

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Q1, 2, 3, 4 Q2 Q4 Q1,2,3,4 Q1,2 Q3 Q4	25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).	Melody -Identify up/down direction, high/low, loud/soft, fast/slow Harmony -pentatonic Echo simple rhythmic patterns Maintain steady beat Verbalize difference between beat and rhythm Perform/ identify songs in simple forms (i.e, AB, ABA)	Acquire a repertoire of songs Identify melodic direction and high/low pitches Improvise in pentatonic Identify AB, ABA Perform with varied dynamics and in varied tempi	Learning songs by rote Echo Teacher directed (The Story of Epaminandos) Listening Maps Instruction on Orff Instruments Visual representations of form Movement activity (Hi! My Name is Joe) (Little Leprechaun) (Welcome Here) Beat Game (Button You Must Wander)	Participation Solos Performance Identification
Q1,2,3,4	25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).	Pattern, Sequence, Mood	Describe feeling, mood, idea or story Differentiate between acoustical and electronic sounds	Listening -“Starry Night” – Peer Gynt Suite Performing -Dance of Greeting ABA -Animusic	Compare/Contrast Verbalization Participation/Performance

Course/Subject: General Music		CURRICULUM MAP			Grade: 1
Q1	26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	Instrumental sounds (and groupings)	Recognize/label instrument sounds(string, woodwind, brass, percussion)	Games (Can You Name the instrument?) (I Hear a Bird in a Tree), (Here We Sit)	Answering questions
Q3		Vocal sounds	Identify voices of classmates Demonstrate singing, speaking, shouting, whispering, humming voices	Pass and Play “Muffin Man” with solo answer Telephone Stories/Songs with vocal ostinati Model	Visual/aural identification of instruments Participation/Performance
Q1	26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.	Music staff	Demonstrate hand staff	Floor Staff activities	Placing bean bag on correct line/space/note
Q3		Music alphabet	Identify line and space notes	Song about music alphabet and treble clef notes	Singing
Q4		Whole note, half, quarter and two eighth notes/ rests	Identify and perform whole, half, quarter and two eighth notes / Rests Recognize symbols depicting dynamics (pp, p, mp, mf, f, ff)	Flashcards Hokey Pokey (original + using note/rest values) I Am Indian Grizzly Bear Lucy Locket	Successfully read Flashcard rhythms Enter center circle when note/rest/count is cued

Course/Subject: General Music		CURRICULUM MAP			Grade: 1
Q1-4	26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	<p>Folk songs/tales</p> <p>Patriotic songs</p> <p>Playing of orff instruments and percussion instruments</p>	<p>Sing with increased tonal accuracy</p> <p>Play simple bordun on instruments as an accompaniment to singing</p> <p>Hold mallets correctly Play instruments properly</p> <p>Play percussion instruments correctly</p> <p>Take out/put away instruments properly</p> <p>Create dramatizations with sound accompaniment</p>	<p>Rote singing Songs of America DVD Flag song booklets Echo ostinati patterns “Hello Song”</p> <p>Modeling (patcsch)</p> <p>Hickory, Dickory</p> <p>“Helicopter lift”, mallet tips, warm-ups Psychomotor preparation</p> <p>Improvisation/exploration</p> <p>Sung stories</p> <p>(Froggy Goes to School) (Froggy Gets Dressed)</p>	<p>Singing/ Participation Imitate</p> <p>Transferring of patcsch to instruments</p> <p>Listening</p> <p>Dramatization</p>

Course/Subject: General Music		CURRICULUM MAP			Grade: 1
Q1-4 Q2 Q3	27.A.1a Identify the distinctive roles of artists and audiences.	Performances/ recorded examples of major works/composers/ artists In-class performance Concert performance	Sit Listen attentively and observe performances Eyes on performer Applaud correctly Perform in a solo and group setting Name a variety of occupations (Director, composer, conductor)	Listen to musical examples A-Z Symphony Youtube Recordings DVDs Peter and the Wolf (finger puppets, rebus story) Concert settings (Performing and Observing) Current events	Active participation Teacher observation Shared comments about performance Telling of a personal experience in the arts Concert attendance
Q1-4	27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.	Holiday, seasonal, and thematic units	Sing and participate in musical activities related to holidays, seasons and thematic units -songs -instrumental accompaniments -chants -movement -dramatizations	Smartboard Recordings Model Halloween Unit (I Know An Old Lady, Halloween Story – improvisation, Spider on the Floor, Witches’ Brew) Winter Valentine St. Patrick’s Day (What Do You Do on St. Patrick’s Day, Little Leprachaun) Spring (Welcome Here, Going on a Picnic, Peter Rabbit, Garden Song)	Performance evaluation (self and group) Discussion Peer critique

Course/Subject: General Music		CURRICULUM MAP			Grade: 1
Q1-4	<p>27.B.1 Know how images, sounds and movement convey stories about people, places and times.</p>	<p>Experience music from other cultures</p> <p>Exposure to a variety of styles</p>	<p>Listen</p> <p>Sing</p> <p>Play instruments</p>	<p>Recordings/DVDs</p> <p>Songs in various languages</p> <p>Student interpretations/sharing</p> <p>Dr. Seuss – My Many Colored Days</p> <p>Scarves</p> <p>“Go In and Out the Window”</p> <p>“Penguin”</p> <p>Clap to It - video</p>	<p>Verbal questioning</p> <p>Show awareness of time and place by using terms such as “music of long ago” or “far away”</p>