

Subject:

Grade:

Teacher:

	August	September	October	November	December
Questions/Essential	What are dynamics and why do composers use them? (Review Questions/Questions for new students) What is a composer? What is a choreographer? What is a conductor and what important things do they do to help the choir, orchestra, performers, music class to be a success? What is my job as a performer to help our music class or group to be a success? What is a breath cue, and what is the correct way to breathe, and why is it important? What is flow and what is the beat?	What do the following dynamics tell you to do? Forte, mezzoforte, mezzopiano, piano. Review Questions: What are the important elements of a successful performance? What are jazz hands and blade hands?...and all previous questions and prepare to demonstrate knowledge of them in the First Grade PTO performance. What is diction and why is it important.	What is the difference between the big beat and the little beat?	Review all previous questions, and prepare to demonstrate knowledge of them in the Holiday in the Grove Performance. What is proper stage etiquette?	What is a tambourine and how do I play it correctly? How do I make a circle for circle dances?
Content	Learn about dynamics (piano, mezzopiano, mezzoforte, and forte). Learn the terms and how to correctly sing using dynamics. Review jobs associated with music and dance: composer, choreographer, conductor, performer Review how to follow a conductor and other important performance skills. Review Breathe cue and further study proper breathing techniques. Review flow and steady beat.	Review dynamics and demonstrate knowledge by singing a song using them in the PTO performance. Review how to successfully perform a show. Review jazz and blade hands and learn new choreography. Review diction and use it correctly in the PTO performance.	Learn the difference between a big and little beat. Review all previous while learning new songs and choreography for the Student Showcase.	Music and Dance Terms: Blade hands, bow, audience, stage, show, performance facial expression (smiles and other appropriate facial expressions during a performance) the importance of silence onstage and backstage and keeping your eyes (focus) on the conductor and always following the conductors instructions so that we work together as a team learn a variety of songs and choreography to go with them how to use blade hands and lots of other choreography know when the choreography is moving to the big beat and when it moves to flow and do it accurately	Learn how to play the tambourine. Learn how to do a circle game. Learn two new songs. Review dynamics by playing a circle game.
Skills	1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard.	1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard.	1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard.	1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard.	1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard.
Core Curriculum Connections	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:	following directions, learn various new words found in the lyrics to songs and their meanings English: Math: Social Studies: Science:

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Materials, Resources and Field Trips	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources	CD player, Music and teaching strategies from a variety of sources
Assessments	Observation, Question and Answer	Observation, Question and Answer, First Grade PTO Performance	Observation, Question and Answer	Observation, Question and Answer, Holiday in the Grove Performance	Observation, Question and Answer
	January	February	March	April	May
Essential Questions	Questions Review: What are tonal patterns, rhythm patterns and pitches? Prepare for and take the Music Aptitude Test for the second time.	What are rhythm sticks, cymbals, triangles, drums, glockenspiels, metallaphones, and xylophones and how do you play them correctly? How do you play big beats, little beats, and rhythm patterns on these instruments?	What is one way to compose a song? What is an ostinato? How do you play tonal patterns on the xylos, metallaphones, and glockenspiels?	Review All previous questions and prepare to demonstrate knowledge of them in the Student Showcase performance.	What are the instruments in the orchestra? Who is Camille Saint-Saens and what famous musical work did he write? What is an overture and what is a finale?
Content	Review and practice singing, chanting, and creating same and different rhythm patterns and tonal patterns Take the music aptitude test	Create original rhythm patterns and tonal patterns Learn to play and identify a variety of percussion instruments Learn to play big beats, little, and rhythm patterns alone and with others	Learn four specific steps to composing an original song. Write an original composition for the student showcase. Learn what an ostinato is and how to sing, chant, plan, and create one. Learn to play tonal patterns on tonebar instruments.	Learn songs and dances for the Student Showcase. Review all previous performance terms and lessons.	Identify various instruments in the orchestra. Learn about the famous composer Camille Saint-Saens and his musical composition The Carnival of the Animals. Identify how the composer represented the animals in his music. Learn the terms Finale and Overture.
Skills	<ol style="list-style-type: none"> 1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 2. Using a variety of melodic and rhythmic instruments, create dramatizations of songs, poems, and stories. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard. 	<ol style="list-style-type: none"> 1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 2. Using a variety of melodic and rhythmic instruments, create dramatizations of songs, poems, and stories. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard. 	<ol style="list-style-type: none"> 1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 2. Using a variety of melodic and rhythmic instruments, create dramatizations of songs, poems, and stories. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard. 	<ol style="list-style-type: none"> 1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 2. Using a variety of melodic and rhythmic instruments, create dramatizations of songs, poems, and stories. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard. 	<ol style="list-style-type: none"> 1. Sing complete songs within an octave range and play simple rhythmic accompaniment. 2. Using a variety of melodic and rhythmic instruments, create dramatizations of songs, poems, and stories. 3. Listen and respond to a variety of musical styles. 4. Using simple vocabulary, describe the elements present in a high-quality performance. 5. Recognize and identify basic music notation and symbols. 6. Know that factors influence musical compositions. 7. Respond to music through expression of moods, ideas, and feelings. 8. Recognize the message of the music in relation to other subject areas. 9. Identify and discuss the various places that music is heard.

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Core Curriculum Connections

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English:
Math:
Social Studies:
Science:

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Materials, Resources and Field Trips

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Assessments

Observation, Question and Answer, Music Aptitude Test

Observation, Question and Answer

Observation, Question and Answer

Observation, Question and Answer, Student Showcase Performance

Observation, Question and Answer