

GRADE ONE MUSIC CURRICULUM MAP

Month	Concept	Skills	Assessment	Activities/Resources
August Singing alone and with others	<ul style="list-style-type: none"> • Pitch • Intonation • Dynamics • Musical Expression 	<ul style="list-style-type: none"> • Matching Pitch • Singing forte-piano • Imitating the teacher's performance 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will sing simple familiar songs in groups and individual from memory. • Grade level literature
September Rhythm, tempo singing Reading and notating music	<ul style="list-style-type: none"> • Steady beat • American Heritage / Patriotism • Music symbols 	<ul style="list-style-type: none"> • Be able to understand a steady beat • Maintaining a steady beat • Know that our American heritage can be expressed through music • Identify notational symbols 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will perform rhythmic rhymes from memory • Grade level literature • Sing patriotic songs
October Singing Rhythm, tempo	<ul style="list-style-type: none"> • Pitch • Intonation • Dynamics • Recognizing rhythms 	<ul style="list-style-type: none"> • Singing high and low • Singing crescendo, decrescendo • Explain the difference between long and short sounds and silences 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will perform rounds • Call and response songs • Students will perform rhythmic ostinatos to rhythmic rhymes

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November Reading and notating music Musical cultures	<ul style="list-style-type: none"> • Rhythm patterns • Notation symbols • Musical celebrations 	<ul style="list-style-type: none"> • Identify and read grade level rhythm patterns and notational symbols • Know important holidays are celebrated through music 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will identify and read at sight patterns containing grade level rhythms • Students will perform songs representing a variety of genres, styles, and cultures
December Musical Cultures Performing	<ul style="list-style-type: none"> • Musical celebrations • Respond to conductor 	<ul style="list-style-type: none"> • Know that cultures can be expressed through music • Student's ability to respond to the cues of the conductor 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will perform a holiday concert
January Reading and notating music Singing	<ul style="list-style-type: none"> • Rhythm patterns • Music symbols • Pitch 	<ul style="list-style-type: none"> • Students will identify and define rhythm patterns and music symbols • Accurately sing the following pitches: Do, Re, Mi and Sol, Mi 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will identify and define grade level notational terms and symbols in the music they listen to and study

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February Performing instruments	<ul style="list-style-type: none"> • Pitch • Rhythm • Dynamics 	<ul style="list-style-type: none"> • Performing high and low • Maintaining a steady beat • Performing loud and soft 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will play instruments alone and in groups while singing (on the beat and on cue)
March Improvising melodies	<ul style="list-style-type: none"> • Improvising • Pitch • Dynamics 	<ul style="list-style-type: none"> • Improvising using voice • Improvising using instruments 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will be asked to improvise sound effects to stories and musical selections
April Listening Analyzing Describing music	<ul style="list-style-type: none"> • Terminology • Identify sound • Identify instruments 	<ul style="list-style-type: none"> • Use of appropriate grade level terminology • Student's accurate perception of music through movement 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will be asked to move to and answer simple questions about music representing various styles and cultures

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<p>May</p> <p>Evaluating music</p>	<ul style="list-style-type: none"> • Elements of music 	<ul style="list-style-type: none"> • To understand the following: Pitch Rhythm Dynamics 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will be asked to evaluate their performance and the performance of others during class based on their knowledge of the elements of music
<p>June</p> <p>Musical form</p>	<ul style="list-style-type: none"> • Form 	<ul style="list-style-type: none"> • Understand that songs, like stories, have sections 	<ul style="list-style-type: none"> • Teacher observation and assessment 	<ul style="list-style-type: none"> • Students will be asked to identify different parts of the song through movement