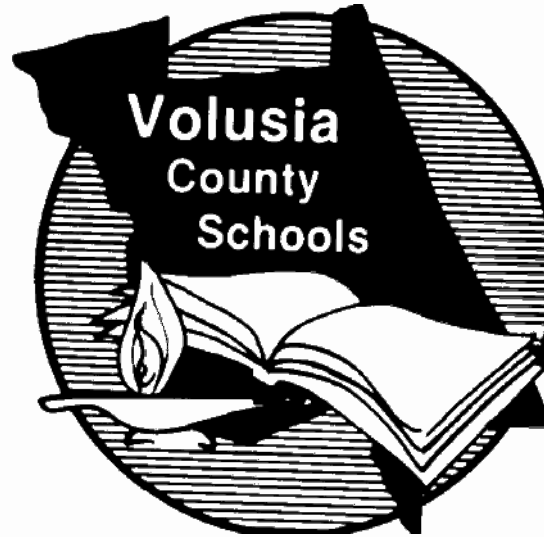


2017-2018

# CURRICULUM MAPS



**1<sup>st</sup> Grade**

**Course Number 5013070**

Vision Statement of Volusia County Schools  
Through the individual commitment of all, our students will graduate  
with the knowledge, skills, and values necessary to be successful contributors  
to our democratic society.

# The School District of Volusia County

## **The School Board of Volusia County**

Mrs. Melody Johnson, Chairman

Mrs. Linda Cuthbert, Vice Chairman

Mrs. Ida Wright

Dr. John Hill

Mr. Carl Persis

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## **Director K-12 Curriculum**

Ms. Rachael Hazel

## **Performing Arts Specialist**

Dr. Monty R. Musgrave

# Interpreting the Curriculum Maps

**Measurement Topic:** The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes

**Pacing:** The recommended time period within the year for instruction related to the essential questions to occur

**Essential Questions:** The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

**Concepts/Content:** A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions Learning

**Targets/Skills:** The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions Benchmarks:

The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page)

**Key Terminology:** The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

**Activities and Resources:** A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

**Assessment:** A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

\*\*\*\*\*

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSSS: C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas,, and the concepts associated with them, are taught simultaneously in every lesson (hence the “Spiral Curriculum”). The purpose of delineation into separate sections is for assessment purposes. Teachers are encouraged to use most or all of the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

# NEXT GENERATION SUNSHINE STATE STANDARDS USERS' GUIDE

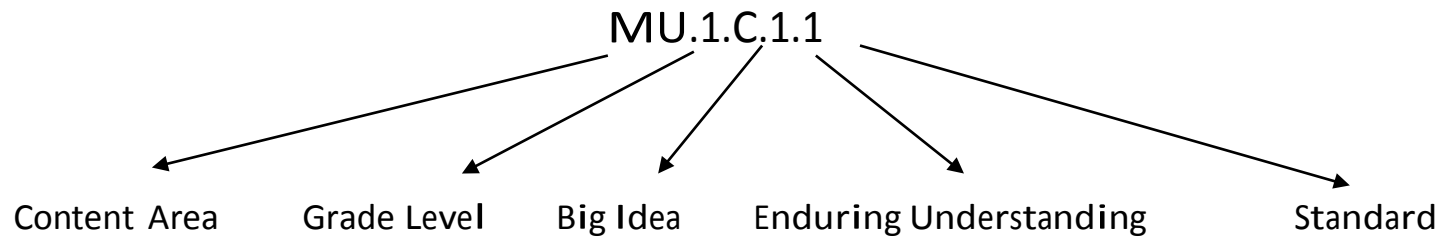
FOR ALL USERS:

A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

Benchmark Code:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:



## Big Ideas

C – Critical Thinking and Reflection

S – Skills, Techniques, and Processes

O – Organizational Structure





H – Historical and Global Connections

F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.

# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

MEASUREMENT TOPIC:	Exploring Rhythm	PACING:	Nine Weeks (Map A)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> <li>Maintain a steady beat?</li> <li>Sing and play songs with rhythmic accuracy?</li> <li>Recognize various rhythmic combinations and patterns, both aurally and visually?</li> </ul>		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	STANDARDS	KEY TERMINOLOGY
Beat  Duration  Meter  Pattern	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>Sing a song that includes </li> <li>Sing a song in 2/4 meter</li> <li>Maintain a steady beat while singing</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Play an ostinato accompaniment while maintaining a steady beat</li> <li>Play an accompaniment on an unpitched instrument</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>Move to patterns using </li> <li>Move to steady beat while singing</li> <li>Perform steady beat movements that show the strong and weak beats</li> <li>Maintain a steady beat while performing a dance</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Identify steady beat in music</li> <li>Listen to simple rhythmic pattern and match to picture or notation pattern. (e.g. ap-ple pie or ti-ti ta)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify beat and rhythm patterns by reading iconic notation </li> <li>Read from notation and perform patterns that include</li> <li>Read notation in 2/4 meter</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Improvise a four beat answer to a 4 beat question.</li> <li>Create rhythmic accompaniments to songs or stories</li> <li>Create body percussion and / or other movement to show steady beat</li> </ul> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>Compare and contrast various rhythm patterns from different songs</li> <li>Develop and demonstrate manners and teamwork for music classroom</li> </ul>	*MU.1.C.1.1 *MU.1.S.1.1 *MU.1.S.3.4 *MU.1.F.3.1 #MU.1.H.1.1  *assess #performing item	Steady beat / no beat Beat / rhythm Sound / silence (rest)  Longer / shorter sounds   Meter in 2  Repeated patterns Ostinato Rhythm Syllables (e.g. ta, ti-ti)

# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

MEASUREMENT TOPIC:	Exploring Rhythm	Nine Weeks (Map A)
<u>Suggested Lessons</u>	<div data-bbox="121 354 646 857"> <p><b>Module 1 - Beat</b></p> <p><b>1 Welcome to Music!</b> Explore the basics of beat, establish rules and procedures for music class.</p> <p><b>2 Steady Beat</b> Review the concept of steady beat as it pertains to a variety of music.</p> <p><b>3 Strong and Weak Beats</b> Discover strong and weak beats through singing and moving.</p> <p><b>Assessment: Lesson 3 (8.) Beat</b></p> </div> <div data-bbox="121 873 646 1365"> <p><b>Module 2 - Meter</b></p> <p><b>4 Meters of 2 and 4</b> Understand and experience meters of 2 and 4 through multiple activities.</p> <p><b>5 Meter of 3</b> Understand and experience music in a meter of 3.</p> <p><b>6 Changing Meters</b> Feel the difference in meters of 2, 3, and 4.</p> <p><b>Assessment: Lesson 6 (7.) Meter</b></p> </div> <div data-bbox="695 354 1199 894"> <p><b>Module 3 - Rhythm</b></p> <p><b>7 Practicing Rhythm</b> Experience rhythms through moving, singing, and playing instruments along with a steady beat.</p> <p><b>8 Sing, Play, and Move to Rhythm</b> Expand students' ability to create and perform rhythm patterns.</p> <p><b>9 Austin Otto</b> Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.</p> <p><b>Assessment: Lesson 9 (7) Rhythm</b></p> </div> <div data-bbox="695 911 1199 1385"> <p><b>Module 7 - Notes and Rests</b></p> <p><b>19 Sound and Rests</b> Introduce basic notation through singing, playing, and moving.</p> <p><b>20 Notes and Rests</b> Reinforce duration by singing, moving, and playing instruments.</p> <p><b>21 Pitches and Rhythms</b> Reinforce the difference in notes and rests.</p> <p><b>Assessment: Lesson 21 (7) Notes and Rests</b></p> </div>	<u>Benchmark Descriptions</u>
		<p>MU.1.C.1.1 Respond to specific, teacher- selected musical characteristics in a song or instrumental piece.</p> <p>MU.1.S.1.1 Improvise a four-beat response to a musical question sung or played by someone else.</p> <p>MU.1.S.3.4 Match simple aural rhythm patterns in duple meter with written patterns.</p> <p>MU.1.F.3.1 Demonstrate appropriate manners and teamwork necessary for success in a music classroom.</p> <p>#MU.1.H.1.1 Perform simple songs, dances, and musical games from a variety of cultures</p>
		Notes:

# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

MEASUREMENT TOPIC:	Exploring Tone Color	PACING:	Nine Weeks (Map B)
ESSENTIAL QUESTIONS:  Does the student...	<ul style="list-style-type: none"> <li>• Aurally recognize various vocal, instrumental, and environmental sounds and textures?</li> <li>• Demonstrate various instrumental playing techniques?</li> <li>• Demonstrate various singing techniques?</li> <li>• Aurally and visually recognize various musical instruments?</li> <li>• Aurally recognize differing textures?</li> </ul>		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	STANDARDS	KEY TERMINOLOGY
<p>Timbre</p> <p style="padding-left: 40px;">Vocal</p> <p style="padding-left: 40px;">Instrumental</p> <p style="padding-left: 40px;">Environmental</p> <p>Texture</p>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Sing a song that uses singing, speaking, whispering, and shouting</li> <li>• Sing with an open, relaxed sound (head voice)</li> <li>• Sing folk songs from America</li> <li>• Sing songs and game songs from different cultures</li> </ul> <p>Playing</p> <ul style="list-style-type: none"> <li>• Identify different ways to produce sounds on pitched and unpitched percussion instruments</li> <li>• Play instruments to imitate environmental sounds in a piece of music</li> <li>• Play a steady beat or strong beat accompaniment to songs in different styles</li> </ul> <p>Moving</p> <ul style="list-style-type: none"> <li>• Use hand movements to show when specific instruments are heard</li> <li>• Move freely with props or found sounds to show different styles of music</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Identify different objects and instruments by the sound they produce</li> <li>• Compare solo voice to group singing</li> </ul> <p>Creating</p> <ul style="list-style-type: none"> <li>• Create an accompaniment using found sounds</li> <li>• Create different timbres as suggested by words in a poem</li> </ul> <p>Analyzing</p> <ul style="list-style-type: none"> <li>• Compare and contrast two performances of a familiar song.</li> <li>• Explain the work of a composer</li> </ul>	<p>*MU.1.C.1.1</p> <p>*MU.1.C.1.2</p> <p>*MU.1.C.1.3</p> <p>*MU.1.C.1.4</p> <p>MU.1.C.2.1</p> <p>#MU.1.H.1.1</p> <p>MU.1.H.1.2</p> <p>*MU.1.H.2.1</p> <p>*MU.1.H.3.1</p> <p>MU.1.F.1.1</p> <p>*Assess</p> <p># Performing item</p>	<p>Sing, speak, shout, whisper</p> <p>Individual and group sounds</p> <p>Adult voices, child voices</p> <p>Body percussion</p> <p>Classroom percussion</p> <p>Pitched, unpitched percussion</p> <p>Individual and group sounds, including tympani, clarinet, flute, violin, trombone, mallet percussion</p> <p>Large and small ensembles</p> <p>Nature sounds</p> <p>Found sounds</p> <p>Machine sounds</p> <p>One sound/more than one sound</p> <p>Thick/thin</p>

# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

MEASUREMENT TOPIC:	Exploring Tone Color	Nine Weeks (Map B)
<u>Suggested Lessons</u>	<div data-bbox="306 362 873 883"><p><b>Module 4 - Voice</b></p><p><b>10 Four Different Voices</b> Explore different ways to use the voices and formally begin learning the pitches so and mi.</p><p><b>11 My Voice is an Instrument</b> Exploring the voice through singing and moving.</p><p><b>12 Sing and Breathe</b> Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.</p><p><b>Assessment: Lesson 12 (8) Voice Assessment</b></p></div> <div data-bbox="296 899 873 1468"><p><b>Module 10 - Instruments</b></p><p><b>28 String Family Introduction</b> Reinforce the four instrument families of the orchestra, and discover the instruments in the string family.</p><p><b>29 All About Percussion</b> Discover the members of the percussion family.</p><p><b>30 Classroom Percussion Instruments</b> Reinforce the percussion family by playing unpitched classroom percussion instruments.</p><p><b>Assessment: Lesson 30 (7) Instrument</b></p></div>	<u>Benchmark Descriptions</u> <p>MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.</p> <p>MU.1.C.1.2 Respond to music from various sound sources to show awareness of differences in musical ideas</p> <p>MU.1.C.1.3 Classify instruments into pitched and unpitched percussion families.</p> <p>MU.1.C.1.4 Differentiate between music performed by one singer and music performed by a group of singers.</p> <p>MU.1.C.2.1 Identify the similarities and differences between two performances of a familiar song.</p> <p>#MU.1.H.1.1 Perform simple songs, dances, and musical games from a variety of cultures.</p> <p>MU.1.H.2.1 Identify and perform folk music used to remember and honor America and its cultural heritage.</p> <p>MU.1.H.3.1 Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.</p> <p>MU.1.F.1.1 Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.</p> <p><b>Notes:</b></p>



# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

MEASUREMENT TOPIC:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (MapC)
ESSENTIAL QUESTIONS:  Does the student...	<ul style="list-style-type: none"> <li>Recognize the difference between high and low sounds visually and aurally?</li> <li>Recognize same/different pitch patterns visually and aurally?</li> <li>Recognize differences / similarities in musical forms aurally and through movement?</li> <li>Demonstrate attempts to sing on pitch with appropriate tone quality?</li> </ul>		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	STANDARDS	KEY TERMINOLOGY
Pitch and Direction  Tonality  Pattern  Harmony  Form	Singing <ul style="list-style-type: none"> <li>Sing songs of various forms</li> <li>Match the contour of a song while singing it</li> <li>Sing independently on pitch and show melodic direction</li> </ul> Playing <ul style="list-style-type: none"> <li>Perform a body percussion ostinato while singing</li> <li>Perform contrasting rhythms to show AB form</li> </ul> Moving <ul style="list-style-type: none"> <li>Perform locomotor and non-locomotor movements to like and different phrases</li> <li>Move to show contrasting sections, AB, ABA, verse / refrain form</li> </ul> Listening <ul style="list-style-type: none"> <li>Identify ascending melodic steps, skips, leaps in a melody</li> <li>Listen to simple melodic patterns and point to visual of melodic pattern</li> </ul> Reading <ul style="list-style-type: none"> <li>Read iconic notation to identify same and different melodic phrases</li> <li>Sing a song and read from iconic notation that includes so, la, mi, do</li> </ul> Creating <ul style="list-style-type: none"> <li>Improvise sections in a speech piece</li> <li>Improvise 4 beat melodic answer to sung or played 4 beat question</li> <li>Create short melodic pattern on pentatonic scale to rhythm of words in short rhyme</li> </ul> Analyzing <ul style="list-style-type: none"> <li>Compare / Contrast (same / different) in pitches and melodies</li> <li>Compare/Contrast patterns within a simple four measure song or speech piece.</li> </ul>	*MU.1.C.1.1 MU.1.S.1.2 #*MU.1.S.2.1 #*MU.1.S.3.1 #*MU.1.S.3.2 #*MU.1.S.3.3 *MU.1.S.3.5 *MU.1.O.1.1 *MU.1.O.1.2  *assess # performing items	High / low Higher / lower Upward / downward Skips, steps, repeated notes  Tonal Center do Pentatonic  Same / different la, so, mi, do and combinations  Same / different Echo (imitation) Question / answer Call & response AB, ABA

# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

MEASUREMENT TOPIC:	Exploring Melody, Harmony and Form	Nine Weeks (Map C)
<u>Suggested Lessons</u>	<u>Benchmark Descriptions</u>	
<div data-bbox="170 459 583 500" style="background-color: #f4a460; padding: 5px; text-align: center;"><b>Module 4 - Voice</b></div> <div data-bbox="289 516 464 540" style="text-align: center;"><b>Four Different Voices</b></div> <div data-bbox="153 540 583 613"> <p><b>10</b> Explore different ways to use the voices and formally begin learning the pitches so and mi.</p> </div> <div data-bbox="275 638 491 662" style="text-align: center;"><b>My Voice is an Instrument</b></div> <div data-bbox="153 662 583 735"> <p><b>11</b> Exploring the voice through singing and moving.</p> </div> <div data-bbox="310 760 455 784" style="text-align: center;"><b>Sing and Breathe</b></div> <div data-bbox="153 784 583 873"> <p><b>12</b> Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.</p> </div> <div data-bbox="195 898 548 922" style="background-color: #f4c000; padding: 5px; text-align: center;"><b>Assessment: Lesson 12 (8) Voice</b></div>	<div data-bbox="737 459 1178 500" style="background-color: #f4a460; padding: 5px; text-align: center;"><b>Module 6 - Melody</b></div> <div data-bbox="821 516 1106 540" style="text-align: center;"><b>Melodic Patterns and Directions</b></div> <div data-bbox="722 540 1178 613"> <p><b>16</b> Experience melodic patterns and directions through singing, playing, creating, and moving.</p> </div> <div data-bbox="890 646 1037 670" style="text-align: center;"><b>What Is Melody?</b></div> <div data-bbox="722 670 1178 743"> <p><b>17</b> Define and experience melody through listening, singing, and playing.</p> </div> <div data-bbox="890 776 1037 800" style="text-align: center;"><b>What is a Song?</b></div> <div data-bbox="722 800 1178 873"> <p><b>18</b> Introduce the basics of song through listening, singing, and composing.</p> </div> <div data-bbox="743 906 1163 930" style="background-color: #f4c000; padding: 5px; text-align: center;"><b>Assessment: Lesson 18 (9) Melody</b></div>	<p>MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.</p> <p>MU.1.S.1.2 Create short melodic and rhythmic patterns based on teacher</p> <p>MU.1.S.2.1 Sing or play songs, which may include changes in verses or repeats</p> <p>MU.1.S.3.1 Sing simple songs in a group, using head voice and maintaining</p> <p>#MU.1.S.3.2 Play three- to five-note melodies and/or accompaniments on classroom instruments.</p> <p>#MU.1.S.3.3 Sing simple la-sol-mi patterns at sight.</p> <p>MU.1.S.3.5 Show visual representation of simple melodic patterns performed by the teacher</p> <p>MU.1.O.1.1 Respond to contrasts in music as a foundation for understanding structure.</p> <p>MU.1.O.1.2 Identify patterns of a simple, four-measure song or speech piece.</p>
<div data-bbox="159 979 625 1019" style="background-color: #f4a460; padding: 5px; text-align: center;"><b>Module 5 - Lines and Spaces</b></div> <div data-bbox="275 1036 512 1060" style="text-align: center;"><b>Intro to Lines and Spaces</b></div> <div data-bbox="138 1060 625 1141"> <p><b>13</b> Visualize the relationship between so and mi on a two line staff.</p> </div> <div data-bbox="254 1174 533 1198" style="text-align: center;"><b>We're Getting into Treble Clef</b></div> <div data-bbox="138 1198 625 1271"> <p><b>14</b> Reinforce the relationship of pitches on the staff, and discover the treble clef.</p> </div> <div data-bbox="296 1304 491 1328" style="text-align: center;"><b>Pitches and Intervals</b></div> <div data-bbox="138 1328 625 1401"> <p><b>15</b> Experience the aural and spatial relationship between so, mi and la on a two line music staff.</p> </div> <div data-bbox="149 1450 621 1474" style="background-color: #f4c000; padding: 5px; text-align: center;"><b>Assessment: Lesson 15 (9) Lines and Spaces</b></div>	<div data-bbox="741 1003 1207 1044" style="background-color: #f4a460; padding: 5px; text-align: center;"><b>Module 11 - Form</b></div> <div data-bbox="932 1060 1022 1084" style="text-align: center;"><b>AB Form</b></div> <div data-bbox="722 1084 1192 1149"> <p><b>31</b> Experience and gain an understanding of AB form.</p> </div> <div data-bbox="932 1190 1031 1214" style="text-align: center;"><b>ABA Form</b></div> <div data-bbox="722 1214 1192 1279"> <p><b>32</b> Develop a basic understanding of ABA form.</p> </div> <div data-bbox="884 1312 1079 1336" style="text-align: center;"><b>Repeat Sign Mystery</b></div> <div data-bbox="722 1336 1192 1409"> <p><b>33</b> Experience an introduction to the many uses of the repeat sign.</p> </div> <div data-bbox="779 1450 1163 1474" style="background-color: #f4c000; padding: 5px; text-align: center;"><b>Assessment: Lesson 33 (9) Form</b></div>	Notes:

# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

MEASUREMENT TOPIC:	Exploring Expressive Qualities	PACING:	Nine Weeks (Map D)
ESSENTIAL QUESTIONS:  Does the student...	<ul style="list-style-type: none"> <li>• Recognize the difference between loud and soft sounds?</li> <li>• Recognize the difference between fast and slow sounds?</li> <li>• Recognize the difference between smooth and detached sounds?</li> <li>• Recognize and demonstrate concepts of mood in music aurally or through purposeful movement?</li> <li>• Recognize and demonstrate appropriate musical behaviors (as audience and performer)?</li> </ul>		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	STANDARDS	KEY TERMINOLOGY
Dynamics  Tempo  Articulation  Mood	Singing <ul style="list-style-type: none"> <li>• Sing songs with contrasting tempos, dynamics, and moods</li> <li>• Perform speech poems getting louder or softer</li> </ul> Playing <ul style="list-style-type: none"> <li>• Perform songs on various pitched and non-pitched instruments with contrasting dynamics and tempos</li> </ul> Moving <ul style="list-style-type: none"> <li>• Move to show louder and softer dynamics by using larger and smaller movements</li> <li>• Move with steady beats that change tempo while listening and singing</li> </ul> Listening <ul style="list-style-type: none"> <li>• Listen to an orchestral work and move to show the changes in tempo and dynamics</li> </ul> Creating <ul style="list-style-type: none"> <li>• Dramatize a song to show dynamics</li> <li>• Create sounds or movement freely with props, instruments, or found sounds</li> <li>• Create a short instrumental piece to accompany familiar rhyme with changing tempo or changing dynamics.</li> </ul> Analyzing <ul style="list-style-type: none"> <li>• Describe the differences in mood between two contrasting songs</li> <li>• Compare and contrast songs with differing tempos, dynamics, articulations</li> <li>• Compare and contrast two performances of the same song.</li> <li>• Express thoughts and/or feelings about piece of music</li> <li>• Describe how he/she likes to participate in music</li> </ul>	*MU.1.C.1.1 *MU.1.C.2.1 MU.1.C.3.1 *MU.1.O.3.1 *MU.1.F.1.1 *MU.1.S.1.1 *MU.1.S.1.2  *assess	Loud/soft Getting louder / getting softer  Fast/Slow Getting faster / getting slower  Short & long sounds  Variety of moods

Suggested Lessons

**Module 8 - Tempo**

**22 Three Basic Tempos**  
Experience tempo in music through singing, playing, and listening.

**23 Which Tempo is Best?**  
Understanding the role of tempo through singing, playing, and listening.

**24 Getting Faster, Getting Slower**  
Demonstrate various tempos through singing, playing, and moving.

Assessment: Lesson 24 (9) Tempo

**Module 9 - Dynamics**

**25 Loud and Soft**  
Introduce piano and forte through singing.

**26 Getting Louder, Getting Softer**  
Recognize the need for dynamic contrast through various activities.

**27 Dynamics Add Spice**  
Discover the need for dynamics through listening and playing instruments.

Assessment: Lesson 27 (6) Dynamics

Benchmark Descriptions

- MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.2.1 Identify the similarities and differences between two performances of a familiar song.
- MU.1.C.3.1 Share different thoughts or feelings people have about selected pieces of music.
- MU.1.O.3.1 Respond to changes in tempo and/or dynamics within musical examples.
- MU.1.F.1.1 Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. MU.1.S.1.1 Improvise a four-beat response to a musical question sung or played by someone else.
- MU.1.S.1.2 Create short melodic and rhythmic patterns based on teacher-established guidelines.

Notes:



# ELEMENTARY MUSIC CURRICULUM MAP



## First Nine Weeks

## Second Nine Weeks

## Third Nine Weeks

## Fourth Nine Weeks

### Module 1 - Beat

#### Welcome to Music!

Explore the basics of beat, establish rules and procedures for music class.

#### Steady Beat

Review the concept of steady beat as it pertains to a variety of music.

#### Strong and Weak Beats

Discover strong and weak beats through singing and moving.

### Module 4 - Voice

#### Four Different Voices

Explore different ways to use the voices and formally begin learning the pitches so and mi.

#### My Voice is an Instrument

Exploring the voice through singing and moving.

#### Sing and Breathe

Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.

### Module 7 - Notes and Rests

#### Sound and Rests

Introduce basic notation through singing, playing, and moving.

#### Notes and Rests

Reinforce duration by singing, moving, and playing instruments.

#### Pitches and Rhythms

Reinforce the difference in notes and rests.

### Module 10 - Instruments

#### String Family Introduction

Reinforce the four instrument families of the orchestra, and discover the instruments in the string family.

#### All About Percussion

Discover the members of the percussion family.

#### Classroom Percussion Instruments

Reinforce the percussion family by playing unpitched classroom percussion instruments.

### Module 2 - Meter

#### Meters of 2 and 4

Understand and experience meters of 2 and 4 through multiple activities.

#### Meter of 3

Understand and experience music in a meter of 3.

#### Changing Meters

Feel the difference in meters of 2, 3, and 4.

### Module 5 - Lines and Spaces

#### Intro to Lines and Spaces

Visualize the relationship between so and mi on a two line staff.

#### We're Getting Into Treble Clef

Reinforce the relationship of pitches on the staff, and discover the treble clef.

#### Pitches and Intervals

Experience the aural and spatial relationship between so, mi and la on a two line music staff.

### Module 8 - Tempo

#### Three Basic Tempos

Experience tempo in music through singing, playing, and listening.

#### Which Tempo is Best?

Understanding the role of tempo through singing, playing, and listening.

#### Getting Faster, Getting Slower

Demonstrate various tempos through singing, playing, and moving.

### Module 11 - Form

#### AB Form

Experience and gain an understanding of AB form.

#### ABA Form

Develop a basic understanding of ABA form.

#### Repeat Sign Mystery

Experience an introduction to the many uses of the repeat sign.

### Module 3 - Rhythm

#### Practicing Rhythm

Experience rhythms through moving, singing, and playing instruments along with a steady beat.

#### Sing, Play, and Move to Rhythm

Expand students' ability to create and perform rhythm patterns.

#### Austin Otto

Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.

### Module 6 - Melody

#### Melodic Patterns and Directions

Experience melodic patterns and directions through singing, playing, creating, and moving.

#### What is Melody?

Define and experience melody through listening, singing, and playing.

#### What is a Song?

Introduce the basics of song through listening, singing, and composing.

### Module 9 - Dynamics

#### Loud and Soft

Introduce piano and forte through singing.

#### Getting Louder, Getting Softer

Recognize the need for dynamic contrast through various activities.

#### Dynamics Add Spice

Discover the need for dynamics through listening and playing instruments.

### Module 12 - Year-End Review

#### Keyword and Activity Review

Review keywords and favorite songs learned during the school year through singing, playing, and moving.

#### Year-End Assessment and Favorite Song Review

Assess students' knowledge of keywords and concepts learned during the school year.

#### Family Day

Showcase students' musical progress made during the course of the school year.

## **Links to Educational Websites**

American Orff-Schulwerk Association

<http://aosa.org/>

Central Florida Orff

<http://www.centralfloridaorff.org/>

Classics for Kids

<http://www.classicsforkids.com/>

Dalcroze Society of America

<http://www.dalcrozeusa.org/>

Dallas Symphony for Kids

<http://www.dsokids.com/>

Florida Elementary Music Education Association

<http://femea.flmusiced.org/>

Music is Elementary

<http://www.musiciselementary.com/store/>

Music K-8

<http://musick8.com/>

Music Theory

<http://www.musictheory.net/lessons>

National Association for Music Education

<http://www.nafme.org/>

New York Philharmonic for Kids

<http://www.nyphilkids.org/games/main.phtml?>

North Florida Orff

<http://www.northfloridaorff.org/>

Organization of American Kodaly Educators

<http://www.oake.org/>

PBS Kids Games

<http://pbskids.org/games/music/>

Teaching with Orff

<http://teachingwithorff.com/>

Watch-Know-Learn

<http://www.watchknowlearn.org/Category.aspx?CategoryID=7872>

West Music

<http://www.westmusic.com/>

## **Suggested Resources**

### **CPALMS Access Points (for students with cognitive disabilities)**

<http://www.cpalms.org/Public/search/AccessPoint#0>

Gameplan - Jeff Kriske and Randy DeLelles

Mallet Madness - Artie Almeida

Music Play – Denise Gagne

Silver Burdett - Making Music

Music for Children – Carl Orff

In the Modes – Chris Judah-Lauder

Canya Conga - Chris Judah-Lauder

Hand Drums on the Move - Chris Judah-Lauder

Hot Jams for Recorder – Jim Solomon

Monkey Business – Jim Solomon

Recorder Karate - Teresa and Paul Jennings

Music Moves Me – Wesley Ball

## ASSESSMENT RUBRIC

<p><b>+ Demonstrates Skills and Concepts Consistently</b></p> <p><b>(3.0 PROFICIENT AND/OR ADVANCED)</b></p>	<p><b>+ Demonstrates Skills and Concepts Consistently (3.0 PROFICIENT AND/OR ADVANCED)</b></p> <p>A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</p>
<p><b>√ Learning/Developing Skills and Concepts</b></p> <p><b>(2.0 BASIC)</b></p>	<p><b>√ Learning/Developing Skills and Concepts (2.0 BASIC)</b></p> <p>A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.</p>
<p><b>∅ Area of Concern</b></p> <p><b>(1.0 EMERGING)</b></p>	<p><b>∅ Area of Concern (1.0 EMERGING)</b></p> <p>A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.</p>

<b>Course Number: 5013070</b>	
Course Path: TBA	
<b>Course Title: Music - Grade One</b>	
Course Section: Grades PreK to 12 Education Courses	
<b>Abbreviated Title: Music - Grade One</b>	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21 <sup>st</sup> century.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.1.C.1.1	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.
MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.
MU.1.C.1.3	Classify instruments into pitched and unpitched percussion families.
MU.1.C.1.4	Differentiate between music performed by one singer and music performed by a group of singers.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.1.C.2.1	Identify the similarities and differences between two performances of a familiar song.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.
MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.



Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.
MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.
MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.
MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.
MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.
MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.1.H.1.1	Perform simple songs, dances, and musical games from a variety of cultures.
MU.1.H.1.2	Explain the work of a composer.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.1.H.2.1	Identify and perform folk music used to remember and honor America and its cultural heritage.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.1.H.3.1	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.1.F.2.1	Describe how he or she likes to participate in music.
The 21 <sup>st</sup> -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

# ELEMENTARY MUSIC CURRICULUM MAP

## 1<sup>st</sup> Grade

### Florida Standard Benchmarks

LAFS.1.RL.2	Craft and Structure
LAFS.1.RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DA.1.S.3.4	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.
DA.1.O.3.1	Create movement phrases to express a feeling, idea, or story.
TH.1.S.1.3	Explain personal preferences related to a performance.
LAFS.1.SL.1	Comprehension and Collaboration
LAFS.1.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.
MAFS.1.OA.1	Represent and solve problems involving addition and subtraction.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision.
MAFS.K12.MP.7	Look for and make use of structure.
HE.1.B.5.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.
PE.1.C.2.1	Identify the critical elements of locomotor skills.
PE.1.C.2.2	Identify safety rules and procedures for teacher-selected physical activities.