

2021-2022-First Grade-Music-Semester 1

Big Ideas:

Students will explore singing and playing music from various cultures.

Students will perform early rhythmic patterns on pitched and non-pitched instruments.

Students will perform songs with different musical forms.

Students will demonstrate an understanding of relationships between music and other disciplines.

Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PERFORM</p> <p>1.GM.P1.A With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.GM.P1.B With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.</p> <p>1.GM.P1.C Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p> <p>1.GM.P2.A With limited guidance, apply feedback to refine performances.</p>	<p style="text-align: center;">PERFORM</p> <p>I can share my ideas about different songs.</p> <p>I can demonstrate different songs by singing or playing instruments.</p> <p>I can show musical ideas through movement and/or performance.</p> <p>I can share and show when music is loud/soft, high/low, fast/slow, etc.</p> <p>I can use what others say about my performance to make it better.</p> <p>I can match pitch when singing.</p>

Standards	Student Friendly "I Can" Statements
<p>1.GM.P3.A With limited guidance, sing, alone and with others, with expression.* *Echo songs, pitch-matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos.</p> <p>1.GM.P3.B With limited guidance, using body percussion or instruments, perform, alone and with others, with expression.* *Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording.</p> <p>1.GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p>1.GM.P3.D Demonstrate appropriate audience behavior, and evaluate student behavior during a performance</p> <p style="text-align: center;">CREATE</p> <p>1.GM.Cr1.A With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.</p> <p>1.GM.Cr2.A With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p>	<p>I can sing by myself and with others.</p> <p>I can sing in a way that matches the feeling of the music.</p> <p>I can use my body and use instruments to play a steady beat and simple rhythm patterns.</p> <p>I can use my body and use instruments to explore the difference between beat and rhythm.</p> <p>I can use appropriate behavior during a performance.</p> <p>I can sit and stand correctly during my performance.</p> <p>I can use appropriate behavior as part of an audience.</p> <p>I can tell if a performer is using the appropriate behavior during their performance.</p> <p style="text-align: center;">CREATE</p> <p>I can explore music that goes high and low.</p> <p>I can improvise sounds that go high and low.</p> <p>I can explore different types of movements for music.</p> <p>I can improvise different types of movements for music.</p> <p>I can explore music that has many different kinds of sounds.</p>

Standards	Student Friendly “I Can” Statements
<p>1.GM.Cr2.B With limited guidance, using digital media or pictures to notate a short musical passage, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).</p> <p>1.GM.Cr3.B With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.</p> <p style="text-align: center;">RESPOND</p> <p>1.GM.R1.A With limited guidance, identify and explain how personal interests and experience influence musical selection.</p> <p>1.GM.R1.B With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.</p> <p>1.GM.R2.A With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).</p> <p>1.GM.R3.A With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.</p> <p style="text-align: center;">CONNECT</p> <p>1.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p>	<p>I can improvise many different kinds of sounds.</p> <p>I can improvise short rhythms.</p> <p>I can choose musical ideas to perform and explain why I chose it.</p> <p>I can show ideas like fast and slow, high and low, long and short, and sound and silence using pictures or technology.</p> <p>I can show others my finished musical idea.</p> <p style="text-align: center;">RESPOND</p> <p>I can explain how my life affects my interests in music.</p> <p>I can use my voice, instruments, and my body to show ideas like steady beat and singing tone in different styles of music.</p> <p>I can describe differences in the sound of voices and instruments.</p> <p>I can show when I hear same or different sections in a song with a simple form.</p> <p>I can share about music that I like or dislike using music words.</p>

Standards	Student Friendly "I Can" Statements
<p>1.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).</p>	<p style="text-align: center;">CONNECT</p> <p>I can explain how the music I make is connected to my daily life.</p> <p>I can explain how a person's background affects how they create and listen to music.</p> <p>I can show how music is connected to my daily life.</p> <p>I can show how music is connected to other subjects at school (e.g. history).</p>

2021-2022-First Grade-Music-Semester 1

Big Ideas:

Students will perform music they have created by singing, playing instruments and/ or dancing.

Students will improvise rhythms and perform those on pitched and non-pitched instruments.

Students will demonstrate appropriate audience and performer behaviors.

Students will evaluate musical works and performances using musical terms.

Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;">PERFORM</p> <p>1.GM.P1.A With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.GM.P1.B With limited guidance, using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.</p> <p>1.GM.P1.D When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<p style="text-align: center;">PERFORM</p> <p>I can demonstrate different songs by singing or playing instruments.</p> <p>I can talk about different ways music can be used.</p> <p>I can show musical ideas through movement and/or performance.</p> <p>I can read and perform musical patterns in order to perform different rhythms.</p> <p>I can use strategies to make my performance more musical (e.g. dynamics, voice quality, and tempo).</p> <p>I can sing with a pleasant tone.</p>

Standards	Student Friendly "I Can" Statements
<p>1.GM.P2.B With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).</p> <p>1.GM.P3.A With limited guidance, sing, alone and with others, with expression.* *Echo songs, pitch-matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos.</p> <p>1.GM.P3.B With limited guidance, using body percussion or instruments, perform, alone and with others, with expression.* *Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording.</p> <p>1.GM.P3.D Demonstrate appropriate audience behavior, and evaluate student behavior during a performance</p> <p>1.GM.Cr1.B With limited guidance, using voices, body percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.</p> <p style="text-align: center;">CREATE</p> <p>1.GM.Cr2.B With limited guidance, using digital media or pictures to notate a short musical passage, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).</p>	<p>I can sing by myself and with others.</p> <p>I can use my body or instruments to play along with a song, story, poem or recording.</p> <p>I can use appropriate behavior as part of an audience.</p> <p>I can tell if a performer is using the appropriate behavior during their performance.</p> <p>I can create sounds and melodies that help tell stories or poems.</p> <p style="text-align: center;">CREATE</p> <p>I can show the shape of a melody using pictures or technology.</p> <p>I can use my teacher's feedback about voices, instruments, and sequencing to improve my musical ideas.</p> <p>I can show others my finished musical idea.</p> <p style="text-align: center;">RESPOND</p> <p>I can use my voice, instruments, and my body to show ideas like steady beat and singing tone in different styles of music.</p> <p>I can describe how sound is produced in a number of different instruments (e.g. hit, shake, scrape, strum, buzz lips, blow, etc.).</p>

Standards	Student Friendly "I Can" Statements
<p>1.GM.Cr3.A With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.</p> <p>1.GM.Cr3.B With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.</p> <p style="text-align: center;">RESPOND</p> <p>1.GM.R1.B With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.</p> <p>1.GM.R2.A With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).</p> <p>1.GM.R3.A With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.</p> <p style="text-align: center;">CONNECT</p> <p>1.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p>	<p>I can talk about a musical performance using music words.</p> <p style="text-align: center;">CONNECT</p> <p>I can show how improving my music knowledge and skills helps me to choose music, create music, perform music, and respond to music.</p> <p>I can show how music is connected to other subjects at school.</p>

Standards	Student Friendly "I Can" Statements
1.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).	