



General Music / Grade 1

Rhythm-Steady Beat

Subject: General Music	Grade: 1	Unit: 1-Rhythm-Steady Beat	Suggested Timeline: 12 Focused Cycles and Continued Year Long Concept
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Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize and write basic musical notation.
Grade Level Units	1-Rhythm-Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Rhythm and Steady Beat
Unit Summary	Steady beat and rhythm are the cornerstones of elementary musical performance and instruction. This unit provides a foundation for rhythmic reading and a stepping stone for year long dictation, practice, and performance.

Unit Essential Questions <ol style="list-style-type: none"> 1. Why is a steady beat important? 2. What is the difference between beat and rhythm? 3. How are tah, ti-ti, and rest notated in first grade? 4. How do you perform tah, ti-ti, and rest rhythm patterns? 	Key Understandings <ol style="list-style-type: none"> 1. A steady beat is important for any group to stay together while performing. 2. The beat stays the same the rhythm changes. 3. (tah), - (ti-ti), and Z (rest) 4. Students demonstrate by vocal, body percussion, and classroom instrument performances.
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Focus Standards Addressed in the Unit

9.1.3.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
Core Music Standards MU:Pr4.2.1b	When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation .
Core Music Standards MU:Cr1.1.1a	With limited guidance , create musical ideas (such as answering a musical question) for a specific purpose

Important Standards Addressed in the Unit

Core Music Standards MU:Pr5.1.1a	With limited guidance , apply personal, teacher, and peer feedback to refine performances .
Core Music Standards MU:Re7.2.1a	With limited guidance , demonstrate and identify how specific music concepts (such as beat or pitch) are <i>used in various styles of music for a purpose</i> .
9.1.3.H	Handle materials, equipment and tools safely at work and performance spaces.

Misconceptions	Proper Conceptions
<ol style="list-style-type: none">1. Beat and rhythm are the same.2. Keeping a steady beat is not important for an ensemble to perform together.3. All rhythmic notation looks the same.4. Anyone can grab an instrument and play. Special skills and prior knowledge are not necessary.	<ol style="list-style-type: none">1. The terms beat and rhythm are not interchangeable. The beat in a piece is constant and the rhythm changes.2. A steady beat binds an ensemble together. All performers need to have the same beat in mind before beginning to play.3. Rhythmic notation varies based on the performer's instrument and level of knowledge.4. Anyone <u>CAN</u> play an instrument, however knowledge of safe playing techniques is necessary to protect the instrument and the player.

Concepts: <ol style="list-style-type: none">1. Music is comprised of sounds and silences arranged in rhythms.2. Instruments and bodies can be used to perform those rhythms.3. Notes are visual representations of sounds.	Competencies: The students will... <ol style="list-style-type: none">1. move to music with a steady beat.2. determine if music has a steady beat and find that beat on their body/instrument.3. notate music using rhythm symbols.4. move and freeze to demonstrate sounds or rests.5. read rhythmic notation and perform those patterns alone and by echoing others.6. translate images (ex: bees) into musical notation (based on size).7. sing and play a steady beat at the same time.	Vocabulary: <ol style="list-style-type: none">1. Beat2. Echo3. Instruments4. Notes5. Pulse6. Rest7. Rhythm8. Steady9. Tah10. Ti-Ti
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Assessments:

1. Teacher informal visual assessment - teacher observations of student rhythm performances
 2. Written assessments - group dictation activities, student rhythm books
 3. Class member visual assessment - observation of rhythm performance corrected by peers
 4. Formal performance assessment - teacher observations of rhythm card performances
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3a-Communicating with Students, Directions & Procedures

*It is essential that students know there is a procedure for getting and playing instruments in the music class. This must be communicated before instruments can be used in performance.

Domain 3e-Demonstrating Flexibility & Responsiveness, Lesson Adjustment, Response to Students, Persistence

*Most first graders have never had a *Structured Music Class* before walking into class during the first cycle of school. They will arrive at many different musical levels and flexibility is a must to find a good starting place for each class that comes in. A teacher's response to the students will build their confidence for future musical performances. Many students will be using their singing voices for the first time, and the teacher needs to be persistent in expecting the best quality vocal performance every time.

Differentiation:

1. Instrument modification
 2. Alternative movement for rests (a silent motion)
 3. Notation modification
 4. One-on-one support for quiz (teacher guidance, ex: "put your finger in box 1...")
 5. Position strong musicians near weaker musicians for added support and encouragement
 6. Assess using multiple senses (see the beat, hear the beat, feel the beat, play the beat)
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Interdisciplinary Connections:

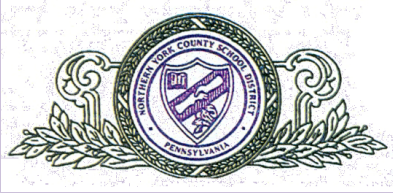
1. Math (beat and meter division)
 2. Physical Education (beat and pulse as it relates to movement)
 3. Literature (choral reading/readers theater, reading passages with a group using a steady beat)
 4. Language Arts (reading and spelling)
 5. Handwriting/Penmanship (note and rest drawing)
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Additional Resources:

1. Music Connection Teacher Edition & Big Book
 2. K8 Magazine
 3. Rhythm Books
 4. Rhythm Dictation Packets
 5. Balls for Steady Beat Activities
 6. Smartboard
 7. Dance Ribbons
 8. Classroom Instruments
 9. CDs
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Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 1

Performance Skills

Subject: General Music	Grade: 1	Unit: 2-Performance Skills	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Performance Skills
Unit Summary	All performers need different skill sets for practice vs. performance. Good performance skills make a song look and sound like a polished performance.

Unit Essential Questions <ol style="list-style-type: none"> What does a good performance <u>look</u> like? What does a good performance <u>sound</u> like? 	Key Understandings. <ol style="list-style-type: none"> Performers should: be focused on the conductor, have calm, respectful bodies, smile and show the audience that they are happy to be there. Performers should: use their best singing voice or best playing technique, blend their voice/instrument with the rest of the ensemble and not “stick out”, and know their music well.
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Focus Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.1.3.G	Recognize the function of rehearsals and practice sessions.
9.1.3.I	Identify arts events that take place in schools and in communities.
MU:Pr5.1.1b	With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.
MU:Pr6.1.1a	With limited guidance, perform music for a specific purpose with expression.

Important Standards Addressed in the Unit	
9.2.3E	Analyze how historical events and culture impact forms techniques, and purposes of works in the arts.
MU:Pr4.1.1a	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
MU:Pr6.1.1b	Perform appropriately for the audience and purpose.

Misconceptions	<ol style="list-style-type: none"> 1. Body position does not affect sound production. 2. Conductors are not important. 3. When my part is over, the song is over. 4. Singing is easy, it does not need to be practiced. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Posture is very important for singers and instrumentalists to look and sound their best. 2. A conductor's job is to hold the ensemble together, and make a performance easier for the musicians. 3. A musician is attentive and in performance position from the first note of the piece until the last note, showing respect for the other performers. 4. Singers need to practice their skills to achieve the best group performance.
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Concepts: <ol style="list-style-type: none"> 1. Posture is very important to a good performance. 2. Singers use their voices differently based on the type of music they are performing. 3. Listening skills are just as important as singing and playing skills when it comes to performance time. 	Competencies: The students will... <ol style="list-style-type: none"> 1. sing using a good singing voice. 2. demonstrate the proper body position for a performance. 3. demonstrate and be able to distinguish between good and bad vocal sounds. 4. compare the role of performer, accompanist, and conductor and know what is expected of each. 5. perform (sing) in a group for an audience. 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Performer 3. Deep Breath 4. Hold (fermata) 5. Accompaniment 6. Audience
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Assessments:

1. Teacher visual assessment - observation of group singing performance
2. Class member visual assessment - observation of singing performances corrected by peers
3. Performance assessment - teacher observes individual singing skills from within a group

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A-Communicating with Students, Directions, & Procedures

*Communication need not be verbal because the conductor is communicating with the performers using hand and facial gestures. Students will learn how to interpret these nonverbal cues for use during a musical performance.

Domain 3D-Using Assessment in Instruction, Feedback to Students and Student Self Assessment and Monitoring

*Assessment does not only come from the conductor. Audience members are also informally assessing the performance. The students will learn how to assess their own personal performance and that of the ensemble. This will, in turn, lead to a stronger performance.

Differentiation:

1. Lyrics taught by rote & allowing the performer to read them from a sheet
 2. Visual cues to remind singers of the lyrics
 3. Notation modification
 4. Preferential Seating (weak singer near a strong one)
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Interdisciplinary Connections:

1. Physical Education (breathing and breath support)
 2. History/Social Studies/Culture (topic of the song, SSB, Veterans Day, Christmas)
 3. Language Arts (reading and spelling, fluency)
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Additional Resources:

1. K8 Magazine
 2. Smartboard
 3. Computer
 4. Classroom Instruments
 5. CDs
 6. Video device to record performances for playback and critique
 7. Audience
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Created By:

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General Music / Grade 1

Performance Types

Subject: General Music	Grade: 1	Unit: 3-Performance Types	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Types of Musical Performances
Unit Summary	There are many types of musical performances that students should know about. In first grade we focus on Concerts (vocal and instrumental), Assemblies and Ballet. This unit fits together nicely with Performance Skills.

Unit Essential Questions <ol style="list-style-type: none"> 1. What is a Ballet? 2. How is a concert different from a ballet? 3. How is a play different from a ballet? 	Key Understandings. <ol style="list-style-type: none"> 1. Ballet is the art form that combines music and dance to tell a story. There is little to no talking. 2. While a concert is a musical performance, the performers are not trying to convey a story to the audience. Concerts can be vocal (singing) or instrumental (band or orchestra). 3. The main way for characters to tell the story in a play is by talking. In a ballet the story is told by dance.
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Focus Standards Addressed in the Unit	
9.1.3.D	Use knowledge of varied styles within each art form through a performance or exhibition of a unique work.
9.1.3.I	Identify arts events that take place in schools and in communities.
9.2.3.A	Explain the historical, cultural, and social context of an individual work in the arts.

9.3.3B	Know classification skills with materials and processes used to create works in the arts.
MU:Re7.1.1a	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
Important Standards Addressed in the Unit	
MU:Re9.1.1a	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
9.1.3.G	Recognize the function of rehearsals and practice sessions.

Misconceptions	<ol style="list-style-type: none"> 1. Ballet is dancing, not a musical performance. 2. I will not know what is happening if there is not talking in the ballet. 	Proper Conceptions	<ol style="list-style-type: none"> 1. The music in a ballet is just as important to the story as the dancing is. 2. The dancers are acting out the story. Students need to listen to the music, and watch the dancers instead of relying on conversation to follow the story.
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Concepts: <ol style="list-style-type: none"> 1. Ballet is a musical art form that tells a story through dance. 2. A concert is a musical art form that does not need to tell a story (singers & musicians) 3. A play is not a musical performance. Music is not needed to tell the story. 	Competencies: The students will... <ol style="list-style-type: none"> 1. study the story of <u>The Nutcracker</u> 2. act out the story of <u>The Nutcracker</u> without talking. 3. watch a performance of <u>The Nutcracker Ballet</u> in class. 4. discuss how the dancers used their bodies to tell the story. 5. compare readers theater to a ballet. How is the story told, what do the performers do to share the story? 	Vocabulary: <ol style="list-style-type: none"> 1. Orchestra 2. Dancer 3. Ballet 4. Play 5. Concert 6. Stage 7. Readers Theater
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Assessments:

1. Teacher visual assessment - observation of group, watching performance and group discussion.
2. Teacher visual assessment - observation of student response to music and movement exercise.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A - Communicating With Students, Directions and Procedures

*The acceptable procedures and expected behaviors for audience members during a performance need to be taught. Students learn these tools in class without live performers so they can apply what they have learned when attending a live performance.

Domain 3B - Using Questioning and Discussion Techniques

*Through guided questioning students will form their own opinions about ballet. By sharing their opinions students will convey their own understandings of ballet.

Domain 3C - Engaging Students in Learning, Activities

*Activation movement activities will connect the students with the dancers in the Nutcracker Ballet. Through study of the Nutcracker March the students will remain engaged during the passive act of viewing the ballet.

Differentiation:

1. Previewing the story so that students know the what to expect before watching the video.
 2. Preferential Seating (to keep focus on the performance video)
 3. Teacher verbal guidance to help follow the story.
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Interdisciplinary Connections:

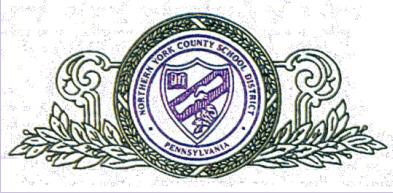
1. History/Social Studies (time period, social class, and culture)
 2. Language Arts (reading, spelling, and fluency)
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Additional Resources:

1. The Nutcracker, book
 2. Nutcracker toy for demonstration
 3. Nutcracker video
 4. Smartboard
 5. Computer
 6. CDs
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General Music / Grade 1

Composers & Composition

Subject: General Music	Grade: 1	Unit: 4-Composers & Composition	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Composers & Composition
Unit Summary	Just as mentor texts are used as guides for emergent writers, young musicians can pattern their pieces after those of great composers. Students learn about 2-3 important composers and then compose their own rhythm patterns for class performances. This builds confidence for the creation and performance of larger compositions in upper grades.

Unit Essential Questions <ol style="list-style-type: none"> 1. What does a Composer do? 2. What is the difference between a Composer and a Conductor? 3. What are the rules for composition in first grade? 	Key Understandings. <ol style="list-style-type: none"> 1. A composer is someone who writes music. 2. A conductor leads a group of musicians. Sometimes a composer is also a conductor, but the two job titles have different meanings. 3. First Graders will compose using stick notation. They compose with 4 beats in each measure. They compose 2 measure pieces, and sometimes combine their compositions with other classmates for longer pieces.
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Focus Standards Addressed in the Unit	
9.1.3.A	Know and use the elements and principles of each art form to create works in the arts & humanities.
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.4.3.B	Know how to communicate an informed individual opinion about the meaning of works in the arts.

MU:Cr2.1.1b	With limited guidance, use iconic or standard notation to document and organize personal musical ideas.
Important Standards Addressed in the Unit	
MU:Cr3.1.1a	With limited guidance discuss and apply personal, peer and teacher feedback to refine personal musical ideas.
MU:Pr4.2.1b	When analyzing selected music, read and perform rhythmic patterns using standard or iconic notation.

Misconceptions	<ol style="list-style-type: none"> 1. The titles composer and conductor are interchangeable. 2. First graders are too inexperienced to write their own compositions. 3. Compositions must be elaborate and large. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Conductor and Composer are two different job titles. 2. Anyone can compose! 3. Compositions need not be large. Small compositions are a good beginning for young students.
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Concepts: <ol style="list-style-type: none"> 1. Composition is the act of writing music for performance. 2. Composers write music. They write music for many different reasons. 	Competencies: The students will... <ol style="list-style-type: none"> 1. compose 2 measure rhythms in 4/4 time. 2. add their short composition to those of other students to create a longer piece of music. 3. perform their compositions. 4. discuss why John Williams wrote the <u>Imperial March</u>. Discuss his influences. 5. compare Pytor Tchaikovsky's composition <u>Nutcracker March</u> and Williams' <u>Imperial March</u>. 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Composer 3. Composition 4. Orchestra 5. Ballet 6. Rhythm 7. Concert
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Assessments:

1. Teacher visual assessment - observation of composition process
2. Peer assessment - discussion of composition performances
3. Written assessment- submission of written composition (follow composition guidelines?)

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A - Communicating With Students, Directions and Procedures

*Composition has rules and guidelines that students need to know and follow.

Domain 3C - Engaging Students in Learning, Activities

*Students will discover what it feels like to have **their** compositions performed (the life of a composer).

Differentiation:

1. Composition guide envelopes (for those who are unsure of the number of beats needed)

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2. Group performance (for those who are shy about performing in front of the class)
 3. Instrument Choice (to fit performance ability)
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Interdisciplinary Connections:

1. Math (counting number of beats)
 2. Current Events/Popular Culture (movie music and the reasons for composition)
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Additional Resources:

1. Composition guide envelopes
 2. [Imperial March](#) video with rhythm patterns for performance
 3. [Nutcracker March](#) video/recording
 4. Materials for composition notation
 5. Computer and Smartboard
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General Music / Grade 1

Tempo

Subject: General Music

Grade: 1

**Unit:
5-Tempo**

**Suggested Timeline: 5
Semi-Focused Cycles and
Year Long Concept**

Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Tempo
Unit Summary	Students will explore <i>Tempo</i> through movement, vocal performance, and instrumental performance.

Unit Essential Questions <ol style="list-style-type: none"> What is tempo? When is a slow tempo appropriate? Fast tempo? How does the mood of the music change when the tempo changes? 	Key Understandings. <ol style="list-style-type: none"> Tempo is the speed of the beat or speed of music. Setting is important when determining tempo. (lullaby, slow tempo// motivational music, fast tempo). The mood of a story or movie can change as the background music changes tempo (ex: slow to fast, becoming exciting, sneaking up, scary).
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Focus Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.2.3.L	Identify, explain and analyze common themes, forms and techniques from works in the arts.
9.3.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts (tempo).
MU:Pr4.1.1a	With limited guidance, demonstrate and discuss personal interest in knowledge about and purpose of varied musical selections.
MU:Pr4.3.1a	Demonstrate and describe music's expressive qualities (tempo).

Important Standards Addressed in the Unit	
MU:Pr6.1.1a	With limited guidance perform music for a specific purpose with expression.
MU:Re7.1.1a	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Misconceptions	<ol style="list-style-type: none"> 1. One tempo is appropriate for all music. 2. Slow music is <i>easy</i> to perform. 3. Tempo dictates the dynamics of music. 4. Slow music is always sad. 	Proper Conceptions	<ol style="list-style-type: none"> 1. The mood of the music can change by changing the tempo. 2. Lyrics can dictate the tempo of a piece of music. 3. Genre can dictate the speed of a piece of music. 4. Tempo, dynamics, and mood are separate expressive qualities.
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Concepts: <ol style="list-style-type: none"> 1. Tempo is an important expressive quality that can change the mood of a piece of music. 	Competencies: The students will... <ol style="list-style-type: none"> 1. show the tempo of music using their bodies and dancing ribbons. 2. analyze lyrics and determine an appropriate tempo for song performance. 3. discuss genres and their “typical” tempos. 	Vocabulary: <ol style="list-style-type: none"> 1. Largo 2. Presto
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Assessments:

1. Teacher visual assessment - observation of movement with ribbons
2. Peer assessment - analysis and discussion of lyrics to assign tempo markings
3. Written assessment- tempo quiz

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

Domain 3A - Communicating With Students, Directions and Procedures

*Safe movement procedures

Domain 3C - Engaging Students in Learning, Activities

*Demonstration of tempo in various ways

Differentiation:

1. Lyrics read out loud for those who are unable to read.

Interdisciplinary Connections:

1. Reading (lyrics)

Additional Resources:

1. Movement Ribbons

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2. Computer
 3. Smartboard
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General Music / Grade 1

Dynamics

Subject: General Music	Grade: 1	Unit: 6-Dynamics	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Dynamics
Unit Summary	Students will explore <i>Dynamics</i> through movement, vocal performance, and instrumental performance.

Unit Essential Questions <ol style="list-style-type: none"> What are dynamics? When is a quiet dynamic appropriate? Loud dynamic? How does the mood of the music change when the dynamics change? 	Key Understandings. <ol style="list-style-type: none"> Dynamics describe the volume of music. Setting is important when determining dynamics. (building intensity, quiet changing to loud). The mood of a story or movie can change as the background music changes dynamics.
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Focus Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.2.3.L	Identify, explain and analyze common themes, forms and techniques from works in the arts.
9.3.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts (dynamics).
MU:Pr4.1.1a	With limited guidance, demonstrate and discuss personal interest in knowledge about and purpose of varied musical selections.
MU:Pr4.3.1a	Demonstrate and describe music's expressive qualities (dynamics).

Important Standards Addressed in the Unit	
MU:Pr6.1.1a	With limited guidance perform music for a specific purpose with expression.
MU:Re7.1.1a	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Misconceptions	<ol style="list-style-type: none"> 1. One dynamic is appropriate for all music. 2. Quiet music is boring. 3. All quiet music is slow and all fast music is loud. 	Proper Conceptions	<ol style="list-style-type: none"> 1. The mood of the music can change by changing the dynamic. 2. Text painting (lyrics) can dictate the dynamic of a piece of music. 3. Genre can dictate the dynamic of a piece of music. 4. Dynamics do not dictate the tempo of a piece of music.
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Concepts: <ol style="list-style-type: none"> 1. Dynamics are important expressive qualities that can change the mood of a piece of music. 2. Dynamics can help determine the genre of music. 	Competencies: The students will... <ol style="list-style-type: none"> 1. show the dynamic of music using their bodies and dancing ribbons. 2. analyze lyrics and determine an appropriate dynamic for song performance. 3. discuss genres and their “typical” dynamics. 4. compose and perform rhythm patterns at different dynamics. 	Vocabulary: <ol style="list-style-type: none"> 1. Piano 2. Forte 3. Pianissimo 4. Fortissimo 5. Crescendo
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Assessments:

1. Teacher visual assessment - observation of movement with ribbons
2. Peer assessment - analysis and discussion of lyrics to assign dynamic markings
3. Written assessment- rhythmic composition with assignment of dynamics

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

Domain 3A - Communicating With Students, Directions and Procedures

*Safe movement procedures

Domain 3C - Engaging Students in Learning, Activities

*Demonstration of dynamics in various ways

Differentiation:

1. Lyrics read out loud for those who are unable to read.

Interdisciplinary Connections:

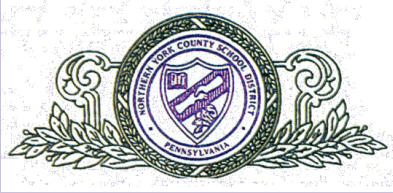
1. Reading (lyrics)
2. Science (sound frequency)

Additional Resources:

1. Movement Ribbons
2. Composition Materials
3. Computer
4. Smartboard

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General Music / Grade 1

Form

Subject: General Music

Grade: 1

**Unit:
7-Form**

**Suggested Timeline: 3
Semi-Focused Cycles and
Year Long Concept**

Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Form
Unit Summary	Form is the how musicians describe the shape of music. Students use their knowledge of patterns to compare and contrast pieces of music and determine the shape using letters of the alphabet.

Unit Essential Questions <ol style="list-style-type: none"> What is form? Are the sections of the music the same or different? How do musicians describe the form of a song <i>easily</i>? 	Key Understandings. <ol style="list-style-type: none"> Form is the shape of music (a song). By comparing the dynamics, tempo, performing instruments, and lyrics, students can determine if the sections of a piece are the same or different. Letters of the alphabet are used to label the form in an easy way (AB//ABA//ABC).
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Focus Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.3.3.A	Recognize critical processes used in the examination of works in the arts and humanities. (literature compare and contrast)
MU:Cr2.1.1a	With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

Important Standards Addressed in the Unit	
9.3.3.F	Know how to recognize and identify similar and different characteristics among works in the arts.
MU:Pr6.1.1a	With limited guidance perform music for a specific purpose with expression.

Misconceptions	<ol style="list-style-type: none"> 1. Music can be visualized as a straight line, no change from beginning to end. 2. Composition does not have any rules. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Most music is composed in a pattern. This pattern gives the music its shape. 2. When composers write music, they begin with a template (form) and create their piece with those guidelines.
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Concepts: <ol style="list-style-type: none"> 1. Form is the way that musicians verbalize the shape of a piece of music. 2. The elements of repetition and contrast add shape to a piece of music. 	Competencies: The students will... <ol style="list-style-type: none"> 1. visually demonstrate the forms AB & ABA using their bodies and instruments. 2. analyze lyrics and determine the form of a musical selection. 3. discuss genres and their “typical” forms 4. move to and sing along with musical pieces in AB and ABA forms. 	Vocabulary: <ol style="list-style-type: none"> 1. Same (repetition) 2. Different (contrast) 3. Verse 4. Refrain
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Assessments:

1. Teacher visual assessment - observation of student movement activities
2. Peer assessment - determining the form of a performance by classmates
3. Written assessment- form quiz

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

Domain 3D - Using assessment in Instruction

*Assessment criteria, feedback to students.

Differentiation:

1. Lyrics read out loud for those who are unable to read.
2. Use of visual & aural patterns for analysis.
3. Modified movement activities (guided framework).

Interdisciplinary Connections:

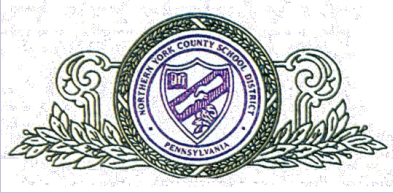
1. Reading
2. Math (patterns)

Additional Resources:

1. Movement Ribbons
2. Percussion Instruments
3. Computer
4. Smartboard

Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 1

Tone Color

Subject: General Music

Grade: 1

**Unit:
8-Tone Color**

**Suggested Timeline: 4
Focused Cycles and Year
Long Concept**

Grade Level Summary	Students in first grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize basic musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Form 8-Tone Color

Unit Title	Tone Color
Unit Summary	Tone Color is the how musicians describe the instruments used to perform a selection (instruments, voices, non-traditional “instruments”)

Unit Essential Questions <ol style="list-style-type: none"> 1. What is an instrument family? 2. How does an instrument produce a sound? 3. How can instruments help to tell a story? 	Key Understandings. <ol style="list-style-type: none"> 1. Instruments are classified into families based on how their sound is produced (lips vibrating or string vibrating, etc.) 2. A vibration is needed for any instrument to produce a sound (even a vocal instrument). 3. Composers use different instrument families to represent different moods in music (P&W happy bird=flute)
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Focus Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.1.3.H	Handle materials, equipment and tools safely at work and performance spaces.
MU:Pr6.1.1b	Perform appropriately for the audience and purpose.

Important Standards Addressed in the Unit	
MU:Re7.2.1a	With limited guidance, demonstrate and identify how specific music concepts (tone color choice) are used in various styles of music for a purpose

Misconceptions	<ol style="list-style-type: none"> 1. Instruments can be classified based on visual characteristics. 2. The voice is not an instrument. 3. No rules are needed for playing instruments. 4. Instruments from all cultures and regions look the same. 5. Words (lyrics) are needed to “tell” a story in music. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Instruments are classified based on how their sound is produced. 2. The voice is often a student’s very first instrument. 3. Rules for playing instruments keep both instrument and player safe. 4. Orchestral instruments often look the same everywhere. However, ethnic instruments look different based on the materials available and type of music that is being performed. 5. Instruments can help a composer “tell” a story without words.
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Concepts: <ol style="list-style-type: none"> 1. Instruments can be divided into families. 2. The size of the instrument determines its pitch range. 3. Notes move upward and downward on the music staff to signify the high or low sound of the pitch. 	Competencies: The students will... <ol style="list-style-type: none"> 1. classify instruments based on how the sound is produced (what vibrates) 2. perform on percussion instruments by scraping, shaking, and striking to create the vibrations. 3. order instruments based on size and then make predictions about the pitches that will be produced. 4. move to and sing along with musical pieces responding to the direction of the notes and size of the instrument that is performing. 	Vocabulary: <ol style="list-style-type: none"> 1. Vibration 2. Instrument Family 3. String 4. Percussion 5. Brass 6. Woodwind 7. Lips Buzzing 8. Shake 9. Scrape 10. Strike 11. Size 12. Pitch 13. Upward 14. Downward
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Assessments:

1. Teacher visual assessment - observation of student movement activities.
2. Peer assessment - determining the family based on how instrument is played.
3. Written assessment- Tone Color (Peter & Wolf) quiz.

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

Domain 3C- Managing Classroom procedures

*Safe use of instruments

Differentiation:

1. Modified instrumental performance
 2. Guideline and framework for sorting instruments
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Interdisciplinary Connections:

1. Math (sorting)
 2. Science (sound/vibration)
 3. Social Studies (cultural instruments)
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Additional Resources:

1. Various orchestral instruments
 2. Classroom Percussion Instruments
 3. Computer
 4. Smartboard
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