



VALWOOD

GO BEYOND

First Grade Music Curriculum

1st Grade Music Overview

Course Description		Topics at a Glance
<p>First grade students build on skills and concepts learning in kindergarten with additional layers of complexity and accuracy. Students focus on matching pitch and the difference between beat and rhythm. Music literacy (reading and writing) also becomes more important. The role of music in various cultures and traditions is explored.</p>		<ul style="list-style-type: none"> • Pitches and Patterns • Melodic Patterns • Beat and Rhythm • Technique • Quarter Notes • Quarter Rests • Pattern • Improvisation • Listening and Movement • Characteristics of Music • Elements • Effects in performance or Composition
Assessments		Literacy and Content Connections
<ul style="list-style-type: none"> • Pre-Assessments • Student questions/comments • Observations/anecdotal records • Performance tasks (Planning, in-progress, final) • Self and Peer assessments 		<ul style="list-style-type: none"> • Understands relations among music, the other arts, and disciplines outside the arts. • Uses math, literacy (<i>reading and writing</i>), physical education, social studies, science and art concepts and terms during music activities. • Understands/performs/actively listens to music in relation to history and culture and comes from different places in the world. (i.e. Japan and Mexico) • Performs and describes unique characteristics of various musical traditions. • Follow oral directions according to simple/complex commands using manipulatives or real-life objects (e.g., "Show me your paper/composition". "Put the notes in a row across the paper.") • Respond to words or phrases/carry out direction according to a series of sentences for board/music games or other leisure/music activities with a partner • Draw/orally dictate/label/produce phrases or sentences about personal experiences involving feelings and emotions from/using pictures or photographs in relation to listening to a piece of music • Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems) • Dramatize grade-level stories that are ready by teachers or viewed • Give reasons for likes, dislikes or needs with a partner (e.g., "I like _____ because...") • Reproduce symbols, letters or pictures of rhyming pairs and pair rhyming words from illustrated charts or displays with a partner • Creates music with a variety of media, including available technology and using technology responsibly • Additional assessments will include: personal reflections (oral or transcribed); critiques (group discussion, written reflection, in-progress); formative assessment strategies and tools (student/teacher goal setting, progress monitoring, rubrics, meaningful and descriptive feedback)
Grade Level Expectations		
Standard	Big Ideas for First Grade (Grade Level Expectations)	
1. Expression of Music	<ol style="list-style-type: none"> 1. Expressively perform in groups or independently 2. Perform basic rhythmic and melodic patterns 	
2. Creation of Music	<ol style="list-style-type: none"> 1. Demonstrate creation of short, independent musical phrases and sounds alone and with others 2. Identify musical patterns 	
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension of gradual changes in dynamics and tempo 2. Aurally identify components of musical form 3. Comprehension of basic vocal and instrumental tone colors 4. Comprehension of basic rhythmic and melodic patterns 	
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for the contributions of self and others in a musical setting 2. Comprehension of basic components of music and musical performance at a beginning level 3. Identify music as an integral part of everyday life 	

1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.


Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Expression of Music Standard:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Content Area: Music – First Grade	
Standard: 1. Expression of Music	
<p>Prepared Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement. Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance. Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles.</p>	
Grade Level Expectation	
Concepts and skills students master:	
1. Expressively perform using simple techniques in groups and independently	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Use the head voice to produce a light, clear sound b. Maintain steady beat c. Respond to cues of a conductor for stopping and starting d. Identifies different pitches (i.e. high(er)/low(er)) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to keep a steady beat? 2. How is singing similar to speaking? 3. What is the role of the conductor? 4. How do musicians listen to music and sing what they hear?
	<p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills. 2. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills. 3. Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings.
	<p>Nature of Discipline:</p> <ol style="list-style-type: none"> 1. Musicality is the ability to perform and respond to music in meaningful ways.

Content Area: Music – First Grade	
Standard: 1. Expression of Music	
Prepared Graduates: Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools. Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles.	
Grade Level Expectation	
Concepts and skills students master: 2. Perform basic rhythmic and melodic patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Perform four-beat patterns that include sol-mi-la or mi-re-do pitches and  b. Play simple patterns c. Reads and writes quarter note, quarter rest, and paired eighth note rhythms d. Reads and writes simple three pitch (i.e. sol-mi-la or mi-re-do)melodic patterns	Inquiry Questions: 1. How do the beats in music relate to counting in math? 2. Why is it important to follow music symbols when performing? 3. How is music written and read?
	Relevance and Application: 1. Simple songs can be used to teach content such as counting, spelling, literature sequencing, and scientific topics. 2. Tracking music on a page aids in developing skills needed in beginning reading. 3. Audio devices and music software can be used to demonstrate simple four-beat patterns.
	Nature of Discipline: 1. When performers respond to patterns and symbols of music, they are communicating a composer’s message just as a reader is communicating an author’s message.

2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Creation of Music Standard:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

Content Area: Music – First Grade	
Standard: 2. Creation of Music	
Prepared Graduates: Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding. Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind.	
Grade Level Expectation	
Concepts and skills students master: 1. Demonstrate creation of short, independent musical phrases and sounds alone and with others	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Create instrumental and vocal sounds to accompany poems, rhymes, and stories Improvise short phrases using the I-s-m or m-r-d tone-set Use movement to demonstrate grade-level concepts such as changes in dynamics, AB form, etc. 	Inquiry Questions: <ol style="list-style-type: none"> Why do some melodies sound better than others? How does movement demonstrate what people hear? How does music tell a story? How is a song or rhythm created?
	Relevance and Application: <ol style="list-style-type: none"> Using software and other technology to create music aids in helping the beginning musician successfully create music. The ability to explain why one type of music matches a story better than another type of music builds an understanding of the connection of how literature tells a story and how music tells a story. Improvising to simple phrases and reacting to dynamics and form in music are the foundation to understanding the fundamental structures of music.
	Nature of Discipline: <ol style="list-style-type: none"> Music tells a story.

Content Area: Music – First Grade	
Standard: 2. Creation of Music	
Prepared Graduates: Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding.	
Grade Level Expectation Concepts and skills students master: 2. Identify musical patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Create patterns using known rhythms and pitches b. Use iconic notation within the treble staff 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does constructing something new help you create and express ideas? 2. Why is it important that you learn the notation of music that is performed? 3. Where else can you find patterns? 4. Why are patterns important in music?
	Relevance and Application: <ol style="list-style-type: none"> 1. Young minds rely on patterns to interact with and understand the world around them. 2. Demonstrating how patterns change in various songs from different cultures, historical eras, styles, and genres builds a fundamental respect for differences. 3. Using iconic notation for what is heard in music is the first step in developing an understanding of the musical language just as invented spelling is used to identify what is heard in spoken language.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Music has many patterns.

3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Content Area: Music – First Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form.	
Grade Level Expectation Concepts and skills students master: 1. Comprehension of gradual changes in dynamics and tempo	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Use personal and musical vocabulary for getting louder/softer and getting faster/slower b. Demonstrate getting louder/softer and getting faster/slower using movement, voice, and instruments	Inquiry Questions: 1. What makes music interesting to listen to? 2. Why are there changes in tempo and dynamics in music?
	Relevance and Application: 1. Explaining the difference between making music louder or softer with a volume controller versus how music is performed provides the understanding that dynamics changes involve changes in intensity and character, not just a change in decibels. 2. Using video and audio clips to identify the louder and softer parts of music illustrates the large variety of ways these elements are used in music.
	Nature of Discipline: 1. The application of expressive elements enhances musical performance.

Content Area: Music – First Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples.	
Grade Level Expectation Concepts and skills students master: 2. Aurally identify simple components of musical form	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Aurally identify introduction b. Aurally identify phrase c. Aurally and visually identify AB form d. Uses different movements to identify and demonstrate different phrases and AB form e. Visually identify staff and repeat signs 	Inquiry Questions: <ol style="list-style-type: none"> 1. What makes music interesting to listen to? 2. How will being able to identify notational elements help in music-making? 3. How are musical phrases and sentences similar or different? 4. Why is using a repeat important when you can just copy the same section out?
	Relevance and Application: <ol style="list-style-type: none"> 1. Various musical styles (American folk music, marches, lullabies, holidays) use an AB pattern and/or introduction or phrases. 2. Describing other disciplines that could have an AB patterns provides a connection to what a pattern is, how it is constructed, and where it can be found.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Most musical compositions have a specific structure.

Content Area: Music – First Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form.	
Grade Level Expectation Concepts and skills students master: 3. Comprehension of basic vocal and instrumental tone colors	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Identify pitched and non-pitched classroom instruments using sight and sound Identify and demonstrate singing, speaking, whispering, and shouting voices Demonstrate different musical traditions used in community and cultural events and celebrations (i.e. Cinco De Mayo, tea ceremonies, parades, etc.) 	Inquiry Questions: <ol style="list-style-type: none"> Why do instruments sound different? Why do others have different music preferences? How is music used in community events and celebrations? How does music make you feel different?
	Relevance and Application: <ol style="list-style-type: none"> Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener. Similarities and differences can be identified between the use of color in visual arts and tone color and texture in music.
	Nature of Discipline: <ol style="list-style-type: none"> Unique tone qualities are found in varying styles, <i>cultures</i>, <i>traditions</i>, and genres of music.

Content Area: Music – First Grade	
Standard: 3. Theory of Music	
Prepared Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form.	
Grade Level Expectation Concepts and skills students master: 4. Comprehension of basic rhythmic and melodic patterns	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Demonstrate steady beat, strong/weak beat, difference between beat, and rhythm Aurally recognize and demonstrate going up/going down, and sol-mi-la (or mi-re-do) pitches and patterns Aurally recognize and demonstrate ♩, ♪, ♫ patterns Identify and notate using ♩, ♪, ♫ Identify and notate using sol-mi-la (or mi-re-do) pitches and patterns Discriminate between same/different rhythmic and melodic patterns 	Inquiry Questions: <ol style="list-style-type: none"> Why is it important to keep a steady beat? How will identifying notes and rests help me in performing music? How will echoing different pitches help in understanding a song?
	Relevance and Application: <ol style="list-style-type: none"> The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (mathematics, history, visual art and design, architecture, science). Musical themes, patterns, and textures can be compared to the use of these elements in stories, songs, and other art forms. Mathematical counting equivalents can be applied to quarter notes, eighth notes, and quarter rests.
	Nature of Discipline: <ol style="list-style-type: none"> Music notation is a visual representation of organized sound and silence. Patterns occur in music and in the world.

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Aesthetic Valuation of Music Standard:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Content Area: Music – First Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life.	
Grade Level Expectation Concepts and skills students master: 1. Demonstrate respect for the contributions of self and others in a musical setting	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Participate appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others b. Reflect on the performance of others c. Demonstrate audience behavior appropriate for the context and style of music performed, respecting diverse time periods, cultures, and traditions. 	Inquiry Questions: <ol style="list-style-type: none"> 1. When is it appropriate or not appropriate to talk during a musical performance? 2. Why is it important to listen respectfully to live performances? 3. How does an individual contribute to effective music-making? 4. Why are the contributions of others important to music-making in group settings?
	Relevance and Application: <ol style="list-style-type: none"> 1. Discussing situations when music is the focus of attention and contrasting with those when music is a secondary element help to identify the various ways music is used. 2. Discussing nonmusical settings (such as athletic events, speeches, dance performances, theatre, <i>community events</i>) where audiences behave similarly or differently than musical settings provides understanding about the varying purposes of audiences in society.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The role of the audience in a musical performance includes listening to and appreciating music, being respectful of others, <i>different cultures, traditions, time periods</i>, and encouraging the performers, when appropriate. 2. People have individual musical preferences because in many ways, music affects individuals differently.

Content Area: Music – First Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations. Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices.	
Grade Level Expectation Concepts and skills students master: 2. Comprehension of the basic components of music and musical performances at a beginning level	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Create movements to music that reflect focused listening b. Describe how ideas or moods are communicated through music c. Describe and demonstrate family and cultural traditions in the United States in the past and the present.	Inquiry Questions: 1. How can certain movements be more appropriate for one type of music than another? 2. What are some specific elements of music that can change the feelings that are communicated? 3. How do the basic elements of music communicate thoughts or emotions? 4. How do family and cultural traditions in the United States affect musical performances and movements from the past and present?
	Relevance and Application: 1. Considering how the use of various instruments and/or voices changes the feelings that music conveys provides a fundamental understanding of how music communicates. 2. Ideas and moods expressed through music are conveyed in other areas of the arts (books, movies, theatre, dance performances, commercials).
	Nature of Discipline: 1. Music, like other art forms, exists to express thoughts and emotions as well as communicate how people perceive the world. 2. When people listen to music, they can perceive some of the thoughts and feelings of the musician who created it.

Content Area: Music – First Grade	
Standard: 4. Aesthetic Valuation of Music	
Prepared Graduates: Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music. Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life.	
Grade Level Expectation Concepts and skills students master: 3. Identify music as an integral part of everyday life	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify, discuss, and respond to music written for specific purposes (such as holiday, march, lullaby) b. Use a personal and musical vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural or geographical associations c. Use developmentally appropriate movements in responding to music from various cultures, genres, periods, and styles (rhythm, melody, form)	Inquiry Questions: 1. How does music that is composed for various purposes contribute to a specific experience? 2. What causes various instruments and voices to sound different from each other? 3. How does movement to music differ from one culture to another?
	Relevance and Application: 1. Observing and imitating movement to a variety of musical styles including cultural and historical excerpts provide an understanding of the variety of ways people can express themselves through music and movement. 2. Using pictures and books to recognize various instruments used in different types of music develops an initial ability to identify the various shapes and sizes of instruments. 3. Using a common music vocabulary to describe instruments, voices, and musical styles helps people understand one another.
	Nature of Discipline: 1. Music has many uses and functions in people’s lives. 2. Different kinds of music are appropriate for different functions and events.