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<th>Strand</th>
<th>Product/Performance</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
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<table>
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<tr>
<th>Standard</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>A. Matches pitches with good singing technique while singing alone or in a group</td>
<td>1.</td>
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<tr>
<td>- Match pitch in a limited range (mi, so, la)</td>
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<tr>
<td>- Use proper breath control and accurate diction while singing</td>
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<tr>
<td>- Demonstrate appropriate singing posture and stage presence</td>
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<tr>
<td>- Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while singing in an ensemble</td>
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**Alignments:**
- Performance: 2.5, 4.6
- Knowledge: (FA) 1
- MUGLE: PP.1.A
- NETS: N/A
- DOK: 4

**Instructional Strategies**
- Teacher modeling – rote singing
- Guided practice – vocalizations
- Classroom demonstration and discussion
- View video clips of vocal performances and discuss:
  - posture
  - stage appearances
- Small group classroom performances: classmates discuss good singing techniques
- Visual aids for matching pitch – like:
  - target (on pitch)
  - arrows (sharp or flat)
- Matching pitch games: Pass the Pitch (like “telephone or gossip”)

Board Approved 7-15-13
Revised 2014
## Assessments/Evaluations

- Aural assessment: use scoring guide for determining level of pitch accuracy
- Teacher observation: use scoring guide to evaluate:
  - posture
  - stage presence
  - listening behaviors
- Student self-assessment:
  - Scoring guides
  - Record individual performances of students singing using recording equipment such as:
    - document cameras
    - computers
    and evaluate performance and vocal technique

## Sample Assessment Questions

- Performance assessment
  - Question/answer singing games
  - Simple so, mi, la songs
- How would you improve your ____________? (e.g., posture, tone, pitch)

## Instructional Resources/Tools

- *Spotlight on Music*
- Teacher selected repertoire
- Recordings of rehearsals/performances
- Videos of students singing
- Internet sources (YouTube and others)
## Literacy Connections

- Demonstrate understanding of lyrics and vocabulary in songs
- Develop concept of rhyme through the use of nursery rhymes
- Reading skills:
  - sequence
  - setting
  - phonics connections
  - directionality/visual tracking (left to right)
  - pattern identification
  - rhyming schemes
- Identifying phrases
- Oral fluency
- Demonstrates appropriate intonation
- Focused, sustained attention on task
- Story Song resources:
  - *The Old Gray Cat*
  - *Over in the Meadow*
  - *Tinga Layo*
  - *Fiddle-I-Fee*

## Cross Curricular Connections

- Literacy
- Historical & multicultural connections
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<td>Develop and Apply Instrumental Music Skills to Perform and Communicate through the Arts</td>
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### Standard

**B. Performs rhythms and melodies on classroom instruments.**

### Learning Targets

1. Perform a varied grade level repertoire of instrumental music with increasing difficulty representing diverse cultures, genres, and styles

2. Perform steady beat

3. Read and perform short rhythmic and melodic patterns on classroom instruments

4. Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while playing in an ensemble

### Alignments:

- Performance: 2.5, 4.6
- Knowledge: (FA) 1
- MUGLE: PP.2.A
- NETS: N/A
- DOK: 3

### Instructional Strategies

- Teacher modeling of instrument rhythmic and melodic patterns
- Echo/response
- Guided practice for playing instruments
- Body percussion
- Video/audio recordings of the class playing instruments
- Small group performances
- Perform a varied repertoire of songs with instrumental accompaniments
## Assessments/Evaluations

- Performance assessment using scoring guides
- Teacher observation of playing skills
- Student self-assessment directed by the teacher
- Small/large group performances

## Sample Assessment Questions

- Performance assessment:
  - echo/response on instruments
  - question/answer activities
  - demonstrate steady beat
  - perform simple ostinato patterns
- How would you improve your ability to stay together as a group?

## Instructional Resources/Tools

- *Spotlight on Music*
- Teacher selected repertoire
- Sound stories from *Spotlight on Music*
- Web-based and video recordings of performances
- Orff selections from the text
- Classroom instruments
- Internet resources
- Professional music education magazines

## Literacy Connections

- Nursery rhymes with instrumental accompaniments
- Identify syllables and rhythm of words
- Reading skills:
  - Visual tracking
  - Sequencing
  - Pattern identification
Music
Grade 1

- Sound story song resources:
  - *Boom Chick-a-Rock*
  - *Rattlebone Rock*
  - *Forest Friendships* by Leslie Ann Diederick
  - *Max Found Two Stocks*
  - *Who Took the Cookie in the Cookie Jar?*
  - *Baby Rattlesnake*
- Poetry:
  - [http://www.reocities.com/Heartland/1133/2teach.html](http://www.reocities.com/Heartland/1133/2teach.html)
  - [http://www.climbinsideapoem.com](http://www.climbinsideapoem.com)
  - [http://www.poetryarchive.org/childrensarchive/home.do](http://www.poetryarchive.org/childrensarchive/home.do)

### Cross Curricular Connections

- Literacy
- Multicultural connections
- Math:
  - Patterns
  - Sequencing
  - Form
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<td>Develop Basic Skills of Music Literacy</td>
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### Standard

C. Music Literacy
- Reads and performs **RHYTHMS** using icons or notation
- Reads and performs **MELODIES** using icons or notation
- Identifies and performs **DYNAMICS**
- Identifies basic **TONE COLORS** of classroom, orchestral and folk instruments
- Identifies and performs music with a variety of **TEMPOS**
- Identifies and describes **FORM** in music

### Learning Targets

2. **RHYTHM**
- Read, perform and notate the following rhythmic patterns:
  - Quarter note/rest
  - Eighth note pairs

**MELODY**
- Read, write, and sing simple melodic patterns using solfege: mi, so, la
- Identify melodies that move up, down, or stay the same

**DYNAMICS**
- Identify and demonstrate standard dynamic terms *pp, p, f, ff*

**TONE COLORS**
- Visually & aurally identify basic classroom instruments
- Visually & aurally identify selected orchestral instruments

**TEMPO**
- Define tempo as the speed of the beat
- Demonstrate fast & slow

**FORM**
- Identify & analyze forms & composition techniques
  - AB
  - ABA
  - Introduction/Coda
  - Verse/refrain
    - Repeat sign
    - Repeat sign
### Alignments:
Performance: 1.5, 1.8, 2.5  
Knowledge: (FA) 1  
MUGLE: PP.2.C  
NETS: 6a,b  
DOK: 3

### Instructional Strategies
- Guided practice utilizing:
  - Rhythm Counting System (ta, ti-ti)  
  - Melodic Scale System (solfege)  
  - echo/response  
  - writing notation  
  - story songs – apply music elements  
  - game songs  
  - teacher created charts:  
    - rhythm  
    - melody  
  - listening & movement response activities  
  - rhythmic & melodic dictation using manipulatives such as:  
    - popsicle sticks  
    - bingo chips  
    - SMART Board lessons

### Assessments/Evaluations
- Performance assessments  
- Teacher observation  
- Aural assessment  
- Visual/kinesthetic response assessment  
- Listening test  
- Movement activities  
- Flash cards  
- Composition activities  
- What Do You Hear tests – written or kinesthetic response
**Sample Assessment Questions**

- What Do You Hear assessment:
  - Written assessment
  - Students signal answers with physical/kinesthetic responses
- Circle the quarter note
- Circle the quarter rest
- Label the following pitches (so, mi, la)

**Instructional Resources/Tools**

- *Spotlight on Music*
- Teacher selected repertoire
- Teacher designed:
  - charts
  - PowerPoints
  - visuals
- Manipulatives
- SMART Board lessons
- Internet resources
- Professional Music Education magazines
- Musical math games
- [http://www.classicsforkids.com](http://www.classicsforkids.com) – quizzes, games, lesson plans
- [http://www.musicgames.net/musicgames](http://www.musicgames.net/musicgames)

**Literacy Connections**

- Reading skills:
  - Visual tracking
  - Pattern identification
  - Sequencing
  - Intonation
  - Oral fluency
- Vocabulary development
• Storybook resources
  • *Up, Up, Up Down* by Robert Munsch
  • *Rumble in the Jungle*
  • *I Live in Music*
  • *Freddie the Frog*
  • *M is for Music*
• Poetry: [http://www.climbinsideapoem.com](http://www.climbinsideapoem.com)

### Cross Curricular Connections

• Literacy
• Math:
  • Patterns
  • Sequencing
  • Form
  • Addition
• Science of Sound
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### Standard

D. Participates positively in performance activities

### Learning Targets

1. Perform grade level repertoire with increasing difficulty as individuals or in small/large ensembles within the classroom setting
2. Perform a varied repertoire of music representing diverse cultures, genres, and styles
3. Respond expressively to the cues of the conductor
4. Identify and demonstrate appropriate listening behavior during classroom or other performances

### Alignments:
Performance: 2.5, 4.6  
Knowledge: (FA) 1  
MUGLE: PP.1.A; PP.2.A  
NETS: N/A  
DOK: 4

### Instructional Strategies

- Perform music from *Spotlight on Music* and teacher-selected repertoire
- Small group and classroom practice performances
- Guided practice for analyzing performances
- Role-play as a conductor (or shadow conducting) using:
  - dynamics
  - tempo
  - cut-offs
- Class discussions
### Assessments/Evaluations

- Teacher observation
- Class discussion
- Performance assessment:
  - small group singing
  - grade level performances
- Write a self-reflection about:
  - own classroom
  - grade-level performance

### Sample Assessment Questions

- What did we do best in our performance?
- Small group/classroom/grade level performances

### Instructional Resources/Tools

- *Spotlight on Music*
- Teacher selected repertoire
- Recording of performance events for viewing and discussion
- Web-based viewing of performances


**Literacy Connections**

- Reading skills:
  - visual tracking
  - sequencing
  - pattern and form identification
  - identifying phrases
  - identifying rhyming words/schemes
- Descriptive vocabulary development
- Use of these elements in performance:
  - mood
  - style
  - imagery
  - tone painting
- Perform Sound Stories from *Spotlight on Music*

**Cross Curricular Connections**

- Literacy
- Multicultural & historical connections
- Math:
  - Patterns
  - Sequencing
  - Form
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<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Listen, to Analyze, and Describe Music and Musical Performance</td>
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### Standard

E. Listens to, analyzes and discusses music from various cultures, genres and historical contexts

### Learning Targets

2. 
- Listen to, analyze, and critique grade level appropriate musical selections with increasing difficulty through listening and self-assessment with regard to the following musical elements:
  - tone quality
  - quality/non-quality performance
  - posture/stage presence

- Identify contrasting musical elements in vocal and instrumental music including:
  - melody
  - rhythm
  - expression
  - form
  - timbre

- Identify characteristics, functions and elements of teacher-selected genres or styles:
  - Seasonal songs
  - Folk dances/folk music
  - Cowboy songs
  - Spirituals
  - Secular
  - Sacred
  - Multicultural
  - American/patriotic songs
  - Ballet
### Alignments:
- Performance: 1.6, 1.9, 2.4
- Knowledge: (FA) 3
- MUGLE: AP.1.A,B
- NETS: 2c; 5b
- DOK: 4

### Instructional Strategies
- Listen to music from *Spotlight on Music* or Teacher-selected repertoire
- Interactive listening guides
- Class discussion
- Guided practice for analyzing music
- Read aloud books related to:
  - history
  - cultures
  - composers
- Interactive SMART Board lessons
- Reading Rainbow videos
- Video clips from YouTube from different cultures
- Discussions about composers
Assessments/Evaluations

- Visual/kinesthetic assessment
- Visual observation of a musical score or listening map by student
- Listening journals
- Class discussions
- What Do You Hear? – Listening assessments/guided listening

Sample Assessment Questions

- What Do You Hear? assessment:
  - Written assessment
  - Students signal answers with physical/kinesthetic responses
- What do you feel when you listen to this piece of music?
- What is the style of this song or music?
- Describe elements of music you hear in this piece. (e.g., loud/soft, fast/slow, high/low…)
- While listening to a selected piece of music:
  - describe the characteristics or function of the music in a music journal or on a teacher-designed listening response guide
  - discuss the country or musical time period represented in the music (group setting or maybe in a journal)

Instructional Resources/Tools

- Spotlight on Music
- Teacher selected resources
- Listening maps
- Web-based and video recordings of performances
- SMART Board lessons
- Foreign Language songs
- Multicultural stories and songs
- Interactive SMART Board lessons
- Internet/YouTube clips representing specific composers, time periods, etc.
- Print resources from the library
- http://www.teachervision.fen.com
- http://www.keepingscore.org
- http://www.classicsforkids.com
- http://www.musicgames.net/musicgames
Literacy Connections

- Study of composers using biographies and autobiographies
- Develop a vocabulary appropriate for describing music
- Storybooks:
  - *Ella Fitzgerald*
  - *A Boy and His Violin*
  - *Charlie Parker Played BeBop*
  - *The Worst Mariachi in the World*
  - *Mufaro’s Beautiful Daughters*
  - *Jingle Dancer*
  - *Jazz Fly & Jazz Fly 2*
  - *I Live in Music*
  - *Symphony City*
  - *Music Over Manhattan*
  - *Berlioz the Bear*
  - *Peter and the Wolf*
  - *Carnival of the Animals*

Cross Curricular Connections

- History & multicultural connections
- Literacy
- Math
  - patterns
  - sequencing
  - form
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<td>Synthesize and Apply Knowledge and Skills to Create Music</td>
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### Standard

F. Create, compose and improvise simple rhythms and melodies

### Learning Targets

1. Create and perform rhythmic and/or melodic compositions using grade level appropriate icons, manipulatives and/or standard notation

   - Improvise short rhythmic/melodic patterns and accompaniments utilizing grade level elements

### Alignments:

- Performance: 1.6, 1.8, 2.5
- Knowledge: (FA) 3
- MUGLE: AP.1.B
- NETS: 1a,b
- DOK: 4

### Instructional Strategies

- Drum circle/percussion circles
- Question/Answer Improvisational activities
- Call and response songs
- Create ostinatos as basis for accompaniments
- Add instrument accompaniments to songs and poems (e.g., sound stories in *Spotlight on Music*)
- Manipulatives (beat/melody boxes)
- Use Pentatonic Scale for melodic improvisation

### Assessments/Evaluations

- Performance assessment
- Teacher observation using a scoring guide
- Aural assessment
- Visual/kinesthetic assessment
**Sample Assessment Questions**

- Performance assessment: Create and perform accompaniment patterns for:
  - story
  - poem
  - simple song
- Compose a 4-measure rhythmic piece using grade-level notes and rests within beat boxes

**Instructional Resources/Tools**

- *Spotlight on Music*
- Teacher selected repertoire
- Pattern grids for creating rhythms/melodies
- Manipulatives for creating rhythmic/melodic patterns
- SMART Board lessons
- Drum Circle resources
- Orff and Kodaly resources
- Elementary Jazz resources
- [http://www.rinki.net/pekka/monkey/](http://www.rinki.net/pekka/monkey/)
- [http://www.learninggamesforkids.com](http://www.learninggamesforkids.com)
- [http://www.classicsforkids.com](http://www.classicsforkids.com)
- [http://www.musicgames.net/musicgames](http://www.musicgames.net/musicgames)

**Literacy Connections**

- Reading skills:
  - Visual tracking
  - Directionality
  - Sequencing
  - Pattern identification
  - Intonation
- *Spotlight on Music* sound stories
- Storybook resources:
  - *I See a Song*
  - *Charlie Parker Played BeBop*
  - *Rumble in the Jungle*
  - *Squeak, Rumble, Whomp, Whomp, Whomp*
  - *The Flying Orchestra*
- Nursery rhymes – create new rhymes and verses

**Cross Curricular Connections**

- Literacy
- Math:
  - Patterns
  - Sequencing
  - Form
- Multicultural