Grade 1 Visual & Performing Arts  
Music 1

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 1 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Identify echo and call/response.

2CE Explore steady beat, rhythm and meter.

3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures.

4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).

5CE Explore selected musical instruments aurally and visually.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* echo
* call and response

**Rhythm**

* echo
* call and response
* steady beat
* meter

**Tempo**

* steady beat

**Performance Observation**

* instrument identification

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and musical periods (history)

Skills

1. Identify echo.
2. Identify call and response.
3. Explore steady beat.
4. Explore rhythm.
5. Explore meter.
6. Listen to music.
7. Identify music.
8. Identify elements of music.
9. Explore instruments.
10. Demonstrate independence.
11. Build knowledge of music.
12. Respond to demands of audience, task, purpose, and discipline.
13. Value evidence.
14. Understand different cultures and perspectives.
15. Participate in collaborative conversations.
16. Demonstrate command of written and spoken English.

Essential Questions

1. How do the elements of music work together to create music?
2. How should one behave during a musical performance?

Resources

Standards Vocabulary

1. explore
2. style
3. culture
4. vocabulary

Additional Vocabulary

1. echo
2. call/response
3. steady beat
4. rhythm
5. meter
6. composer
7. rhythm syllables
8. solfege
9. instrument

Stage 2: Assessment Evidence

Form Identification

Diagnostic: Listening Task

Teacher observes students' listening to a variety of songs and identifies their ability to accurately identify forms through movement.

Beat and Rhythm

Formative: Graphic Organizer

Teacher observes students' manipulation of the materials as they create rhythmic patterns in different meters.

Style Identification

Diagnostic: Teacher Observation

Teacher observes students' responses in a class discussion.

Instrument Identification

Summative: Writing Assignment

Teacher assesses student accuracy of provided worksheets with different pictures and names of instruments and plays musical examples. Students circle the instrument they see and hear.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Compare and Contrast: Listening Task. Using echo and call and response songs, students will perform movements to show their understanding of each.
2. Demonstrate: Beat and Rhythm. Using manipulative picture icons, students create beat and simple rhythmic patterns demonstrating a variety of meters.
3. Discussion/Compare and Contrast: Style Identification. Students listen to marches and lullabies from different composers and cultures and compare and contrast musical elements on a class graphic organizer.
4. Inquiry: Instrument Identification. Students identify various classroom instruments based on their sound and appearance.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 1 Curriculum Book* by Jeff Kriske and Randy DeLelles  
   *First Steps in Music* by John Feierabend (Beginning Circle Games, Call Response, Children's Songtales, Echo Songs, Fingerplays Action Songs, Lullabies, Pitch Exploration, Simple Songs Circles, Song Dances)  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly

*Sweet Dreams Lullaby* by Betsy E. Snyder  
*Lullabies: An Illustrated Songbook* by Metropolitan Museum of Art  
*The Lullaby Book* by Hal Leonard Corp.

Resources

* Carnegie Hall Music Educators Toolbox: Grade 1 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade1_SummativeAssessment.pdf>)

Grade 1 Visual & Performing Arts  
Music 1

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Speaking and Listening

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 1 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Demonstrate echo and call/response.

2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

3PR Read, write and perform using eighth notes, quarter notes and quarter rests.

4PR Improvise new lyrics to known songs and experiment with digital technology.

5PR Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* echo
* call and response
* pitch accuracy
* notation

**Rhythm**

* echo
* call and response
* steady beat
* meter
* rhythm accuracy
* notation

**Performance Technique**

* head voice
* appropriate posture
* pitch and rhythm accuracy
* appropriate instrument use

**Performance Observation**

* instrument identification

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers (history)
* lyrics (language arts)

Skills

1. Demonstrate echo.
2. Demonstrate call and response.
3. Sing music.
4. Move to music.
5. Read rhythms.
6. Write rhythms.
7. Perform rhythms.
8. Improvise lyrics.
9. Read melodies.
10. Write melodies.
11. Perform melodies.
12. Play instruments.
13. Demonstrate independence.
14. Build knowledge of music.
15. Respond to demands of audience, task, purpose, and discipline.
16. Value evidence.
17. Understand different cultures and perspectives.
18. Produce complete sentences.

Essential Questions

1. Why is silence an important element in music?
2. How are opposites used in music?

Standards Vocabulary

1. style
2. culture

Additional Vocabulary

1. echo
2. call/response
3. steady beat
4. rhythm
5. meter
6. composer
7. rhythm syllables
8. solfege
9. instrument
10. head voice
11. posture
12. pitch
13. perform
14. eighth note
15. quarter note
16. quarter rest
17. la
18. sol
19. mi
20. melody
21. treble staff
22. technique
23. lyrics

Stage 2: Assessment Evidence

Echo/Call and Response

Diagnostic: Aural Assessment

Teacher assesses students' ability to demonstrate echo and call and response songs while matching pitch and performing accurate rhythms.

Rhythmic Notation Identification

Formative: Performance

Teacher observes students as they perform rhythms as a class and gives feedback as necessary.

Solfege Identification

Formative: Performance

Teacher aurally assesses students' accuracy as they perform solfege patterns and assesses their ability to identify the pitches using correct solfege syllables.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrate: Echo/Call and Response. Using a greeting/warm-up song, students will perform echo and call and response songs with the teacher.
2. Drill and Practice: Rhythmic Notation Identification. Using simple rhythmic phrases (i.e. "Bee, Bee, Bumble Bee"), students will identify stick notation (quarter and eighth) and perform as a class; they will then add classroom instruments to perform the steady beat and various rhythms.
3. Demonstrate: Solfege Identification. Students sing la-sol-mi songs, identifying pitch syllables.
4. Demonstrate: Beat Practice. Students will choose a percussion instrument that would be appropriate for a specific song and maintain a steady beat while the song is being played or sung.
5. Game: Solfege Practice. Sing the sound of the Cuckoo (sol-mi) bird. Allow students to improvise rhyming phrases on "sol-mi" interval. (e.g. Where are you? Sticky glue. Smelly shoe. What do I do? Cow says "moo.")

Resources

Resources

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2. **Literature Connections**  
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   *First Steps in Music* by John Feierabend (Beginning Circle Games, Call Response, Children's Songtales, Echo Songs, Fingerplays Action Songs, Lullabies, Pitch Exploration, Simple Songs Circles, Song Dances)  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly

*The Book of Call Response (First Steps in Music series)* by John M. Feierabend  
*World Beat Fun: Multicultural and Contemporary Rhythms for K-8 Classrooms (Book CD)* by Zig Wajle  
101 Rhythm Instrument Activities for Young Children by Abigail Flesch Connors and Deborah Wright

Resources

* Carnegie Hall Music Educators Toolbox - Grade 1 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade1_SummativeAssessment.pdf>)

Grade 1 Visual & Performing Arts  
Music 1

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 1 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Recognize how music is used for a variety of occasions.

2RE Describe how music communicates feelings, moods, images and meaning.

3RE Communicate a response to music using dance, drama or visual art.

4RE Connect concepts shared between music, other art forms and other curricular subjects.

7RE Discuss audience behavior appropriate for the context and style of music performed.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Performance Observation**

* instrument identification
* appropriate audience behavior

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* self-expression (visual art, dance, drama)
* self-expression (language arts)

Skills

1. Recognize how music is used for a variety of occasions.
2. Describe how music communicates feelings, moods, images, and meanings.
3. Communicate a response to music.
4. Connect shared concepts (other disciplines).
5. Discuss audience behavior.
6. Demonstrate independence.
7. Build knowledge.
8. Respond to demands of audience, task, purpose, and discipline.
9. Comprehend.
10. Critique.
11. Value evidence.
12. Understand different cultures and perspectives.
13. Participate in collaborative conversations.
14. Demonstrate command of written and spoken English.

Essential Questions

1. How does music connect to other subjects?
2. How is music used in everyday life, including our Catholic faith?

Standards Vocabulary

1. style

Additional Vocabulary

1. occasion
2. drama
3. audience

Stage 2: Assessment Evidence

Music and Mood

Formative: Listening Task

Teacher monitors students' ability to accurately depict the mood of selected musical examples.

Music Dramatization

Formative: Listening Task

Teacher notes students' ability to perform dramatization that effectively correlates with the selected musical examples.

Etiquette Discussion

Diagnostic: Class Discussion

Teacher guides and redirects class discussion, giving feedback as necessary.

Stage 3: Learning Plan

Learning Experiences

1. Inquiry: Mood and Music. Students will listen to occasion-specific music such as "Canon in D" by Pachelbel (wedding) or "Stars and Stripes Forever" by Sousa (patriotic event), and create an illustration that depicts the mood of the piece.
2. Role-playing: Music Dramatization. Students listen to music (i.e., Symphony No. 94 "Surprise Symphony" by Haydn) and create dramatizations that depict musical elements (i.e., dynamics).
3. Discussion: Etiquette Discussion. Before attending a live performance, students discuss concert etiquette for a variety of different performances (i.e., a symphony concert vs. a rock concert). Different groups of students can also role play appropriate concert etiquette and inappropriate concert etiquette.
4. Graphic Organizer: Patriotic Comparison. Students listen to or sing "America the Beautiful" and "This Land is Your Land" by Woody Guthrie or two other different patriotic songs. Using a graphic organizer, they will compare and contrast the two patriotic songs, noting how they reflect two different styles of writing. As a class, the students can then discuss the similarities and differences they found.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 1 Curriculum Book* by Jeff Kriske and Randy DeLelles  
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   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly

*This Land Is Your Land* by Woody Guthrie  
*America the Beautiful* by Katharine Bates

1. **Audio CDs**

*Wee Sing America* by Pamela Conn Beall and Susan Hagen Nipp

*Songs of America* by Cedarmont Kids

Resources

* Carnegie Hall Music Educators Toolbox: Grade 1 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade1_SummativeAssessment.pdf>)

Grade 1 Visual & Performing Arts  
Music 1

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 1 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Identify echo and call/response.

2CE Explore steady beat, rhythm and meter.

3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures.

4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).

5CE Explore selected musical instruments aurally and visually.

6CE Attend live music performances with emphasis on concert etiquette.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* echo
* call and response

**Rhythm**

* echo
* call and response
* steady beat
* meter

**Tempo**

* steady beat

**Performance Observation**

* instrument identification
* attendance
* etiquette

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and musical periods (history)

Skills

1. Identify echo.
2. Identify call and response.
3. Explore steady beat.
4. Explore rhythm.
5. Explore meter.
6. Listen to music.
7. Identify music.
8. Identify elements of music.
9. Explore instruments.
10. Attend a live performance.
11. Demonstrate independence.
12. Build knowledge.
13. Respond to demands of audience, task, purpose, and discipline.
14. Value evidence.
15. Understand different cultures and perspectives.
16. Participate in collaborative conversations.
17. Demonstrate command of written and spoken English.

Essential Questions

1. How do the elements of music work together to create music?
2. How should one behave during a musical performance?

Standards Vocabulary

1. explore
2. style
3. culture
4. vocabulary

Additional Vocabulary

1. echo
2. call/response
3. steady beat
4. rhythm
5. meter
6. composer
7. rhythm syllables
8. solfege
9. instrument
10. live performance
11. concert
12. etiquette

Stage 2: Assessment Evidence

Musical Forms

Summative: Music Comprehension

Teacher assesses students' ability to accurately identify musical forms using visual representations (i.e., shapes and colors).

Beat and Rhythm

Formative: Graphic Organizer

Teacher observes students as they create rhythm and beat patterns and gives feedback as necessary.

Styles and Composers

Formative: Teacher Observation

Teacher observes students as they demonstrate movements appropriate for the style, beat, and rhythm of the music heard.

Performance Practice

Formative: Dramatization

Teacher observes students' appropriate behavior as they watch a pre-recorded performance.

Stage 3: Learning Plan

Learning Experiences

1. Compare and Contrast: Musical Forms. Students will listen to echo and call and response songs and create visual representations that demonstrate their knowledge of each musical form.
2. Drill and Practice: Beat and Rhythm. Using picture icons, students will create beat and rhythmic patterns.
3. Demonstrate: Styles and Composers. Students listen to a varied repertoire and create movements appropriate to the style heard focusing on steady beat and rhythm.
4. Role Playing: Performance Practice. Before attending a live performance, students practice concert etiquette while watching a recorded performance. Some groups can act out appropriate etiquette while other groups can act out inappropriate etiquette. Students can discuss differences as a class.
5. Speaking and Listening: Comparison/Contrast. Students can compare the sound of the piano, harpsichord and organ. They can then read *The Music Box* by Suzanne Guy and Donna Lacy, which relays the story of Bartolomeo Christofori and the invention of the piano. As a class they can discuss the differences in the sounds.

Resources

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   *Sail Away* by B.H. Kodaly

*I Know a Shy Fellow Who Swallowed a Cello* by Barbara Garriel  
*Can You Hear It?* by William Lach  
*The Carnival of the Animals (Book and CD)* by Jack Prelutsky  
*Sergei Prokofiev's Peter and the Wolf: With a Fully-Orchestrated and Narrated CD* by Janet Schulman (Adapter), Sergei Prokofiev (Author)

*Gershwin's Rhapsody in Blue* by Anna Harwell Celenza  
*The Music Box: The Story of Cristofori* by Suzanne Guy and Donna Lacy

Resources

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Grade 1 Visual & Performing Arts  
Music 1

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 1 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Demonstrate echo and call/response.

2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

3PR Read, write and perform using eighth notes, quarter notes and quarter rests.

4PR Improvise new lyrics to known songs and experiment with digital technology.

5PR Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

7PR Demonstrate audience behavior appropriate for the context and style of music performed.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Pitch**

* echo
* call and response
* pitch accuracy
* notation

**Rhythm**

* echo
* call and response
* steady beat
* meter
* rhythm accuracy
* notation

**Performance Technique**

* head voice
* appropriate posture
* pitch and rhythm accuracy
* appropriate instrument use

**Performance Observation**

* instrument identification
* appropriate audience behavior

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers (history)
* lyrics (language arts)
* technology

Skills

1. Demonstrate echo.
2. Demonstrate call and response.
3. Sing music.
4. Move to music.
5. Read rhythms.
6. Write rhythms.
7. Perform rhythms.
8. Improvise lyrics.
9. Read melodies.
10. Write melodies.
11. Perform melodies.
12. Play instruments.
13. Experiment with digital technology.
14. Demonstrate appropriate audience behavior.
15. Demonstrate independence.
16. Build knowledge.
17. Respond to demands of audience, task, purpose, and discipline.
18. Comprehend music.
19. Critique music.
20. Value evidence.
21. Understand different cultures and perspectives.
22. Participate in collaborative conversations.
23. Produce complete sentences.

Essential Questions

1. Why is silence an important element in music?
2. How are opposites used in music?
3. Why should I make music?

Standards Vocabulary

1. style
2. culture

Additional Vocabulary

1. echo
2. call/response
3. steady beat
4. rhythm
5. meter
6. composer
7. rhythm syllables
8. solfege
9. instrument
10. head voice
11. posture
12. pitch
13. perform
14. eighth note
15. quarter note
16. quarter rest
17. la
18. sol
19. mi
20. melody
21. treble staff
22. technique
23. lyrics
24. audience

Stage 2: Assessment Evidence

Echo/Call and Response

Formative: Aural Assessment

Teacher assesses students' ability to demonstrate echo and call and response songs while matching pitch and performing accurate rhythms.

Rhythmic Notation Identification

Summative: Performance

Teacher assesses students as they identify and perform rhythms independently.

Solfege Identification

Summative: Performance

Teacher assesses students as they perform solfege patterns independently, and assesses their ability to identify the pitches using correct solfege syllables.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrate: Echo/Call and Response. Using a greeting/warm-up song, students perform echo and call and response songs, acting as the leader.
2. Drill and Practice: Rhythmic Notation Identification. Using simple rhythmic phrases (i.e., "Apple Tree"), students identify and manipulate stick notation (quarter and eighth) using SMARTboard/ActivBoard technology and perform individually.
3. Demonstrate: Solfege Identification. Students sing la-sol-mi songs, identifying pitch syllables.
4. Cooperative Learning Groups: Song Lyrics. In cooperative groups, students will listen to a familiar song. Each group will then come up with new lyrics to the song based on a different specific theme chosen by the group. Groups will sing their new lyrics to the class.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Game Plan Grade 1 Curriculum Book* by Jeff Kriske and Randy DeLelles  
   *First Steps in Music* by John Feierabend (Beginning Circle Games, Call Response, Children's Songtales, Echo Songs, Fingerplays Action Songs, Lullabies, Pitch Exploration, Simple Songs Circles, Song Dances)  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly

*One, Two, Three... Echo Me: Ready to Use Songs, Games, and Activities to Help Children Sing in Tune, CD Enclosed* by Loretta Mitchell  
*Singing Lessons for Little Singers : Level AVery Young Beginner Series* by Gregory Blankenbehler

Resources

* Carnegie Hall Music Educators Toolbox - Grade 1 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade1_SummativeAssessment.pdf>)

Grade 1 Visual & Performing Arts  
Music 1

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 1 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Recognize how music is used for a variety of occasions.

2RE Describe how music communicates feelings, moods, images and meaning.

3RE Communicate a response to music using dance, drama or visual art.

4RE Connect concepts shared between music, other art forms and other curricular subjects.

5RE Form and express personal opinions about a musical performance and show respect for the opinions of others.

6RE Describe the challenges of individual and group music performance using music vocabulary.

7RE Discuss audience behavior appropriate for the context and style of music performed.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Performance Observation**

* instrument identification
* appropriate audience behavior

**Cross-Curricular Connections**

* various cultures (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* self-expression (visual art, dance, drama)
* self-expression (language arts)

Skills

1. Recognize how music is used for a variety of occasions.
2. Describe how music communicates feelings, moods, images, and meanings.
3. Communicate a response to music.
4. Connect shared concepts (other disciplines).
5. Discuss audience behavior.
6. Form personal opinions about a musical performance.
7. Express personal opinions about a musical performance.
8. Respect the opinions of others.
9. Describe the challenges of music performance.
10. Demonstrate independence.
11. Build knowledge of music.
12. Respond to demands of audience, task, purpose, and discipline.
13. Comprehend music.
14. Critique music.
15. Value evidence.
16. Understand different cultures and perspectives.
17. Participate in collaborative conversations.
18. Demonstrate command of written and spoken English.

Essential Questions

1. How does music connect to other subjects?
2. How is music used in everyday life, including our Catholic faith?

Standards Vocabulary

1. style
2. respect
3. opinion
4. vocabulary

Additional Vocabulary

1. occasion
2. drama
3. audience
4. respect
5. performance

Stage 2: Assessment Evidence

Music and Mood

Summative: Listening Task

Teacher assesses students' ability to accurately depict the mood of selected musical examples using visual representation, as well as descriptive language.

Dramatization

Formative: Listening Task

Teacher notes students' ability to perform dramatization that effectively correlates with the selected musical examples.

Performance Critique

Formative: Class Discussion

Teacher guides and redirects class discussion, giving feedback as necessary, and noting students' ability to use appropriate music vocabulary and show respect for others' opinions.

Stage 3: Learning Plan

Learning Experiences

1. Inquiry: Mood and Music. Students listen to occasion-specific music such as "Hang on Sloopy" (football game) or "20th Century Fox Theme" (movies), or "Amazing Grace" (Mass) and create an illustration that depicts the mood of the piece, accompanied by descriptive language.
2. Role-playing: Dramatization. Students listen to music (i.e., "The Syncopated Clock" by Anderson) and create dramatizations that depict musical elements (i.e., tempo).
3. Discussion: Performance Critique. After attending a live performance and/or watching a recorded musical performance, students will discuss various aspects, successes, and challenges of the performance, using appropriate music vocabulary.
4. Discussion: Religious Music. During Mass or in the classroom, students will listen to religious music and discuss how it makes them feel.

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   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *Kids Can Listen, Kids Can Move! (Book and CD)* by Lynn Kleiner

*My Trip to the Mountains (Book CD)* by Lynn Kleiner

Resources

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