

Platte #1 Curriculum Map

Subject: 1st Grade Music

School Year: 2026 - 2027

Teacher/Department: Teresa Liechti/Music

Unit of Study and Time	Essential Questions/Content	Objectives/ Learning Targets	Resources	Projects/Activities	Assessment	Standard *Bold=Assessed
Elements of Music: Pitch	I can show high, medium or low sounds, I can show how melodies go up, down or stay the same. I can sing, read and write these pitches: mi so and la	Sounds may be high, low or in the middle Melodic contour: Sounds move high-low or low-high Simple melodic patterns: so-mi, so-mi-la	Musicplay Online - 1st Piano Interactive screen Classroom instruments Variety of additional books of songs	Recognize and sing high and low sounds Recognize melodic contour Sing simple melodic patterns: so-mi, so-mi-la	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric K-2	1.FPAM.C1 1.FPAM.P1
Elements of Music: Beat and Rhythm	I can tell when there's a beat and when there's no beat. I can move to and play a steady beat. I can tell when there is: - one sound on a beat - two sounds on a beat - no sound on a beat I can read and perform quarter note and rest and two eighth notes (ta, rest and ti-ti)	Music may move to a steady beat. Distinguish between beat and rhythm. There are strong and weak beats in music. Beats may be grouped in 2s, 3s or 4s. 2/4, 4/4 meter Read and perform quarter note (ta), eighth notes (ti-ti), quarter rest	Musicplay Online - 1st Piano Interactive screen Classroom instruments Variety of additional books of songs	Distinguish between beat and rhythm Play and move to a steady beat Identify one, two or no sounds on a beat Read and perform rhythms that include quarter notes and rests, and eighth notes	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric K-2 Reading & Writing Rubric K-2 Playing Instruments Rubric	1.FPAM.C1 1.FPAM.P1 1.FPAM.R1
Elements of Music: Timbre	I can identify and use speaking, whispering, calling and singing voices. I can identify and use many classroom instruments when I see them or hear them. I can identify and use woods, metals, shakes/scrapes and drums	Vocal timbre: singing voice and speaking voice Body percussion: using the body to create sounds Classify non-pitched percussion	Musicplay Online Gameplan 1 Piano Interactive screen Classroom instruments Variety of additional books of songs	Perform a variety of vocal timbres: singing, speaking, calling and singing Perform body percussion in a variety of ways Play non-pitched percussion	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric K-2 Reading & Writing Rubric K-2 Playing Instruments Rubric Listen and Evaluate Rubric	1.FPAM.C1 1.FPAM.P1 1.FPAM.R1 1.FPAM.CO1
Elements of Music: Form	I can show phrases with arm motions. I can tell if phrases are the same or different. I can move to show different sections of the music.	Music can be organized into sections: same/different (AB) Music is organized into phrases Phrases may be long or short A whole piece may be comprised of a few sections Sections may be identified by letter: AB, ABA, AABA Experience rondo form: ABACADA	Musicplay Online Gameplan 1 Piano Interactive screen Classroom instruments Variety of additional books of songs	Sing songs and identify the different sections Identify phrases in a song Identify sections of a song by letter: AB, ABA, AABA Experience rondo form: ABACADA	Students will be assessed using the following rubrics (links are located at the bottom of this document): Listen and Evaluate Rubric	1.FPAM.C1 1.FPAM.P1 1.FPAM.R1 1.FPAM.CO1

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Elements of Music: Expression	I can identify and perform: - loud and quiet - fast and slow - smooth or separated	The beat in music may be fast or slow. Music may express feelings. Music may be quiet or loud. Changes in dynamics add to the effect of music.	Musicplay Online Gameplan 1 Piano Interactive screen Classroom instruments Variety of additional books of songs	Perform music at varying tempos Discuss how music helps express feelings Perform music quiet or loud Discuss how dynamics add to the effect of music	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric K-2 Playing Instruments Rubric Listen and Evaluate Rubric	1.FPAM.C1 1.FPAM.P1 1.FPAM.R1 1.FPAM.CO1

Singing Rubric K-2: [Singing Rubric K-2](#)

Reading & Writing Rubric K-2: [Reading & Writing Rubric K-2](#)

Playing Instruments Rubric: [Playing Instruments Rubric](#)

Listen and Evaluate Rubric: [Listen & Evaluate Rubric](#)