

First Grade Music

Unit Title: Unit 1: Music, Music Everywhere

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts - Music

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*

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- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1c: Explore form ideas for media art production with support.
 - 1.2.2.Cr1e: Choose ideas to create plans for media art production.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2c: Choose ideas to create plans for media art production.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
 - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*

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- 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Central Idea / Enduring Understanding:

- I can use different motions to respond to loud and soft sounds.
- Keeping a steady beat allows me to perform with others
- I can use different motions to respond to loud and soft sounds
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I show the difference between loud and soft?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

Content:

- Dynamics
- Beat/Meter
- Melody
- Form/Structure
- Style/Background

Skills (Objectives):

- Say/Echo/Identify loud and soft sounds
- Distinguish between steady beat and no steady beat
- Identify high and low sounds
- Identify parts within a selection
- Recognize music from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

NJSLS for Literacy

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS for Mathematical Practice

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1.1: Steady Beat

- Pat with the steady beat in speech piece
- Keep steady beat with body percussion

Session 1.2: Dynamics

- Vocally imitate loud and soft sounds
- Move to show discrimination between loud and soft

Session 1.3: Movement/Listening Skills

- Touch body parts, following aural cues
- Move through shared space

Session 1.4: Steady Beat/No Steady Beat

- Swing arms with the steady beat
- Pat and gesture to show distinction between steady beat and no steady beat

Session 1.5: Dynamics

- Use body percussion to imitate loud and soft sounds
- Point to words and pictures representing loud and soft to show aural recognition of pairs of sounds

Session 1.6: Pitch

- Move objects to high and low places in a picture
- Signal to show recognition of high and low sounds

Resources:

Session 1.1

- "Share the Music" textbook pages 2-3
- "Share the Music" CD 1 Tracks 9, 10, 11 & 12

Session 1.2

- "Share the Music" CD 1 Tracks 9, 11, 13, 14 & 15
- Resource Master 1-1 (pattern)
- Resource Master 1-2 (listening map)

Session 1.3

- "Share the Music" CD 1 Tracks 12 & 16

Session 1.4

- "Share the Music" textbook pages 4-5
- "Share the Music" CD 1 Tracks 17, 18 & 19
- drums, tambourines, slit drums, maracas & pitched instruments

Session 1.5

- "Share the Music" textbook pages 6-7
- "Share the Music" CD 1 Tracks 13, 15, 20 & 21
- Resource Master 1-1 (pattern)
- Signing Master S-1-1 (The Old Gray Cat)

Session 1.6

- "Share the Music" textbook pages 8-9
- "Share the Music" CD 1 Tracks 16, 22, 23 & 24
- scissors, crayons, drawing paper
- Resource Master 1-3 (pattern)

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Session 1.7: Tempo <ul style="list-style-type: none">● Move fast and slow● Point to the words fast and slow to show recognition of faster and slower sections in music		Session 1.7 <ul style="list-style-type: none">● “Share the Music” textbook pages 10-11● “Share the Music” CD 1 Tracks 20, 25, 26, 27 & 28● Resource Master 1-4 (pattern)● Resource Master 1-5 (pattern)● Resource Master 1-6 (pattern)● Resource Master 1-7 (practice)	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">● Pitched instruments● Two part harmony● Visual Presentation● Opportunity to Assist Peers● Solo Demonstrations for Class● Independent Study● Accelerated Study● Use of technology● Student Choice	<ul style="list-style-type: none">● Pitched instruments● Two part harmony● Visual Presentation● Use of a Variety of Media to Present Information● Flexible grouping● Kinesthetic activity● Mnemonics● Feedback● Use of technology● Student Choice● Guided Practice	<ul style="list-style-type: none">● Unpitched instruments● Speak-Sing● Visual Presentation● Use of a Variety of Media to Present Information● Flexible grouping● Kinesthetic activity● Mnemonics● Feedback● Use of technology● Student Choice● Highlighting key points● Chunking● Rhythm Games● Word Banks	<ul style="list-style-type: none">● Unpitched instruments● Speak Sing● Visual Presentation● Use of a Variety of Media to Present Information● Flexible grouping● Kinesthetic activity● Mnemonics● Feedback● Use of technology● Student Choice● Highlighting key points● Chunking● Additional Rhythm Games● Extra Teacher Assistance● Reduced Workload

Unit Title: Unit 2: Long and Short, High and Low

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

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 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*

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- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
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 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
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Artistic Process - Creating

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- *Performance Expectations*
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 - 1.2.2.Cr2c: Choose ideas to create plans for media art production.
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- Anchor Standard 4: Selecting, analyzing, and interpreting work.
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 - *Performance Expectations*
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Central Idea / Enduring Understanding:

- I can use different motions to respond to high and low instruments.
- I can use different motions to respond to long and short sounds.
- I can use different motions to respond to high and low sounds

Essential/Guiding Question:

- How do I show the difference between high and low instruments?
- How do I show the difference between long and short?
- How do I tell the difference between high and low sounds?

First Grade Music

<ul style="list-style-type: none"> • Music from different places use different instruments and styles. 	<ul style="list-style-type: none"> • How is music from other places different?
Content: <ul style="list-style-type: none"> • Instrumental Tone Color • Rhythm • Melody • Texture • Style/Background 	Skills (Objectives): <ul style="list-style-type: none"> • Identify high and low instruments • Identify longer and shorter sounds • Identify higher and lower • Identify melody with and without accompaniment • Recognize music from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
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- **RL.F.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
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NJSLS for Mathematical Practice

- **1.** - Make sense of problems and persevere in solving them.
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- **5.** - Use appropriate tools strategically.
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NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s): <ul style="list-style-type: none"> • Formative Assessment • Echo-Speak • Sing • Pat/clap 	Other Evidence: <ul style="list-style-type: none"> • Teacher Observation • Group & Cooperative Work • Think-Pair-Share
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First Grade Music

- Identify/differentiate
- Movement
- Self-Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 2.1: Rhythm, Longer and Shorter

- Move to distinguish long from short sounds
- Echo patterns with longer and shorter sounds

Session 2.2: Pitch, High and Low

- Move to show aural recognition of high and low instrumental sounds
- Move to show aural recognition of higher and lower pitches in a song

Session 2.3: Tone Color, Four Ways to Use the Voice

- Use the voice to produce a word phrase in one of the four ways pictured
- Point to the picture that shows how a classmate uses his or her voice

Session 2.4: Rhythm, Long and Short

- Say patterns with longer and shorter sounds
- Point to longer and shorter pictures of various objects
- Perform movements that take a long or short time to match long and short recorded sounds

Session 2.5: Pitch, High and Low

- Move hand high and low to show aural recognition of piccolo and tuba
- Recognize the highest and lowest lines of a five-line staff

Session 2.6: Tone Color

- Point to pictures of a piccolo and tuba to associate each sound with the instrument that made it
- Choose and play unpitched instruments with contrasting voices to represent characters in a story

Session 2.7: Melody and Accompaniment

- Move to show recognition of melody alone
- Play an accompaniment while singing a melody

Resources:

Session 2.1

- "Share the Music" CD 2 Tracks 1, 2, 3 & 4
- Resource Master 2-1 (pattern)

Session 2.2

- "Share the Music" textbook pages 16-17
- "Share the Music" CD 2 Tracks 1 & 5
- Resource Master 2-2 (practice)

Session 2.3

- "Share the Music" textbook pages 18-19
- "Share the Music" CD 2 Tracks 6, 7, 8, 9 & 10
- Resource Master 2-3 (listening map)

Session 2.4

- "Share the Music" textbook pages 20-21
- "Share the Music" CD 2 Tracks 2, 3, 10, 11 & 12
- triangle/beater, woodblock/mallet, drum/mallet
- Resource Master 2-4 (practice)
- Orff Orchestration 0-1: *Bluebells*

Session 2.5

- "Share the Music" textbook pages 22-23
- "Share the Music" CD 2 Tracks 5, 11, 13 & 14
- high/low pitched instruments
- Resource Master 2-5 (practice)
- Musical Instruments Masters – flute/piccolo, tuba

Session 2.6

- "Share the Music" CD 2 Tracks 8, 15, 16 & 17
- nine different unpitched instruments
- Resource Master 2-6 (practice)
- Signing Master S-1-2 (I Know an Old Lady)
- Musical Instruments Masters –flute/piccolo, tuba

Session 2.7

- "Share the Music" CD 2 Tracks 9, 15, 17, 18, 19 & 20 assorted unpitched instruments

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Opportunity to Assist Peers • Solo Demonstrations for Class 	<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation • Use of a Variety of Media to Present Information • Flexible grouping • Kinesthetic activity

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<ul style="list-style-type: none"> • Independent Study • Accelerated Study • Use of technology • Student Choice 	<ul style="list-style-type: none"> • Mnemonics • Feedback • Use of technology • Student Choice • Guided Practice 	<ul style="list-style-type: none"> • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Rhythm Games • Word Banks 	<ul style="list-style-type: none"> • Mnemonics • Feedback • Use of technology • Student Choice • Highlighting key points • Chunking • Additional Rhythm Games • Extra Teacher Assistance • Reduced Workload
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Unit Title: Unit 3: Tapping, Walking, Dancing

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

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- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1c: Explore form ideas for media art production with support.
 - 1.2.2.Cr1e: Choose ideas to create plans for media art production.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2c: Choose ideas to create plans for media art production.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
 - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*

First Grade Music

- 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Central Idea / Enduring Understanding:

- I can move at different speeds to demonstrate tempo.
- I can clap one or twice while maintaining a steady beat.
- I can use different motions to respond to high and low sounds
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I show the difference between faster and slower?
- How can I demonstrate 1 or 2 sounds to a beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

Content:

- Tempo
- Rhythm
- Melody
- Form
- Style/Background

Skills(Objectives):

- Identify gradually getting faster and slower
- Identify notation for 1 sound to a beat and 2 sounds to a beat
- Identify and use higher and lower
- Move to 4- and 8-beat phrases
- Recognize music from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

First Grade Music

NJSLS for Literacy

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.RF.1.2.** - Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1AS..6.** - Produce complete sentences when appropriate to task and situation.

NJSLS for Mathematical Practice

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1-** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.RM.1-** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.4.2.CI.1-** Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 3.1: Rhythm, beat

- Point to beat bars while saying a speech piece in rhythm
- Tap the rhythm of the words shown in pictorial notation while saying a speech piece in rhythm
- Move to show steady beat in a dance

Session 3.2: Tempo, getting faster and slower

- Move to a song, becoming faster during the introduction and slower during the coda
- Speak the words of a story, getting faster and slower following a visual cue

Session 3.3: Movement, walking

Resources:

Session 3.1: Rhythm, beat

- "Share the Music" textbook pages 30-31
- "Share the Music" CD 2 Tracks 41, 42, 43, 44 & 45

Session 3.2

- "Share the Music" textbook pages 32-33
- "Share the Music" CD 2 Track 46

Session 3.3

First Grade Music

<ul style="list-style-type: none">• Walk to eight-beat phrases• Move with the beat while singing a song that has one or two sounds to a beat	<ul style="list-style-type: none">• “Share the Music” CD 2 Tracks 42, 43, 45 & 47• drums, triangle/beater• Signing Master S-1-3 (Stop and Go)		
<u>Session 3.4: Rhythm, one and two sounds to a beat</u> <ul style="list-style-type: none">• Clap, walk and jog to one and two sounds to a beat in a response to aural cues• Perform rhythm phrases from notation that includes quarter notes and two eighth notes	<u>Session 3.4</u> <ul style="list-style-type: none">• “Share the Music” textbook pages 34-35• “Share the Music” CD 2 Tracks 41 & 42• “Share the Music” CD 3 Tracks 1 & 2• temple blocks/mallets, keyboard, rhythm sticks, drums• Resource Master 3-1 (practice)• Resource Master 3-2 (practice)		
<u>Session 3.5: Tempo, getting faster and slower</u> <ul style="list-style-type: none">• Play scrapers/shakers with a song that becomes faster during the introduction and slower during the ending• Perform a dance, moving faster as the music becomes faster	<u>Session 3.5</u> <ul style="list-style-type: none">• “Share the Music” textbook pages 36-39• “Share the Music” CD 2 Track 46• “Share the Music” CD 3 Tracks 3, 4 & 5• sand blocks, shakers• Resource Master 3-3 (practice)		
<u>Session 3.6: Pitch, higher and lower</u> <ul style="list-style-type: none">• Move hands higher and lower to show the shape of a melody• Point to higher and lower tone bars on a picture of an instrument to identify higher and lower pitches heard	<u>Session 3.6</u> <ul style="list-style-type: none">• “Share the Music” CD 2 Track 42• “Share the Music” CD 3 Tracks 6, 7 & 8• glockenspiel/mallets• Resource Master 3-4 (practice)• Resource Master 3-5 (practice)		
<u>Session 3.7 and 3.8: Beats in sets of two and three</u> <ul style="list-style-type: none">• Perform a pattern of two sounds representing strong and weak beats while following graphic representation and singing a song• Signal to show identification of beats in groups of three in a recorded selection	<u>Session 3.7 and 3.8</u> <ul style="list-style-type: none">• “Share the Music” textbook pages 40-41• “Share the Music” CD 2 Tracks 47• “Share the Music” CD 3 Tracks 6, 9 & 10• drum/mallet		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students <ul style="list-style-type: none">• Pitched instruments• Two part harmony• Visual Presentation• Opportunity to Assist Peers• Solo Demonstrations for Class• Independent Study• Accelerated Study• Use of technology• Student Choice	On Grade Level Students <ul style="list-style-type: none">• Pitched instruments• Two part harmony• Visual Presentation• Use of a Variety of Media to Present Information• Flexible grouping• Kinesthetic activity• Mnemonics• Feedback• Use of technology• Student Choice• Guided Practice	Struggling Students <ul style="list-style-type: none">• Unpitched instruments• Speak-Sing• Visual Presentation• Use of a Variety of Media to Present Information• Flexible grouping• Kinesthetic activity• Mnemonics• Feedback• Use of technology• Student Choice• Highlighting key points• Chunking• Rhythm Games• Word Banks	Special Needs/ELL <ul style="list-style-type: none">• Unpitched instruments• Speak Sing• Visual Presentation• Use of a Variety of Media to Present Information• Flexible grouping• Kinesthetic activity• Mnemonics• Feedback• Use of technology• Student Choice• Highlighting key points• Chunking• Additional Rhythm Games• Extra Teacher Assistance• Reduced Workload

First Grade Music

Unit Title: Unit 4: Rainy Days, Sunny Days

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.

First Grade Music

- *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1c: Explore form ideas for media art production with support.
 - 1.2.2.Cr1e: Choose ideas to create plans for media art production.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2c: Choose ideas to create plans for media art production.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
 - 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
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Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
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- Anchor Standard 9: Applying criteria to evaluate products.

First Grade Music

- Performance Expectations
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
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 - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Central Idea / Enduring Understanding:

- I can strike the instrument softer or harder.
- Different instrument families have different sounds.
- *Mi* has a lower sound than *so*.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I play soft and loud?
- How can I tell the difference between different instrument families?
- How do I tell the difference between *mi* and *so*?
- How is music from other places different?

Content:

- Dynamics
- Instrumental Tone Color
- Melody
- Form
- Style/Background

Skills (Objectives):

- Play soft and loud sounds
- Identify families of unpitched instruments
- Identify *so* and *mi*
- Identify introduction
- Recognize music from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games, dances and activities that focus on community and working together.
- Emotional expression through music
- Sound and science connection
- Poetry in lyrics
- Geographical and historical context of music
- Music and math connection

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- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.1.3.** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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First Grade Music

NJSLS for Mathematical Practice

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills:

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 4.1: Pitch, so mi

- Use an air pathway to show recognition of a lowest-higher-lower pattern of pitches
- Sing a phrase, using a body scale to show higher and lower pitches while following pictorial notation

Resources:

Session 4.1

- "Share the Music" textbook pages 46-47
- "Share the Music" CD 3 Tracks 32, 33, 34, 35, 36 & 37
- resonator bells C G A
- Resource Master 4-1 (practice)
- Orff Orchestration 0-2: Rain, Rain, Go Away

Session 4.2: Tone color, unpitched instruments

- Play drums and wood instruments in response to pictorial cues
- Play drums with the beat of a song and wood instruments with the song's melodic rhythm

Session 4.2

- "Share the Music" textbook pages 48-49
- "Share the Music" CD 3 Tracks 37 & 38
- drums/mallets, rhythm sticks, triangle/beater
- Resource Master 4-2 (practice)
- Musical Instruments Masters – hand drum, woodblock

Session 4.3: Movement, mirroring

- Move a body part slowly from one position to another, leading or following another child's movements
- Mirror teacher's movements while listening to music

Session 4.3

- "Share the Music" CD 3 Tracks 8, 38 & 39
- Resource Master 4-3 (practice)
- Musical Instruments Master – harp

Session 4.4: Pitch, so mi

- Echo-sing so-mi patterns with pitch syllable names
- Point to notes of the staff corresponding to names pitches

Session 4.4

- "Share the Music" textbook pages 50-51
- "Share the Music" CD 3 Tracks 37, 40, 41, 42 & 43
- Resource Master 4-4 (practice)
- Resource Master 4-5 (practice)
- Resource Master 4-6 (practice)
- Orff Orchestration 0-3: Tinker Taylor

Session 4.5: Tone color, unpitched instruments

- Play metal instruments and scrapers/shakers from pictorial cues

Session 4.5

- "Share the Music" textbook pages 52-53
- "Share the Music" CD 3 Track 40

First Grade Music

<ul style="list-style-type: none">Using aural cues, arrange pictures of four families of unpitched instruments in order	<ul style="list-style-type: none">"Share the Music" CD 4 Track 1, 2, & 3scrapers/shakers, metals, drums, woodsResource Master 4-7 (practice)Signing Master S-1-4 (Weave Me the Sunshine)Musical Instruments Masters – cymbal (suspended), hand drum, tambourine, triangle, woodblock		
<u>Session 4.6: Rhythm – beat, rhythm of the words</u> <ul style="list-style-type: none">Play the beat and the rhythm of the words while singing a songPlay the strong beat and rhythm of the words while thinking the words of a song	<u>Session 4.6</u> <ul style="list-style-type: none">"Share the Music" CD 3 Track 8"Share the Music" CD 4 Track 2, 4, 5 & 6assorted woods, metals, drums, scrapers/shakers		
<u>Session 4.7 and 4.8: Pitch, so mi</u> <ul style="list-style-type: none">Use hand levels to show melodic shape while singing a songUse hand levels to show melodic shape of a song fragment	<u>Session 4.7 and 4.8</u> <ul style="list-style-type: none">"Share the Music" textbook pages 54-55"Share the Music" CD 2 Track 41"Share the Music" CD 4 Track 4, 6, 7, 8 & 9pitched instruments with D & A bars, malletsyarn ballResource Master 4-8 (practice)		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">Pitched instrumentsTwo part harmonyVisual PresentationOpportunity to Assist PeersSolo Demonstrations for ClassIndependent StudyAccelerated StudyUse of technologyStudent Choice	<ul style="list-style-type: none">Pitched instrumentsTwo part harmonyVisual PresentationUse of a Variety of Media to Present InformationFlexible groupingKinesthetic activityMnemonicsFeedbackUse of technologyStudent ChoiceGuided Practice	<ul style="list-style-type: none">Unpitched instrumentsSpeak-SingVisual PresentationUse of a Variety of Media to Present InformationFlexible groupingKinesthetic activityMnemonicsFeedbackUse of technologyStudent ChoiceHighlighting key pointsChunkingRhythm GamesWord Banks	<ul style="list-style-type: none">Unpitched instrumentsSpeak SingVisual PresentationUse of a Variety of Media to Present InformationFlexible groupingKinesthetic activityMnemonicsFeedbackUse of technologyStudent ChoiceHighlighting key pointsChunkingAdditional Rhythm GamesExtra Teacher AssistanceReduced Workload

First Grade Music

First Grade Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One – Off to School	7 days	--
Unit Two – Learning New Things	7 days	14 days
Unit Three – All About Me	8 days	22 days
Unit Four – Ways to Travel	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Music sessions during the course of the year.