

1st Grade Curricular Elements

RHYTHM:

Students will understand...

1. Music has a steady beat
2. beats can be subdivided into combinations of longer & shorter sounds
3. beats can be organized into groups of 2s, 3s, and 4s

Students will know...

- Steady beat
- Difference between steady beat and rhythm
- Quarter note, paired eighth notes and quarter rest symbols

Students will know through/be able to...

- Identify the symbols for quarter note, paired eighth notes and quarter rest
- Read notation for quarter note, paired eighth notes, quarter rest
- Perform songs with quarter note, paired eighth notes, quarter rest
- Notate from dictation rhythms containing quarter note, paired eighth notes, quarter rest
- Compose rhythms containing quarter note, paired eighth notes, quarter rest
- Recognize the difference between steady beat and rhythm
- Distinguish if music is in groups of 2s, 3s, 4s

MELODY:

Students will understand...

1. Melodies can have high, middle and low sounds
2. Melodies can have intervals
3. Body position affects tone production

Students will know...

- Correct singing posture
- head voice
- How to match the pitches la-sol-mi with the singing voice
- which Curwen hand signs/symbols represent the pitches la, so, mi
- High, middle and low sounds

Students will know through/be able to...

- Demonstrate correct singing posture
- Perform vocal sirens using the head voice
- Demonstrate the upward and downward movement of the melody with singing voice and movement
- Demonstrate high, middle and low sounds with singing voice, classroom instruments and movement
- Match pitches of mi, so, la using the singing voice
- Echo and improvise mi, so, la patterns using the singing voice and Curwen hand signs
- Create and perform mi, so, la melodies using singing voice and hand signs
- read la-sol-mi intervals on a two or three line staff
- Sight sing mi, so, la melodies using notation on a two or three line staff

HARMONY, TEXTURE, TONE COLOR:

Students will understand...

1. Music can have layers
2. Instruments are grouped into families

Students will know...

- The difference between single layer and multiple layers
- Instruments that are struck, shaken, or scraped are called percussion instruments
- The difference between percussion and non percussion sounds

Students will know through/be able to...

- Perform an ostinato using classroom instruments or body percussion
- Perform a simple bordun on classroom instruments
- Identify a part different from the melody
- Perform on pitched and unpitched percussion instruments
- Aurally and visually identify classroom instruments in the percussion family
- Aurally identify how a percussion sound is made

FORM:

Students will understand...

1. Sections of music can be the same or different

Students will know...

- Sections of music can be same or different
- AB/AA form

Students will know through/be able to...

- Identify and perform music in AA/AB form
- Identify, perform, and create music in AB/AA form using singing voice, classroom instruments, movement, or dance

EXPRESSION:

Students will understand...

1. Music can express different moods or feelings
2. Music has tempo

Students will know...

- The mood or feeling of music can be expressed through music
- Music can get faster or slower

Students will know through/be able to...

- Demonstrate the mood or feeling of the music using singing voice, body movement, or classroom instruments
- Demonstrate different dynamic levels using the singing voice, body movement, or classroom instruments
- Identify music as being either loud/forte or soft/piano