First Grade Music

Description

Students sing, play rhythm instruments, use music and movement to create, perform, and respond, while developing musical skills of literacy, listening and communication. Students will be introduced to diverse musical styles to appreciate their cultural heritage and that of others.

Every student will have the opportunity to perform in the classroom as well as in front of a community audience during the school year. Self and group discipline, self-esteem, teamwork, and presentation skills, are all part of the performance experience, while applauding positive effort and providing recognition for everyone. Students create and communicate verbally and nonverbally through self-expression using music and movement, allowing students to express their thoughts, ideas, and feelings to communicate with others as well as developing problem-solving and thinking skills. Integration with other content areas (literacy, art, physical education, technology, science, social studies) occurs throughout the year.

***Multi 1/2 Students rotate between 1st and second grade curriculums on alternate years.**

Standards

Music Literacy: Students show literacy by understanding and demonstrating concepts, skills, terminology, and processes.

Creation, Performance, and Expression: Students create, perform and express through music and the

performing arts

Creative Problem Solving: Students approach artistic problem solving using multiple solutions and the creative process.

Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art

Essential Questions

How do people create music?

Why do people create music?

How do people sing and play instruments?

LEARNING GOALS/TOPICS

- Sing simple songs
- Sing solfege intervals sol , mi, la, do, re, fa
- Lead and sing echo songs
- Sing Call and Response songs while using dance, creative movement, and playing instruments
- Reproduce patterns on pitched and non-pitched rhythm instruments
- Recognize that music uses notation
- Notate sol mi composition
- Create a sound composition
- Perform instrumental ostinati while others sing a melody
- Keep steady beat with instruments and/or movement while singing a melody
- Identify musical elements loud/fast, soft/slow, high/low, long/short

- Beginning to use musical language of dynamics
- Play and count rhythmic symbols (quarter notes, whole notes, half notes)
- Recognize musical phrases that are the same, similar and different
- Relate the sound and choice of an instrument to a feeling, idea, or character
- Create a composition and/or performance using provided criteria
- Identify families of instruments
- Evaluate performances and compositions
- Responds to cues from a conductor
- Demonstrate appropriate audience behavior
- Describe musical listening using appropriate terminology
- Improvise simple rhythmic phrases vocally, instrumentally and kinesthetically
- Demonstrate through the creative process how music and other disciplines are interrelated (literacy, movement, art, social studies, science, technology)
- Use a variety of solutions to create and problem solve
- Demonstrate that performing and making art has purposes such as communicating emotion and telling a story
- Sing songs and play musical games from various cultures/musical traditions
- Listen to music from more than one genre