

Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Music
Grade 1

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p><u>Melody</u> Objectives:</p> <p>Use movements to illustrate high and low.</p> <p>Explore various uses of the voice.</p> <p>Explore tone colors of classroom instruments.</p> <p>Use sounds to represent characters in songs.</p> <p>Show recognition of instrument sounds.</p>	<p><u>Expression</u> Objectives:</p> <p>Listen to music in a variety of styles.</p> <p>Identify louder versus softer.</p> <p>Identify faster versus slower tempo.</p> <p>Lessons, Activities, & Student Products:</p> <p>Play or sing familiar songs in various tempos.</p>	<p><u>Form</u> Objectives:</p> <p>Show contrasting sections by changes in movement.</p> <p>Create motions for contrasting sections.</p> <p>Notice solo, chorus, and verse.</p> <p>Lessons, Activities, & Student Products:</p> <p>Identify solo, chorus, and verse sections through movement.</p>	<p><u>Harmony</u> Objectives:</p> <p>Recognize harmony versus no harmony.</p> <p>Lessons, Activities, & Student Products:</p> <p>Harmony listening exercise.</p> <p>Recognize ascending and descending harmony notes over a melody.</p> <p>Identify as voice or two voices.</p>
<p><u>Tone Color</u> Objectives:</p> <p>Explore various uses of the voice.</p> <p>Explore tone colors of classroom instruments.</p> <p>Use sounds to represent characters in a song.</p>	<p>Listen to various pieces of ethnic music and identify their style. Example; Chinese, African, Indian, etc.</p> <p>Ad Lib/substitute lyrics for familiar songs.</p>	<p>Sing verse and chorus sections.</p> <p>Sing a lullaby with expression by identifying the mood of the song.</p>	<p><u>Rhythm</u> Objectives:</p> <p>Correctly identify and play quarter, half, and whole notes and rests on a chosen instrument.</p> <p>Write a two-measure piece of music in 4/4 time signature using quarter, half, and whole notes.</p>

<p>Show recognition of instrument sounds.</p> <p>Lessons, Activities, & Student Products:</p> <p>‘Peter and the Wolf.’ Use sounds to represent characters in songs.</p> <p>‘Musical Four Corners.’ Recognize instrument sounds by playing the game.</p> <p>‘The Barnyard.’ Imitate animal sounds with the voice.</p> <p>Play sections of familiar songs on the glockenspiel.</p> <p>Sing using solfege.</p> <p>Match pitch by singing solfege.</p>			<p>‘The Cowboys and Indians Game.’ Students face off by adding up note values in their head as quickly as possible.</p>
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<p>Essential Questions:</p> <p>What is solfege?</p> <p>What effect can music have on plays and characters in theatre productions?</p> <p>What are the tone colors of common percussion and wind instruments?</p>	<p>Essential Questions:</p> <p>What are tempo and dynamics and why do we need them in music?</p> <p>By changing the words of songs, how can we change the meaning?</p> <p>How does music sound differ in different cultures?</p> <p>Why does music sound different in other parts of the world?</p>	<p>Essential Questions:</p> <p>What are verse, chorus, and solo?</p> <p>Why does music have different parts?</p> <p>Why is it important to perform with a certain mood in mind?</p>	<p>Essential Questions:</p> <p>What is harmony?</p> <p>Why do we use harmony?</p> <p>What instruments use harmony?</p> <p>What is the importance of being able to read and write musical notation?</p>
<p>Materials:</p> <p>Glockenspiel/keyboard Manuscript paper Music CDs</p>	<p>Materials:</p> <p>Glockenspiel/keyboard Manuscript paper Music CDs</p>	<p>Materials:</p> <p>Glockenspiel/keyboard Manuscript paper Music CDs</p>	<p>Materials:</p> <p>Glockenspiel/keyboard Manuscript paper Music CDs</p>
<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>	<p>Assessment:</p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation</p>

<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with</p>	<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p> <p><u>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</u></p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world</p>	<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with</p>	<p>NJCCCS:</p> <p><u>1.1 The Creative Process - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</u></p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and</p>
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<p>consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>	<p>cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p><u>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p>	<p>consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p><u>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</u></p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	<p>ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>
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