

Scope and Sequence

Vocal Music – First Grade

Unit: Melody

- a. Singing properly requires developing greater accuracy.
- b. Melodies contain high/low and repeated pitches.
- c. The use of body movement shows melodic contour.
- d. A variety of songs are added to students' repertoire.
- e. So, Mi, La and hand signs reinforce music reading and singing skills.

Unit: Rhythm

- a. Singing songs requires rhythmic accuracy.
- b. Music has a strong beat to move and play.
- c. Songs and listening examples have varied basic rhythm patterns.
- d. Instruments and body percussion are used to echo rhythm patterns.
- e. Noted rhythm patterns will be utilized.
- f. Steady beat in music continues in silence as well as sound.
- g. Names are given to rhythms to increase accuracy.
- h. Sounds are long/short in music.
- i. Identify same/different rhythm patterns.
- j. Music contains beat/no beat.

Unit: Harmony

- a. Mood of music is affected by tonality (Major/minor).

Unit: Form

- a. Smaller parts of a song make up the whole.
- b. Music uses forms such as AB, ABA, and Introduction.
- c. Parts of music are same/different.

Unit: Tone Color

- a. Identify basic instruments such as Drum, Flute, etc.
- b. Everyone has singing and speaking voices.
- c. Students echo and initiate to sing on pitch.

Unit: Tempo

- a. Songs, instruments, sounds, and motions can help to gain control of tempo changes.
- b. The steady beat has a tempo.
- c. Tempo changes in music.

Unit: Dynamics

- a. Music is loud/soft.
- b. Loud/soft in music is different from high/low.
- c. Dynamics use symbols *f* and *p*.

Unit: Appreciation

- a. Holiday and seasonal songs as well as songs of various cultures are added to repertoire.
- b. Listening skills are developed through short concrete examples.
- c. Successful and enjoyable musical activities will be utilized.
- d. Music contains different elements.

Vocal Music Planned Course -- First Grade

Unit: **Melody**

Content Standard: **Demonstrate basic singing and reading skills, and identify melodic characteristics.**

State Curriculum Standard: **9.1.1D Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience.**

9.3.1A Recognize critical processes used in the examination of works in the arts and humanities: Compare and Contrast, Interpret, Analyze.

9.3.1B Know that works in the arts can be described by using the arts elements, and principles and concepts.

9.3.1C Know classification skills with materials and processes used to create works in the arts.

9.3.1F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Singing Properly Requires Developing Greater Accuracy	<ul style="list-style-type: none"> Learn various songs of a limited range Echo sing with teacher imitating melodic direction 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Melodies Contain High/Low And Repeated Pitches	<ul style="list-style-type: none"> Identify high/low and repeated notes through teacher guided listening 		<ul style="list-style-type: none"> Teacher observation Student performance
C. The Use Of Body Movement Shows Melodic Contour	<ul style="list-style-type: none"> Utilize motion to show melodic contour of a listening example, song, or pattern Echo sing with teacher imitating melodic contour 		<ul style="list-style-type: none"> Teacher observation Student performance
D. A Variety Of Songs Are Added To Student's Repertoire	<ul style="list-style-type: none"> Learn various songs of a limited range 		<ul style="list-style-type: none"> Teacher observation Student performance
E. So, Mi, La And Hand Signs Reinforce Music Reading And Singing Skills	<ul style="list-style-type: none"> Utilize Kodaly-Curwen hand signs and syllables to begin to read, sing, and hear music notation 		<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- First Grade

Unit: **Rhythm**

Content Standard: **Demonstrate steady beat, and recognize and perform specific rhythms.**

State Curriculum Standard: **9.1.1A Know and use the elements and principles of each art form <Music>: Duration.**

9.1.1B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles <Music>: Play an instrument.

9.1.1E Demonstrate the ability to define objects.

9.3.1A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.1F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Singing Songs Requires Rhythmic Accuracy	<ul style="list-style-type: none"> Use correct rhythmic durations in singing through teacher guidance 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Music Has A Strong Beat To Move And Play	<ul style="list-style-type: none"> Utilize movement and classroom instruments to show strong beat of listening examples and songs 		<ul style="list-style-type: none"> Teacher observation Student performance
C. Songs And Listening Examples Have Varied Basic Rhythm Patterns <ul style="list-style-type: none"> I • Π Z • 	<ul style="list-style-type: none"> Utilize classroom instruments and appropriate body percussion to perform and read various basic rhythm patterns 		<ul style="list-style-type: none"> Teacher observation Student performance Rhythm performance
D. Instruments And Body Percussion Are Used To Echo Rhythm Patterns	<ul style="list-style-type: none"> Utilize classroom instruments and appropriate body percussion to echo various basic rhythm patterns 		<ul style="list-style-type: none"> Teacher observation Student performance Rhythm performance
E. Noted Rhythm Patterns Will Be Utilized <ul style="list-style-type: none"> I • Π Z • 	<ul style="list-style-type: none"> Play or write basic rhythm patterns with teacher guidance 		<ul style="list-style-type: none"> Teacher observation Student performance Peer observation

Vocal Music Planned Course -- First Grade

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Vocal Music Planned Course -- First Grade

Unit: **Rhythm**

Content Standard: **Demonstrate steady beat, and recognize and perform specific rhythms.**

State Curriculum Standard: **9.1.1A Know and use the elements and principles of each art form <Music>: Duration.**

9.1.1B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles <Music>: Play an instrument.

9.1.1E Demonstrate the ability to define objects.

9.3.1A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.1F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
F. Steady Beat In Music Continues In Silence As Well As Sound	<ul style="list-style-type: none"> Utilize movement to feel the steady beat of listening examples and songs 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
G. Names Are Given To Rhythms To Increase Accuracy	<ul style="list-style-type: none"> Identify specific rhythm names through teacher guidance 		<ul style="list-style-type: none"> Teacher observation Student performance
H. Sounds Are Long/Short In Music	<ul style="list-style-type: none"> Utilize movement, class-room instruments, teacher examples, and visual aides to show long/short sounds 		<ul style="list-style-type: none"> Teacher observation Student performance Rhythm performance Peer observation
I. Identify Same/Different Rhythm Patterns	<ul style="list-style-type: none"> Utilize visual aides, songs, and listening examples to compare and contrast rhythms 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology 	<ul style="list-style-type: none"> Teacher observation Student performance
J. Music Contains Beat/No Beat	<ul style="list-style-type: none"> Utilize listening examples and movement to show beat/no beat with teacher guidance 	<ul style="list-style-type: none"> Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- First Grade

Unit: **Harmony**

Content Standard: **Recognize the tonality of the music.**

State Curriculum Standard: **9.1.1D Use knowledge of varied styles within each art form.**

9.1.1E Demonstrate the ability to express emotions or relate an experience through works in the arts.

9.3.1A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Analyze.

9.3.1F Know how to recognize and identify similar/different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Mood Of Music Is Affected By The Tonality (Major/Minor)	<ul style="list-style-type: none"> Utilize listening examples to explore the mood of the music with teacher guidance 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Classroom discussion

Vocal Music Planned Course -- First Grade

Unit: **Form**

Content Standard: **Identify how the sections of a song fit together as a whole.**

State Curriculum Standard: **9.1.1A Know and use the principles of each art form <Music>: Form.**

9.3.1A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze

9.3.1E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

Course Content	Student Performance	Resources	Assessments
A. Smaller Parts Of A Song Make Up The Whole	<ul style="list-style-type: none"> Use listening examples and songs to identify various sections of the music Discuss how the sections of a piece of music are combined to create the whole 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Class discussion
B. Music Uses Forms Such As AB, ABA, And Introduction	<ul style="list-style-type: none"> Utilize songs, listening examples, and visual aides to compare/contrast and label the various sections of music 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Class discussion Peer observation
C. Parts Of Music Are Same/Different	<ul style="list-style-type: none"> Utilize visual aides and manipulatives to show same or different 		<ul style="list-style-type: none"> Teacher observation Class discussion

Vocal Music Planned Course -- First Grade

Unit: **Tone Color**

Content Standard: **Identify and differentiate between various instrument sounds and voices.**

State Curriculum Standard: **9.1.1A Know and use the elements of each art form <Music>: Timbre.**

9.1.1E Demonstrate the ability to define objects in the arts.

9.3.1C Know classification skills with materials in the arts.

9.3.1F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Identify Basic Instruments Such As Drum, Flute, Etc.	<ul style="list-style-type: none"> Experiment with band and orchestral instruments Correctly identify band and orchestral instruments from listening and visual examples 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments Band/orchestra instruments 	<ul style="list-style-type: none"> Peer observation Self observation Class discussion
B. Everyone Has Singing And Speaking Voices	<ul style="list-style-type: none"> Distinguish between inside/outside voices, singing/speaking voices, etc. 		<ul style="list-style-type: none"> Peer observation Self observation Class discussion Teacher observation
C. Students Echo And Imitate To Sing On Pitch	<ul style="list-style-type: none"> Utilize echo songs and pitch matching activities 		<ul style="list-style-type: none"> Teacher observation Student observation

Vocal Music Planned Course -- First Grade

Unit: **Tempo**

Content Standard: **Identify the difference between fast/slow and maintain a steady beat.**

State Curriculum Standard: **9.1.1A Know and use the elements of each art form <Music>: Intensity.**
9.1.1D Use knowledge of varied styles within each art form through a performance.
9.3.1A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.
9.3.1C Know classification skills with materials in the arts.
9.3.1E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.
9.3.1F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Songs, Instruments, Sounds, And Motions Can Help To Gain Control Of Tempo Changes	<ul style="list-style-type: none"> Explore through singing, playing instruments, and movement, the tempo of the music 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Peer observation
B. The Steady Beat Has A Tempo	<ul style="list-style-type: none"> Utilize movement to become proficient at keeping the steady beat 		<ul style="list-style-type: none"> Teacher observation Student performance
C. Tempo Changes In Music	<ul style="list-style-type: none"> Respond in movement to the tempos of various listening examples 		<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- First Grade

Unit: **Dynamics**

Content Standard: **Identify and demonstrate the difference between loud/soft.**

State Curriculum Standard: **9.1.1A Know and use the elements of each art form <Music>: Intensity.**

9.1.1D Use knowledge of varied styles within each art form through a performance.

9.3.1A Recognize critical processes used in the examination of works in the arts: Compare and Contrast, Interpret, and Analyze.

9.3.1C Know classification skills with materials in the arts.

9.3.1E Recognize and identify types of critical analysis in the arts and humanities: Contextual criticism.

9.3.1F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Music Is Loud/Soft	<ul style="list-style-type: none"> Explore using classroom instruments, voices and appropriate body sounds, the control of loud/soft during songs and activities 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Loud/Soft In Music Is Different From High/Low	<ul style="list-style-type: none"> Utilize classroom discussion and listening examples to differentiate between loud/soft and high/low 		<ul style="list-style-type: none"> Teacher observation Classroom discussion
C. Dynamics Use Symbols <i>f</i> And <i>p</i>	<ul style="list-style-type: none"> Describe the dynamics of listening examples and songs using the symbols <i>f</i> and <i>p</i> 		<ul style="list-style-type: none"> Class discussion

Vocal Music Planned Course -- First Grade

Unit: **Appreciation**

Content Standard: **Develop an understanding of the elements of music while building a repertoire of age appropriate songs.**

State Curriculum Standard: **9.4.1D Recognize that ideas can be communicated through works in the arts and humanities.**

Course Content	Student Performance	Resources	Assessments
A. Holiday And Seasonal Songs As Well As Songs Of Various Cultures Are Added To Repertoire	<ul style="list-style-type: none"> Learn age appropriate holiday and seasonal songs as well as songs of various cultures through teacher guidance 	<ul style="list-style-type: none"> Teacher-generated listening examples, songs, patterns, worksheets, and activities Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
B. Listening Skills Are Developed Through Short Concrete Examples	<ul style="list-style-type: none"> Utilize songs and listening examples to further develop listening skills 	<ul style="list-style-type: none"> Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
C. Successful And Enjoyable Musical Activities Will Be Utilized	<ul style="list-style-type: none"> Utilize songs, games, and instruments to promote participation and enjoyment 	<ul style="list-style-type: none"> Available building First Grade music instructional series, including: <ul style="list-style-type: none"> <u>Spotlight On Music</u> (McMillan, 2008) <u>Making Music</u> (Silver Burdett, 2002) <u>Music Connection</u> (Silver Burdett & Ginn, 1995) <u>World Of Music</u> (Silver Burdett & Ginn, 1989) 	<ul style="list-style-type: none"> Teacher observation Student performance
D. Music Contains Different Elements	<ul style="list-style-type: none"> Utilize various activities and classroom discussion to begin to identify different elements of music 	<ul style="list-style-type: none"> Available building technological resources, including: <ul style="list-style-type: none"> iPod/iTunes GarageBand/Music Ace Keyboards TV-aitor Video conferencing Virtual field trips Supplemental technology Classroom instruments 	<ul style="list-style-type: none"> Teacher observation Student performance

Vocal Music Planned Course -- First Grade