



Prince George's County Public Schools

1st Grade Vocal and General Music

Course Syllabus

Prerequisites: Kindergarten General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

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COURSE NUMBER:	62100-11, 62100-12, 62100-13, 62100-14
TEXT:	Quaver Music and other selected music

GRADING

1st Grade General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critiques, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Independent Assignments	Individual and group assignments: Projects, journal entries, listening logs, incomplete complete class work, written critiques (self and group) and reports.	10%
Assessment	Individual and group evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette, and exams.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	<p>Demonstrate vocal qualities; match pitch/contour</p> <p>Improvise sounds for stories and songs</p> <p>Echo melodic patterns consisting of Do-Mi-Sol in Major Tonality</p> <p>Echo melodic patterns consisting of La-Do-Mi in Minor Tonality</p> <p>Echo rhythmic patterns in duple meter using quarter notes, 2 eighth notes, quarter rest</p> <p>Echo rhythmic patterns in triple meter using dotted quarter notes and 3 eighth notes</p> <p>Generate rhythmic patterns using known rhythms in duple and triple meter.</p> <p>Generate melodic patterns consisting of D-M-S in Major and L-D-M in Minor</p> <p>Perform 2 or 4 beat rhythmic ostinatos in duple and triple meter</p> <p>Sing Independent of teacher or recorded voice</p>
<u>Composition/Improvisation</u>	<p>Use voice and instruments to create rhythmic and melodic patterns</p> <p>Improvise new texts in familiar songs</p> <p>Respond to Major and Minor Tonal Patterns with different patterns from the same tonality</p> <p>Respond to Duple and Triple Meter Rhythmic Patterns with different patterns</p> <p>Create ostinatos for given melodies in duple and triple meter</p> <p>Respond to meter (duple and triple) with movements</p>
<u>Develop awareness of sounds</u>	<p>Aurally identify call and response</p> <p>Classify classroom instruments</p> <p>Distinguish between voice types</p> <p>Use and simulate environmental sounds</p>
<u>Recognize the role of music</u>	<p>Perform a variety of songs and dances from history and cultures</p> <p>Describe how music is used in communities</p> <p>Connect musical content to other subject areas</p> <p>Sing, listen to, and describe music of various holidays and cultures</p>
<u>Rhythm/Meter</u>	<p>Demonstrate duple and triple meter through chanting and playing instruments</p> <p>Respond to meter with movements</p> <p>Experience duple and triple meter</p>
<u>Melody</u>	<p>Listen to and perform music in major and minor modes</p> <p>Listen to and perform music and chants in duple and triple meter</p>
<u>Audience Behavior</u>	<p>Demonstrate appropriate audience behavior</p>
<u>Movement</u>	<p>Demonstrate musical characteristics through movement</p> <p>Demonstrate beat awareness through movements</p> <p>Follow musical cues</p>
<u>Music Evaluation</u>	<p>Express musical preferences</p> <p>Evaluate classroom performances</p>

Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of 35 minute class periods.