melody B1.sol-mi-la C. Expression	sol-mi-la C. Expression	staff.	3.1.5.9.1 Integrate knowledge and personal	B. Melody B1. Whole Group Assessment: students	D1. Symphony For Simple Simon CD D1.

D. Tone Color D1. Woodwind Family E. Form E1. ABA, ABBA, ABAB F. Harmony G. Listening G1. Wolfgang Amadeus Mozart	D. Tone Color D1. Recognize the instruments by sight D1. Recognize the instruments by sound D1. Understand how sound is produced on instrument (single reed, double reed) E. Form E1. Student can identify different parts of a song F. Harmony G. Listening G1. Students will learn about the life of Mozart G1. Students will learn about the instruments popular during Mozart's time G1. Students will listen to music composed by Mozart	G. Listening T6. I can hear piano and forte sounds	experience while responding to, creating and presenting artistic work.	sing song with sol-mi-la hand signs B2. Students individually place houses (sol-mi-la) on music street C. Expression D. Tone Color D1. Whole Group Assessment: students individually recognize the instruments by sight/sound E.Form E1. Whole Group Assessment: students will identify the different parts of a song verbally and through movement CFA: Popsicle Stick Composing ta titi 3.1.2.2.1 Generate musical ideas using a limited set of rhythm or pitches 3.1.2.3.1 Choose musical ideas to	Orchestral Instruments-spotlight disc G1. Mozart-shared folder-1st gr G1. The Magic Flute DVD-Cheryl G1. Mozart story books: Krystal & Cheryl G1. Eine Kleine Nachtmusik -Move It 2 DVD G1. Sonata in A Major-Move It 1 DVD G1. Eine Kleine Nachtmusik listening-3rd gr. Spotlight

	CSA:Melody So-Mi
	3.1.2.2.1 Generate and develop original artistic ideas 3.1.2.3.1 Create original artistic work 3.1.3.4.1 Revise and complete original artistic work 3.1.3.5.1 Develop and refine
	artisite technique and work for performance 3.1.4.6.1
	Make artistic choices in order to convey meaning
Manah	through performance

March

Content	Skills	Learning Targets	M	Assessment	Resources & Technology
UEQ:	A. Steady Beat/ Rhythm	T15. I can clap a	B. Melody	A. Steady Beat/	B1. Bee Bee Bumblebee:
^o What does real music	A1. Students can identify	rhythm using quarter	3.1.2.2.1	Rhythm	The Orff Source
note notation	the different parts of a	notes, eighth notes,	Generate and	A1. creating	B2. <u>www.sfskids.org</u> -pitch
look like (quarter, half	music note: note head, note	and quarter rests.	develop	measures	section-piano plays pitches
and eighth)	stem		original	independently	
°What is a measure,	A1. Students can identify	T16. I can speak a	artistic ideas	A1. clapping rhythms	C1. Boomwhacker
barline, double	music notes by their real	rhythm using quarter		as a class	Imagination Cards-Totally
barline?	name	notes, eighth notes,	3.1.2.4.1	A1. Using popsicle	Tubular
°How many beats are in	A2. Students are	and quarter rests.		sticks, R's and rubber	
2/4, 3/4 and 4/4	introduced to how many			bands to write	D1. www.youtube.com

time signatures?	beats are in each measure	Create	rhythms that are	D1. Orchestra Posters
°What is the hand sign	in 3/4, 2/4, and 4/4 time	original	clapped to them	D1. Simple Simon
and sound for do-	A3. Students can create	artistic work	(dictation)	Symphony Cd
mi-so-la?	measures using rhythms,	artistic work	B. Melody	D1. Orchestral Instruments
°What are the brass	barlines, and double		v	CD-ROM
instruments?	barlines	C.	B1. Whole group Assessment: playing	
instruments?	A3. Students can define the		so-do bordun on	E1. Trumpet Round-O Share The Music Gr 1
A. Steady Beat/ Rhythm	vocabulary terms: barline,	Expression	xylophone	Share The Music Gr 1
A1. introduction of real		3.A.1.1		
	double barline, and		B2. Whole Group	
notation (quarter, half,	measure	Use	Assessment: showing	
eighth, quarter rest A2. introduction of term	D. Malada	foundational skills and	high/middle/low	
	B. Melody B1.students can		sounds with body	
time signature: 3/4, 2/4 and 4/4		knowledge	C Francisco	
	demonstrate the hand sign	while	C. Expression	
A3. introduction of terms	for do-mi-so-la	responding,	C1. Using	
barline, double barline and	B1. Students can sing	creating and	boomwhackers with	
measure	songs with pitches	Presenting	imagination	
D. Malada	do-mi-so-la		D. Tone Color	
B. Melody	B1. Students can play			
B1. add Do to music street:	broken bordun on pitches		D1. Students will	
already know mi-sol-la	so-do (steady beat) on		individually identify	
B2. high/middle/low	xylophone		the instruments and	
C. Expression	B2. Students can		their parts	
C1. Movement/Creativity	demonstrate high/middle			
Activities D. Town Colon	/low sounds with body		E. Form	
D. Tone Color	C.F.		E1. Whole Group	
D1. Brass Family	C. Expression		Assessment: students	
E. Form	C1. Students will use		will move to show	
E1. AB, ABA, AABB,	imagination through		different parts of song	
ABBA	movement		E1. Students will	
F. Harmony	C1. Movement Cards		listen as a group to a	
C I : 4 ·	D. T.		piece of music and	
G. Listening	D. Tone color			

D1. Students can identify	identify parts
brass instruments by sound	
and picture	
D1. Students understand	
the relationship between	
the size and sound of	
instrument	
D1. Students can identify	
the parts of each instrument	
E. Form	
E1. Students can identify	
different parts of a song	

April

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
	H. Concert	T18. I am learning good	H. Concert		
A. Rhythm	H1. Students will sing a	concert manners as a			
	varied repertoire of songs	performer and as an	3.A.1.1		
B. Melody	individually/group with	audience member.	Use		
	appropriate dynamics,		foundational		
C. Expression	phrasing and articulation	T19. I can use my body in	knowledge		
	H1. Students will	appropriate ways in a	adn skills		
D. Tone Color	demonstrate appropriate	concert.	while		
	posture		responding		
E. Form	H1. Students will discuss		to, creating		
	the importance of		and		
F. Harmony	demonstrating appropriate		presenting		
	concert etiquette		artistic work.		
G. Listening					
			3.1.3.6.1		
H. Concert			Develop and		
H1. preparing for music			refine artistic		

concert	technique
	and work
,s	For
	performance

May

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
Content	A. Steady Beat/ Rhythm	T17. I can write a	B. Melody	A. Steady	B. Melody
UEQ:	A1. Students can identify	rhythm using	3.A.1.1	Beat/Rhythm	B1. Let Us chase The
°How can real notation	the different parts of a	quarter notes,	Use foundational	A1. Students will	Squirrel-The Orff Source
be composed into	music note : note head,	eighth notes, and	knowledge and	create rhythms	B1. Bee Bee
measures in 2/4, 3/4 and	note stem	quarter rests.	skills while	individually using	Bumblebee-The Orff
4/4 time?	A1. Students can identify	quarter rests.	repsonding,	time signatures,	Source
°What is the hand sign	music notes by their real		creating and	bar lines and real	B1. Music
and sound for do-mi-so-la?	name		presenting artistic	notation with	Street-Smartboard Activity
°What are the percussion	A2. Students can identify		work	quarter note/rest,	
instruments?	how many beats are in each			half note	D. Tone Color
°What are the	measure in 3/4, 2/4 and 4/4			A1. students will	D1. I Have A Car-Share
instruments that play for	time			play rhythms on	The Music -Gr 2
the characters in Peter and	A3. Students can create		3.1.2.2.1	instruments	Add instruments to refrain:
the Wolf?	measures using measures,		Generate and		wood, metal, shakers,
	barlines and double		develop original	B. Melody	drums
A. Steady Beat/ Rhythm	barlines		artistic ideas	B1. Whole Group	D1. Simple Simon
A1. Real notation (quarter,	A3. Students can define the			Assessment:	Symphony CD
half, eighth, quarter rest	vocabulary terms: barline,		3.1.2.3.1	Singing songs	D1. Orchestra Posters
A2. Using term time	double barline and measure		Create original	using correct hand	D1. The Orchestra Song
signature: 3/4, 2/4 and 4/4			artistic work	signs	D1. Orchestral Instruments
A3. Using terms barline,	B1.Melody		D. Tone Color	B1. Individual	CD-ROM
double barline, and	B1. Singing songs with		3.A.1.1	Assessment:	
measure 🚨	do-mi-so-la		Use foundational	students will draw	
B. Melody	B1. Students can		knowledge and	music notes on	
B1. review do-mi-so-la	demonstrate hand signs		skills while	certain	G. Listening
21.13,16,7, 40 1111 30 14	B1. Students will sing		resonding tEo,	lines/spaces on	G1. Character music-sheet

Grade 1 Music Mattice Fieldstone Elementary

B2. the music staff <a>S



C. Expression D. Tone color

D1. Percussion Family <a>S



E. Form

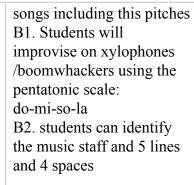
E. AB, ABA, ABBA,





G. Listening

G1. Peter and the Wolf and Sergei Prokovief 🚨



C. Tone color

C1. Students can identify percussion instruments C1. Students understand how the sound of percussion instruments is made C1. Students can identify the two groups of

percussion instruments: pitched/unpitched

D. Form

D1.Students can identify different parts of a song D1. Students can label parts of songs with correct letter

G. Listening

G1. Students can identify each character and what instrument play them from

creating and presenting artistic work E. Form 3.A.1.1 Use of foundational knowledge... G. Listening 3.1.4.7.1 Analyze and construct interpretations of artistic work 3.1.5.9.1

Integrate knowledge and personal experiences while responding to, creating and presenting artistic work.

music staff C. Tone Color C1. Individual Assessment: Students will identify the different percussion instruments by sound and picture C1. Students will sing song using

percussion

instruments

G. Listening Whole Group Assessment: students listen to different character songs and identify the character and instrument

CSA= Common Assessment #2 located in the shared folder.

Mattice	Grade 1 Music	Fieldstone Elementary		
	the orchestra G1. Students can identify each character by their			
	song G1. Students learn about the life of Sergei Prokovief G1. Students will listen to music composed by Sergei Prokovief			