

Grade 1 Music




Teacher: Krystal Mattice
September 2022

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

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

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

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

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

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| <p>forte/piano</p> <p>D. Tone color</p> <p>nothing</p> <p>E. Form</p> | <p>forte/piano sounds</p> <p>C1. Identify forte/piano sounds</p> <p>C1. Hear the difference between piano/forte</p> | <p>B. Melody</p> <p>3.1.2.3.1</p> <p>Create original artistic work</p> <p>C. Expression</p> <p>3.A.1.1</p> <p>Use foundational knowledge and skills while responding, creating, and presenting artistic work</p> <p>CFA Standards:</p> <p>3.1.4.8.1</p> <p>Analyze and construct interpretations of artistic work.</p> <p>CSA:</p> <p>3.1.2.2.1</p> <p>Generate and develop original artistic ideas</p> <p>3.1.2.4.1</p> <p>Create original artistic work</p> <p>3.1.3.5.1</p> | <p>Assessment:</p> <p>identifying forte/piano sounds-smartboard activity loud/soft</p> <p>C1. Listening</p> <p>Example-students listen and discuss dynamics they hear during the song</p> <p>CFA: Lead the Beat/Pass the Beat</p> <p>CSA: Rhythm Iconic to Ta titi</p> | |
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| | | | <p>Revise and complete original artistic work</p> <p>3.1.3.5.1 Develop and refine artistic techniques and work for performance</p> <p>3.1.3.6.1 Make artistic choices in order to convey meaning through performance</p> | | |
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December


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

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| <p>A. Rhythm A1. Stick Notation-ta, titi, rest A2. Steady Beat A3. long/short sounds</p> <p>B. Melody B1. music street pitches sol-mi-la B2. higher/lower sounds</p> <p>C. Expression C1. piano/forte</p> <p>D. Tone Color D1. String Instruments</p> <p>E. Form Nothing</p> <p>F. Harmony</p> <p>G. Listening</p> | <p>with long/short sounds</p> <p>B. Melody B1. Demonstrate sol-mi-la hand signs B1. Demonstrate ability to match pitches sol-mi-la B1. Understand where pitches are located on Music Street (Music Scale) B2. Understand the relationship between sol-mi-la and high/low sounds (know the highest/lowest pitch of the three) B3. students aurally hear the difference between long/short B3. students move to show long/short B3.Students perform songs with long/short sounds</p> <p>C. Expression C1. Students move to show forte/piano sounds C1. Students sing songs with forte/piano sounds C1. Students identify forte/piano sounds by movement</p> | <p>instruments make high sounds.</p> <p>T13. I can sing sol, mi, and la using my voice and hand signs.</p> <p>T14. I can read sol, mi, and la using my voice and hand signs.</p> | <p>B.Melody 3.A.1.1 Use foundational knowledge and skills while responding to creating and presenting artistic work</p> <p>B.Melody 3.1.2.2.1 Generate and develop original work</p> <p>C. Expression 3.1.4.7.1 Evaluate artistic work by applying criteria</p> <p>C. Expresion 3.1.5.9.1 Integrate knowledge and personal experience while</p> | <p>beat accompaniment on an instrument (Orff) A2. Playing Rhythm Band Charts-keeping the beat by following a chart and playing on assigned instrument. A.3 students move to ta titi beat, saying long, short short/ ta, titi</p> <p>CFA: manipulative So mi composing</p> <p>B. Melody B1. Perform songs that have pitches sol- mi-la B1. Play sol-mi pattern accompaniment on Orff B2. Students place sol-mi-la houses (pitches) on music street (music scale) individually. B2. Students demonstrate they understand bottom</p> | <p>Grade 1 B2. Smartboard Activity-Music Street B2: Going up in an Elevator- I sing you sing B3. It's So Nice on the Ice-Spotlight 1st gr B3. moo quack quack-shared folder-1st gr B3. long short sounds-shared folder-1st gr</p> <p>C. Expression C1. Spotlight on music grade 1</p> <p>D. Tone Color D1. Symphony For Simple Simon-Book/Cd D1. Orchestral Instruments Spotlight Disc</p> |
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| | <p>C1. Students can define piano/forte</p> <p>D. Tone Color D1. Students recognize instruments by the aural listening examples D1. Students understand the relationship between the size and sound of instrument.</p> | | <p>responding to, creating and presenting artistic work.</p> <p>C.Expression 3.1.3.5.1 Develop and refine artistic techniques and work for performance</p> <p>D.Tone Color 3.A.1.1 Use foundational knowledge and skills while responding to, creating, and presenting artistic work</p> | <p>of music street is low pitches, top of music street is high pitches</p> <p>C.Expression C1. students identify piano/forte sounds by moving to music</p> <p>D. Tone Color D1. Students identify instruments by aural listening</p> | |
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January

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| <p>UEQ: <i>°How can stick notation be put into measures?</i> <i>°What are the woodwind instruments?</i> <i>°What is two part form?</i></p> <p>A. Rhythm/Steady Beat A1. Stick Notation-ta, titi, rest</p> <p>B. Melody B1. pitches sol-mi-la</p> <p>C. Expression</p> <p>D. Tone color D1. Woodwind family</p> <p>E. Form E1. AB, ABA. ABBA </p> | <p>A. Rhythm/Steady Beat A1. Understand note values A1. Demonstrate how to clap each note A1. Understand how to construct rhythms in measures 4</p> <p>B. Melody B1. recognize the sound 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</p> <p>C. Expression</p> <p>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</p> | <p>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</p> <p>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.</p> | <p>A.Rhythm Steady Beat</p> <p>Same standards as December</p> <p>B. Melody Same standards as December</p> <p>D. Tone Color 3.A.1.1 Use foundational knowledge and skills while responding to, creating and presenting artistic work</p> <p>E.Form 3.A.1.1 Use foundational</p> <p>E. Form Evaluate artistic work by applying criteria</p> | <p>A.Rhythm/Steady Beat A1. creating measures independently/whole group A1. clapping rhythms independently/whole group A1. Playing rhythms on instruments</p> <p>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</p> <p>D. Tone color D1. Whole Group Assessment: students identify instruments by aural listening D1. Whole Group Assessment: students identify instrument by picture</p> | <p>A. Rhythm/Steady Beat A1. Smartboard Activity: Creating Rhythms</p> <p>B1. Spotlight on Music text book Gr 1</p> <p>D1. www.sfskids.org D1. Orchestral Instruments-spotlight disc</p> <p>E1. Spotlight on Music text book Gr 1</p> |
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| | E. Form E1. Students can identify different parts of a song E1. Students sing songs with AB, ABA form E1. Students can define the word "form" “Form is the plan for building the music. It’s like a map you can follow along.” | | | E. Form E1. Whole Group/Individual Assessment: students identify different parts of a song | |
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February

| Content | Skills | Learning Targets | Standards | Assessment | Resources & Technology |
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| UEQ: <i>°How is stick notation put into measures</i> <i>°What is a half note?</i> <i>°What is the hand signs and sounds of sol-mi-la</i> <i>°What are the different ways two part form can be arranged?</i> A. Steady Beat/ Rhythm A1. quarter note, quarter rest, eighth notes, add half note B. Melody B1.sol-mi-la C. Expression | A. Steady Beat/Rhythm A1. Clap rhythms using half, quarter, eighth notes and quarter rest. A1. Create rhythms using quarter, half, eighth notes and quarter rest A1. Perform rhythms on instruments B. Melody B1. recognize the sound sol-mi-la B1. understand the hand signs for sol-mi-la B1. sing songs with sol-mi-la C. Expression | 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 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 staff. | 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 construct interpretations of artistic work. 3.1.4.8.1 Evaluate artistic work by applying criteria 3.1.5.9.1 Integrate knowledge and personal | 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 class A1. Whole Group Assessment: students create rhythms individually B. Melody B1. Whole Group Assessment: students | 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 1 B1. Smartboard activity: Music Street D1. Orchestra Posters D1. YouTube Videos D1. Symphony For Simple Simon CD D1. |

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| <p>D. Tone Color D1. Woodwind Family</p> <p>E. Form E1. ABA, ABBA, ABAB</p> <p>F. Harmony</p> <p>G. Listening G1. Wolfgang Amadeus Mozart</p> | <p>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)</p> <p>E. Form E1. Student can identify different parts of a song</p> <p>F. Harmony</p> <p>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</p> | <p>G. Listening T6. I can hear piano and forte sounds</p> | <p>experience while responding to, creating and presenting artistic work.</p> | <p>sing song with sol-mi-la hand signs B2. Students individually place houses (sol-mi-la) on music street</p> <p>C. Expression</p> <p>D. Tone Color D1. Whole Group Assessment: students individually recognize the instruments by sight/sound</p> <p>E. Form E1. Whole Group Assessment: students will identify the different parts of a song verbally and through movement</p> <p>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 share using limited set of rhythms and pitches</p> | <p>Orchestral Instruments-spotlight disc</p> <p>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. <u>Spotlight</u></p> |
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| | | | | 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 artisitc technique and work for performance 3.1.4.6.1 Make artistic choices in order to convey meaning through performance | |
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March

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

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





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

concert


 technique
and work
For
performance

May

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

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| <p>B2. the music staff </p> <p>C. Expression</p> <p>D. Tone color</p> <p>D1. Percussion Family </p> <p>E. Form</p> <p>E. AB, ABA, ABBA, AABB, AABACA </p> <p>F. Harmony</p> <p>G. Listening</p> <p>G1. Peter and the Wolf and Sergei Prokovief </p> | <p>songs including this pitches</p> <p>B1. Students will improvise on xylophones /boomwhackers using the pentatonic scale: do-mi-so-la</p> <p>B2. students can identify the music staff and 5 lines and 4 spaces</p> <p>C. Tone color</p> <p>C1. Students can identify percussion instruments</p> <p>C1. Students understand how the sound of percussion instruments is made</p> <p>C1. Students can identify the two groups of percussion instruments: pitched/ unpitched</p> <p>D. Form</p> <p>D1.Students can identify different parts of a song</p> <p>D1. Students can label parts of songs with correct letter</p> <p>G. Listening</p> <p>G1. Students can identify each character and what instrument play them from</p> | | <p>creating and presenting artistic work</p> <p>E. Form</p> <p>3.A.1.1</p> <p>Use of foundational knowledge...</p> <p>G. Listening</p> <p>3.1.4.7.1</p> <p>Analyze and construct interpretations of artistic work</p> <p>3.1.5.9.1</p> <p>Integrate knowledge and personal experiences while responding to, creating and presenting artistic work.</p> | <p>music staff</p> <p>C. Tone Color</p> <p>C1. Individual Assessment: Students will identify the different percussion instruments by sound and picture</p> <p>C1. Students will sing song using percussion instruments</p> <p>G. Listening</p> <p>Whole Group Assessment: students listen to different character songs and identify the character and instrument</p> <p>CSA= Common Assessment #2 located in the shared folder.</p> | <p>music</p> <p>G1. Peter and the Wolf-Disney movie</p> <p>G1. Peter and the Wolf-ballet</p> <p>G1. Peter and the Wolf-Smartboard activity shared folder</p> |
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| | <p>the orchestra</p> <p>G1. Students can identify each character by their song</p> <p>G1. Students learn about the life of Sergei Prokovief</p> <p>G1. Students will listen to music composed by Sergei Prokovief</p> | | | | |
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