



Dover Area School District Curriculum Cover Sheet

Grade: 1st

Subject/Course Title: General Music

Credit: 30 days (40 min classes)

Course Description:

Elementary school general music convenes once every six days, totaling 30 sessions per school year. This course is designed to develop aesthetic awareness and foster social growth and self-esteem. Music concepts that were introduced in Kindergarten will be expanded through singing, moving, creating, listening, and playing rhythm instruments. The development of music-reading skills will progress gradually from simplified to traditional notation.

Instructional Resources:

Silver Burdett Making Music (2005), CD player, MusicPlay Online, MusicK8, Seesaw, Google Slides, YouTube, Chrome Music Lab website, PlayXylo website, various classroom rhythm instruments, boomwhackers, slide whistle, handbells, xylophones, "Peter and the Wolf", John Feierabend's First Steps in Classical Music: Keeping the Beat, obstacle course hoops, parachute, scarves, bean bags, small paper plates, finger puppets, popsicles, whiteboards, dry erase markers and erasers, copy paper, colored pencils, and pencils.



DASD Curriculum KUD
Music: Grade 1

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	Beat, melodic contour, musical questions. Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple).	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Move various ways to show the steady beat/no beat. Move various ways to show melodic contour. Compose simple melodic patterns using iconic notation. Improvise melodies (Q/A). Create and sing melodies.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	Musical ideas, expressive intent. Iconic or standard notation, recording technology.	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	Compose and read iconic notation (rhythm patterns). Transition from iconic to standard notation. Explore various music technology applications and/or websites when appropriate.
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, refine musical ideas.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher-provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the first grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Personal interest and purpose of musical selections.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour), cultures. Rhythmic patterns using iconic or standard notation.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology.
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo)	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).
MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, refine performances. Expressive qualities.	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Evaluate lessons and performances based on teacher feedback.

MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, & purpose.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Perform music from a variety of cultures and languages. As an audience, be a good listener.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Tell or show with movement how music makes them feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose.	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics and tempo), expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc. Demonstrate their ability to use all 4 voices.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts

Kindergarten Music
Unit 1: Beat



Subject: General Music **Grade Level:** 1 **Duration:** 3 classes

Key Learning Exploring ways that we can keep the steady beat through the use of body percussion, classroom instruments and our voice.

Unit Essential Question: What is a steady beat?

Identified Standards Addressed in the Unit:
MU:Cr1.1.1a, MU:Cr1.1.1b, MU:Cr2.1.1a, MU:Cr3.1.1a, MU:Pr4.2.1a, MU:Re9.1.1
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">● Steady beat/No beat● Move to beat● Play steady beat	<ul style="list-style-type: none">● Demonstrate steady beat● Demonstrate movement to the beat● Play the steady beat

Unit Key vocabulary Steady beat

Sample Unit Activating Strategy Videos, preview vocabulary, Google slides

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class	1 Class	1 Class
Lesson Essential Question	Can you maintain the steady beat?	How can we move to a steady beat?	How can we play a steady beat with instruments?
Key Lesson Vocabulary	Steady Beat	Steady Beat	Steady Beat
Assessment	Through various activities in class, students will show/demonstrate they understand steady beat.	Students will show/demonstrate they understand how to move to a steady beat.	Students will show/demonstrate they understand how to play a steady beat.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Assess students' ability to define steady beat (review from Kindergarten).

Common Summative Assessment:

Assess students' ability to maintain a steady beat.

Assess students' ability to move to a steady beat.

Assess students' ability to play a steady beat on various classroom instruments.

Unit Success Criteria:

Students will be able to maintain a steady beat.

Students will be able to show/demonstrate they understand how to move to and play a steady beat on various classroom instruments.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multi-Lingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Kindergarten Music
Unit 2: Singing/Voice



Subject: General Music

Grade Level: 1

Duration: 2 classes

Key Learning Our voice consists of whispering, speaking, singing, shouting.

Unit Essential Question: What is our voice?

Identified Standards Addressed in the Unit:

MU:Pr4.2.1a, MU:Pr4.3.1a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Various ways to use our voice such as whispering, speaking, singing, and shouting.
- Proper singing technique.

Do (Competencies):

- Demonstrate the use of our voice through whispering, speaking, singing, and shouting.
- Demonstrate proper singing technique.

Unit Key vocabulary

Whisper
Speaking
Singing
Shouting

Sample Unit Activating Strategy

What voice do you use when you are... at the library? at dinner? in music class? outside at recess?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	What are the different ways we can use our voice?	What is proper singing technique?	
Key Lesson Vocabulary	Whisper Speaking Singing Shouting	Whisper Speaking Singing Shouting	
Assessment	Students will identify/demonstrate they understand the four different ways we can use our voice.	Students will demonstrate correct posture and breathing while singing with a relaxed throat, tongue, and upper body.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of different ways to use their voice.

Common Summative Assessment:

Assess students' ability to demonstrate the difference between their various voices.

Assess students' ability to demonstrate correct posture and breathing while singing with a relaxed throat, tongue, and upper body.

Unit Success Criteria:

Students will be able to demonstrate their whispering, speaking, singing, and shouting voices.

Students will be able to demonstrate correct posture and breathing while singing with a relaxed throat, tongue, and upper body.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multi-Lingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Kindergarten Music
Unit 3: Rhythm



Subject: General Music

Grade Level: 1

Duration: 3 classes

Key Learning Exploring ways we can understand and create rhythm.

Unit Essential Question: How do I read and write musical sound?

Identified Standards Addressed in the Unit:

MU:Cr1.1.1a, MU:Cr2.1.1b, MU:Pr4.2.1b, MU:Pr5.1.1a, MU:Re7.2.1a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Beat vs. rhythm
- Quarter note, quarter rest, and paired eighth notes
- Simple rhythm patterns

Do (Competencies):

- Show the difference between beat and rhythm using body percussion, classroom instruments or voice.
- Read/perform simple rhythms using body percussion, classroom instruments or voice.
- Compose & read rhythm patterns using body percussion, classroom instruments or voice.

Unit Key Vocabulary

Beat
Rhythm
Quarter Notes (ta)
Quarter Rest
Eighth Notes (ti ti)
Composer

**Sample Unit
Activating
Strategy**

Rhythm echo activity with long and short sounds. Identify 1 sound as ta and 2 sounds as ti ti.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is the difference between beat and rhythm?	What are quarter notes, quarter rests and paired eighth notes?	How do composers use rhythm in their compositions?
Key Lesson Vocabulary	beat rhythm	quarter note quarter rest paired eighth notes	compose composer composition
Assessment	Through classroom activities and discussions, students will demonstrate their understanding of the difference between beat and rhythm.	Through classroom activities and discussions, students will demonstrate their understanding of reading/playing simple rhythms, including quarter notes, quarter rests, and paired eighth notes.	Through classroom activities and discussions, students will demonstrate their understanding of composing music.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of long and short sounds (1 and 2 sound patterns).

Common Summative Assessment:

Assess students' ability to demonstrate the difference between beat and rhythm.

Assess students' ability to demonstrate their understanding of reading/playing simple rhythms including quarter notes, quarter rests, and paired eighth notes.

Assess students' ability to compose simple rhythms.

Unit Success Criteria:

Students will be able to demonstrate their understanding of long and short sounds and rhythm patterns by singing, using body percussion, and playing instruments.

Students will be able to demonstrate their understanding of reading/playing simple rhythms including quarter notes, quarter rests, and paired eighth notes.

Students will be able to demonstrate their understanding of composing simple rhythms using popsicle sticks and/or rhythm cards.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 4: Pitch



Subject: General Music

Grade Level: 1

Duration: 3 classes

Key Learning Music is a string of pitches placed on the staff to tell us which notes to sing or play.

Unit Essential Question: How can I read the pitch of music?

Identified Standards Addressed in the Unit:

MU:Cr1.1.1b, MU:Cr2.1.1b, MU:Pr4.2.1a, MU:Pr5.1.1a,, MU:Re7.2.1a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- So and mi pitches

Do (Competencies):

- Sing songs with so and mi syllables
- Use hand signs to show so and mi pitches
- Write a so and mi pattern

Unit Key vocabulary

Solfege
So and mi pitches

Sample Unit Activating Strategy

Introduce so and mi pitches singing, such as the Counting Song (One Two Buckle My Shoe)

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How can I sing so and mi pitches using solfege syllables?	How can I show so and mi pitches with solfege hand signs?	How can I write a so and mi pattern?
Key Lesson Vocabulary	solfege	solfege	solfege
Assessment	Through classroom activities and discussions students will demonstrate their understanding of so and mi solfege syllables.	Through classroom activities and discussions students will demonstrate their understanding of using hand signs for so and mi pitches.	Through classroom activities and discussions students will demonstrate their understanding of writing a so and mi pattern.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of high and low sounds.

Common Summative Assessment:

Assess students' ability to demonstrate their understanding of so and mi solfege syllables by singing simple patterns.

Assess students' ability to demonstrate their understanding of using hand signs for so and mi pitches.

Assess students' ability to demonstrate their understanding of writing a so and mi pattern.

Unit Success Criteria:

Students will be able to identify so and mi solfege syllables.

Students will be able to use the correct hand signs for so and mi pitches.

Students will be able to write a so and mi pattern.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 5: Melody



Subject: General Music

Grade Level: 1

Duration: 2 classes

Key Learning

Melody

Unit Essential Question: How do pitches move to form a melody?

Identified Standards Addressed in the Unit:

MU:Cr1.1.1a, MU:Pr4.2.1a, MU:Re7.2.1a, MU:Cn11.0.1a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Melody is a string of pitches
- Melody can move up and down (melodic contour).

Do (Competencies):

- Define melody as organized pitches and rhythm
- Describe and demonstrate how notes on a staff show melodic direction.

Unit Key vocabulary

pitch
high/medium/low
upward/downward
same/different
melody
melodic direction

Sample Unit Activating Strategy

Teacher plays notes on a piano or xylophone and ask students to move their bodies to the high and low sounds.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	What is a melody?	How do notes on the staff show melodic direction?	
Key Lesson Vocabulary	pitch high/medium/low upward/downward same/different melody	pitch high/medium/low upward/downward same/different melody melodic direction	
Assessment	Students can define melody.	Students can identify melodic direction by following the notes on the staff.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of music moving up or down.

Common Summative Assessment:

Assess students' ability to define melody.

Assess students' ability to identify melodic direction by following the notes on the staff.

Unit Success Criteria:

Students will show/demonstrate melodic direction by following notes on the staff.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multi-Lingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Kindergarten Music
Unit 6: Timbre / Peter and the Wolf / Orchestra Families



Subject: General Music

Grade Level: 1

Duration: 5 classes

Key Learning Timbre is the unique quality of the sound that a musical instrument makes. Like instruments are grouped into families.

Unit Essential Question: What is timbre?

Identified Standards Addressed in the Unit:

MU:Cr1.1.1a, MU:Pr4.1.1a, MU:Pr4.2.1a, MU:Re7.1.1a, MU:Re7.2.1a, MU:Re8.1.1a, MU:Re9.1.1a, MU:Cn10.0.1a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Music can tell a story.
- Instruments are grouped into families with similar characteristics.
- Classroom instruments.
- Instruments that are considered keyboard instruments: piano, harpsichord, organ.

Do (Competencies):

- Identify why composer Sergei Prokofiev chose certain instruments to represent each character in the “Peter and the Wolf” story.
- Identify families of instruments (strings, woodwinds, brass and percussion) and individual instruments by sight and sound.
- Identify classroom instruments by sight and sound.
- Identify keyboard instruments by sight and sound.

Unit Key vocabulary

timbre
orchestra
violin
flute
clarinet

oboe
 bassoon
 French horn
 timpani drums
 string family
 woodwind family
 brass family
 percussion family

**Sample Unit
 Activating
 Strategy**

Ask students to name some instruments.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	2 classes - Peter and the Wolf	1 class	1 class
Lesson Essential Question	How can we use music to tell a story?	What instruments play the melody of the bird and the duck?	What instruments play the melody of the cat, grandpa, and the wolf?
Key Lesson Vocabulary	timbre violin flute clarinet oboe bassoon French horn timpani drums	orchestra timbre violin flute clarinet oboe bassoon French horn timpani drums	orchestra timbre violin flute clarinet oboe bassoon French horn timpani drums
Assessment	Students are able to identify each character and instrument used in the story.	Students are able to identify the flute and oboe as woodwind instruments.	Students are able to identify the clarinet and bassoon as woodwind instruments and the French horn as a brass instrument.

Lesson 4

Lesson 5

Lesson 6

Duration	1 class		
Essential Question	What instruments play the melody of Peter and the hunters?		
Key Lesson Vocabulary	orchestra timbre violin flute clarinet oboe bassoon French horn timpani drums		
Assessment	Students are able to identify the violin as a string instrument and the drums as percussion instruments.		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of instruments.

Common Summative Assessment:

Assess students' ability to identify each character and instrument used in the story.

Assess students' ability to identify the flute and oboe as woodwind instruments.

Assess students' ability to identify the clarinet and bassoon as woodwind instruments and the French horn as a brass instrument.

Assess students' ability to identify the violin as a string instrument and the drums as percussion instruments.

Unit Success Criteria:

Students will be able to show an understanding of timbre by recognizing various instruments of the orchestra by sight and sound.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multi-Lingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

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Kindergarten Music
Unit 7: Meter



Subject: General Music **Grade Level:** 1 **Duration:** 3 classes

Key Learning Meter

Unit Essential Question: What is meter?

Identified Standards Addressed in the Unit:
MU:Cr1.1.1a, MU:Cr1.1.1b, MU:Re7.2.1a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">• Beats can be grouped in 2 and 3.	<ul style="list-style-type: none">• Identify when the beats are grouped in 2.• Identify when the beats are grouped in 3.• Identify the difference between duple and triple meter.• Conduct in 2 and 3.

Unit Key vocabulary meter
duple
triple
conductor

**Sample Unit
Activating
Strategy**

Use a song in 2/4 to review steady beat. Then play a song in 3/4. Notice how the beat feels different.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How can you identify when the meter is in 2 and 4?	How can you identify when the meter is in 3?	How does a conductor conduct in 2 and 3?
Key Lesson Vocabulary	meter duple conductor	meter triple conductor	meter conduct
Assessment	Students are able to identify meters of 2 and 4.	Students are able to identify meter of 3.	Students are able to conduct in 2 and 3.

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):**

Use an activating strategy to determine if students have an understanding of steady beat.

Common Summative Assessment:

Assess students' ability to identify when the beats are grouped in 2 or 4.

Assess students' ability to identify when the beats are grouped in 3.

Assess students' ability to conduct in 2 and 3.

Unit Success Criteria:

Students will be able to identify the meter of a song.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 8: Expression



Subject: General Music **Grade Level:** 1 **Duration:** 3 classes

Key Learning Expression

Unit Essential Question: How do we use expression in music?

Identified Standards Addressed in the Unit:

MU:Cr3.2.1a, MU:Pr4.1.1a, MU:Pr4.2.1a, MU:Pr4.3.1a, MU:Pr6.1.1a, MU:Re7.2.1a, MU:Re8.1.1a, MU:Re9.1.1a, MU:Cn10.0.1a, MU:Cn11.0.1a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">• Dynamics: loud/soft (forte/piano)• Tempo: fast/slow (presto/largo)• Articulation: smooth/separated (connected/not connected)	<ul style="list-style-type: none">• Identify loud and soft dynamics aurally and with movement.• Identify fast and slow tempos aurally and with movement.• Identify smooth and separated articulation aurally and with movement.

Unit Key vocabulary Expression
dynamics
loud/soft
forte/piano
tempo
fast/slow
presto/largo
smooth/separated (connected/not connected)

**Sample Unit
Activating
Strategy**

Name a loud sound and name a soft sound.
 Display picture of mouse and snail. Which one moves fast? Which one moves slow?
 Play a short phrase smoothly on the piano. Then play another phrase separated. Which phrase was smooth?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What are the dynamics forte and piano?	What are the tempos presto and largo?	What is smooth and separated?
Key Lesson Vocabulary	dynamics loud soft forte piano	tempo fast slow presto largo	phrase smooth separated
Assessment	Students are able to define, identify, and demonstrate when the music is forte and piano.	Students are able to define, identify, and demonstrate when the music is presto and largo.	Students are able to define, identify, and demonstrate when the music is smooth and separated.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

*Use an activating strategy to determine if students have an understanding of loud and soft sounds.
 Use an activating strategy to determine if students have an understanding of fast and slow.
 Use an activating strategy to determine if students have an understanding of smooth and separated.*

Common Summative Assessment:

*Assess students' ability to define, identify, and demonstrate when the music is forte and piano.
 Assess students' ability to define, identify, and demonstrate when the music is presto and largo.
 Assess students' ability to define, identify, and demonstrate when the music is smooth and separated.*

Unit Success Criteria:

Students will be able to define, identify and demonstrate forte/piano, presto/largo, and smooth/separated as ways to show expression in music.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
<i>Struggling Learners</i>	<i>Multi-Lingual Learners</i>	<i>Advanced Learners</i>
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Kindergarten Music
Unit 9: Form



Subject: General Music

Grade Level: 1

Duration: 3 classes

Key Learning

Form

Unit Essential Question:

What is form in music?

Identified Standards Addressed in the Unit:

MU:Cr1.1.1a, MU:Cr1.1.1b, MU:Pr4.2.1a, MU:Pr9.1.1a, MU:Cn11.0.1a

[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Echo (imitation)
- Same/different phrases and sections
- Long/short phrases
- Call and response phrases

Do (Competencies):

- Demonstrate understanding of echo (imitation)
- Identify and show same and different
- Identify and show understanding of long and short phrases
- Identify and show understanding of call and response phrases

Unit Key vocabulary

form
echo
same/different
call/response
long/short
phrases
sections

**Sample Unit
Activating
Strategy**

When might you hear an echo?
Is an echo the same or a different response?
If I ask a question, is your response going to be the same or different?
What is a solo? What is a chorus?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What is an echo?	What are same and different phrases?	What is a call and response song?
Key Lesson Vocabulary	echo same different	echo same different phrases	echo same different phrases call response
Assessment	Students are able to define and demonstrate an echo.	Students are able to identify and demonstrate same and different phrases	Students are able to identify and demonstrate a call and response song.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of echoes and same and different phrases.

Common Summative Assessment:

*Assess students' ability to define and demonstrate an echo.
Assess students' ability to identify and demonstrate same and different phrases.
Assess students' ability to identify and demonstrate a call and response song.*

Unit Success Criteria:

Students will be able to identify echo, same and different phrases, and call and response phrases as types of form in music.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Seesaw, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
<i>Struggling Learners</i>	<i>Multi-Lingual Learners</i>	<i>Advanced Learners</i>
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>