

TES MUSIC CURRICULUM MAP – FIRST GRADE

January 1, 2010

	First Trimester	Second Trimester	Third Trimester
Time frame/ Month	September-November	November-February	February-June
Skills Taught	<p>Beat of music Tempo/Speed Of Music High/Low pitches Singing Voice vs. Speaking voice Rhythms (Quarter note, Quarter rest, Eighth notes, Half notes, Half rests) Ear training (do/re/mi/sol/la/ti/do') Voice Placement (head/chest) Singing Games Movement to Music Concert Songs Music symbol (treble clef, staff, repeat sign, double bar, measure, time signature) Compose short rhythms Add/subtract rhythm values Compose short melody Verse Refrain Follow the map of music (verse reading, repeats, etc.) Concert Prep</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1 Reading rhythms in song format Ear training (increase range) Solo Singing Balance & Blend voices Music of the Orchestra (identify family tone colors) Music Listening – Explain what you hear Stage Behavior Audience Behavior Form (A, AB, ABA) Music Symbols (breath mark, coda) Tempo (andante, allegro, moderato) Phrasing Treble Clef lines Rhythm Writing & Performing Dynamics (Forte, Piano, Mezzo Piano, Mezzo Forte, Fortissimo, Pianissimo, crescendo, decrescendo)</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1 & 2 Rhythms vs. Beat Rhythms (Whole notes, Whole rest) Treble Clef line review Treble clef spaces Rhythm band with concert song(s) Music Listening – cultures & history Patriotic songs Longer songs (3 or more verses & using increasing range) Dynamics (crescendo, decrescendo, ritardando)</p>

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Strategies	Modeling, Visual aids, By Rote, Clapping & Counting, Movement, Playing Instruments, Singing	Modeling & Demonstration, Visual aids, By Rote, Clapping & Counting, Movement, Playing Instruments, Singing	Modeling & Demonstration, Visual aids, By Rote, Clapping & Counting, Movement, Playing Instruments, Singing
Resources	Various Music Method books, Subject books, Flash cards, Games, Songs, Piano, Mimio board W/LCD projector, Music Web sites, Posters, Percussion Instruments Musical CD's	Various Music Method books, Subject books (The Incredible Farkle McBride etc.), Flash cards, Games, Songs, Piano, Mimio board W/LCD projector, Music Web sites, Posters, School owned Orchestra Instruments Musical CD's Instrument DVD's	Various Music Method books, Subject books Flash cards, Games, Songs, Piano, Mimio board W/LCD projector, Music Web sites, Posters, Percussion Instruments Musical CD's Instrument DVD's
Assessments	Real time Assessments & Full Class Participation One On One Singing & Rhythm Reading. Worksheets	Real time Assessments & Full Class Participation One On One Singing & Rhythm Reading. Worksheets Winter Concert	Real time Assessments & Full Class Participation One On One Singing & Rhythm Reading. Worksheets Spring Concert Graduation

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2. Creation of Music	1. Demonstrate Creation of	1. Demonstrate Creation of	1. Demonstrate Creation of
	<p>Short, Independent Musical Phrases & Sounds Alone & With Others</p> <p>1. Expressively perform using simple techniques in groups independently</p> <p>A. Create instrumental & vocal sounds to accompany poems, rhymes, & stories</p> <p>B. Maintain steady beat</p> <p>C. Respond to cues of a conductor for stopping or starting</p> <p>2. Perform basic & rhythmic concepts such as changes in melodic patterns</p>	<p>Short, Independent Musical Phrases & Sounds Alone & With Others</p> <p>1. Expressively perform using simple techniques in groups independently</p> <p>A. Create instrumental & vocal sounds to accompany poems, rhymes, & stories</p> <p>B. Maintain steady beat</p> <p>C. Respond to cues of a conductor for stopping or starting</p> <p>2. Perform basic & rhythmic concepts such as changes in melodic patterns</p>	<p>Short, Independent Musical Phrases & Sounds Alone & With Others</p> <p>1. Expressively perform using simple techniques in groups independently</p> <p>A. Create instrumental & vocal sounds to accompany poems, rhymes, & stories</p> <p>B. Maintain steady beat</p> <p>C. Respond to cues of a conductor for stopping or starting</p> <p>2. Perform basic & rhythmic concepts such as changes in dynamics, AB form, melodic patterns</p>
	<p>A. Perform four-beat patterns that include sol/mi/la or mi/re/do &</p> <p>B. Play simple patterns</p>	<p>A. Perform four-beat patterns that include sol/mi/la or mi/re/do &</p> <p>B. Play simple patterns</p>	<p>A. Perform four-beat patterns that include sol/mi/la or mi/re/do &</p> <p>B. Play simple patterns</p>

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	<p>dynamics, AB form, etc.</p> <p>2. Identify Musical Patterns</p> <p>A. Create patterns using known rhythms & pitches</p> <p>B. Use iconic notation within the treble staff</p>	<p>dynamics, AB form, etc.</p> <p>2. Identify Musical Patterns</p> <p>A. Create patterns using known rhythms & pitches</p> <p>B. Use iconic notation within the treble staff</p>	<p>etc.</p> <p>2. Identify Musical Patterns</p> <p>A. Create patterns using known rhythms & pitches</p> <p>B. Use iconic notation within the treble staff</p>
<p>3. Theory of Music</p>	<p>2. Aurally Identify Introduction</p> <p>A. Aurally identify introduction</p> <p>C. Aurally & Visually AB form</p> <p>D. Visually identify staff & repeat Signs</p> <p>3. Comprehension of Basic Vocal & Instrumental Tone Colors</p> <p>A. Identify pitched & non-pitched classroom instruments using sight & sound.</p> <p>B. Identify & demonstrate singing, speaking, whispering, & shouting voices</p> <p>4. Comprehension of Basic Rhythmic & Melodic Patterns</p> <p>A. Demonstrate steady beat, strong/weak beat, difference between beat & rhythm</p> <p>B. Aurally recognize & demonstrate going up/going down, & s-m-l or m-r-d pitches</p> <p>C. Identify & notate using</p>	<p>1. Comprehension of Gradual Changes in Dynamics & Tempo</p> <p>A. Use vocabulary for getting faster/slower & louder/softer</p> <p>B. Demonstrate getting louder/softer, Getting high faster/slower using movement, voice, & instruments</p> <p>2. Aurally Identify Introduction</p> <p>A. Aurally identify introduction</p> <p>B. Aurally identify phrase</p> <p>C. Aurally & Visually AB form</p> <p>D. Visually identify staff & repeat Signs</p> <p>3. Comprehension of Basic Vocal & Instrumental Tone Colors</p> <p>A. Identify pitched & non-pitched classroom instruments using sight & sound.</p> <p>B. Identify & demonstrate singing, speaking, whispering, & shouting voice</p>	<p>1. Comprehension of Gradual Changes in Dynamics & Tempo</p> <p>A. Use vocabulary for getting faster/slower & louder/softer</p> <p>B. Demonstrate getting louder/softer, Getting high faster/slower using movement, voice, & instruments</p> <p>2. Aurally Identify Introduction</p> <p>A. Aurally identify introduction</p> <p>B. Aurally identify phrase</p> <p>C. Aurally & Visually AB form</p> <p>D. Visually identify staff & repeat Signs</p> <p>3. Comprehension of Basic Vocal & Instrumental Tone Colors</p> <p>A. Identify pitched & non-pitched classroom instruments using sight & sound.</p> <p>B. Identify & demonstrate singing, speaking, whispering, & shouting voices</p>

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	<p>Discriminate between same/different rhythmic & melodic patterns</p>	<p>4. Comprehension of Basic Rhythmic & Melodic Patterns</p> <p>A. Demonstrate steady beat, strong/weak beat, difference between beat & rhythm</p> <p>B. Aurally recognize & demonstrate going up/going down & s-m-l or m-r-d pitches</p> <p>C. Identify and notate using quarter note, eighth notes and quarter rest)</p> <p>D. Discriminate between same/different rhythmic & melodic patterns</p>	<p>4. Comprehension of Basic Rhythmic & Melodic Patterns</p> <p>A. Demonstrate steady beat, strong/weak beat, difference between beat & rhythm</p> <p>B. Aurally recognize & demonstrate going up/going down & s-m-l or m-r-d pitches</p> <p>C. Identify and notate using quarter note, eighth notes and quarter rest)</p> <p>D. Discriminate between same/different rhythmic & melodic patterns</p>
<p>4. Aesthetic Valuation of Music</p>	<p>2. Comprehension of the Basic Components of Music and Musical Performances at a Beginning Level</p> <p>A. Create movements to music that reflect focused listening</p> <p>B. Describe how ideas or moods are communicated through music.</p> <p>3. Identify Music as an Integral Part of Everyday Life</p> <p>A. Identify, discuss, & respond to music written for specific purposes (ie. Holiday, march, lullaby)</p> <p>C. Use developmentally</p>	<p>1. Demonstrate Respect for the Contributions of Self & Others in A Musical Setting</p> <p>A. Participate appropriately in music activities that involve sharing, taking turns, & listening respectfully to the ideas of others</p> <p>B. Reflect on the performance of others</p> <p>C. Demonstrate audience behavior appropriate for the context & style of music performed</p>	<p>1. Demonstrate Respect for the Contributions of Others in a Musical Setting</p> <p>A. Participate appropriately in music activities that involve sharing, taking turns, & listening respectfully to the ideas of others</p> <p>B. Reflect on the performance of others</p> <p>C. Demonstrate audience behavior appropriate for the context & style of music performed</p>

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appropriate movements in responding to music from various genres, periods, & styles (rhythm, melody, form)

2. Comprehension of the Basic Components of Music and Musical Performances at a Beginning Level

- A. Create movements to music that reflect focused listening
- B. Describe how ideas or moods are communicated through music.

3. Identify Music as an Integral Part of Everyday Life

- A. Identify, discuss, & respond to music written for specific purposes (ie. Holiday, march, lullaby)
- C. Use developmentally appropriate movements in responding to music from various genres, periods, & styles (rhythm, melody, form)

2. Comprehension of the Basic Components of Music and Musical Performances at a Beginning Level

- A. Create movements to music that reflect focused listening
- B. Describe how ideas or moods are communicated through music.

3. Identify Music as an Integral Part of Everyday Life

- A. Identify, discuss, & respond to music written for specific purposes (ie. Holiday, march, lullaby)
- B. Use a personal vocabulary to describe kinds of voices & instruments & their uses in diverse cultures, applying some specific labels & some specific cultural or geographical associations
- C. Use developmentally appropriate movements in responding to music from various genres, periods, & styles (rhythm, melody, form)

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Process Skills			
1. Critical Thinking & Reasoning	X	X	X
2. Information on Literacy		X	X
3. Collaboration	X	X	X
4. Self-direction	X	X	X
5. Invention		X	X

Vocabulary	Beat Tempo Pitch Rhythms Treble Clef Music Staff Measure Ear Training Forte Double bar	Repeat sign Melody Verse Refrain Time Signature Head voice Chest Voice Piano	Fermata Rhythms Ear Training Dynamics Forte Mezzo Piano Fortissimo Form Blend Balance	Solo Audience Behavior Stage Behavior Breath mark Piano Mezzo Forte Pianissimo Coda Allegro Andante, Moderato	Styles Mood Emotions Patriotic Emblem Brag Boast Cultural/culture
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TES Music Map	Teacher(s): Robin Closson	Creation Date:
	Grade Level: First Grade	Revision Date: