

Music Overview: Grade 1

Unit: Vocal/Aural Development		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> • Speaking Voice • Singing Voice (Head/Light & Chest/Heavy) • Whispering Voice • Shouting Voice • High-Low (Pitch Direction) • Soft-Loud (Dynamics) • Fast-Slow (Tempo/Steady Beat) • Matching Voice • Tone Quality • Melody • Posture • Breath • Improvisation • Audience • Performer • Major (Key) • Minor (Key) • Mixolydian • Dorian • Expression (Heavy/Light, Strong/Gentle, Tense/Relaxed, Sudden/Sustained, Sequential/Simultaneous, Bound/Free, Legato/Staccato) 	<p><u>VOCAL EXPLORATION</u></p> <ul style="list-style-type: none"> • Demonstrate speaking voice and singing voice • Imitate pitch/vocal exploratory sounds • Demonstrate head/light voice and chest/heavy voice • Discriminate between high and low pitches <p><u>FRAGMENT SONGS</u></p> <ul style="list-style-type: none"> • Echo short phrases • Accurately match pitch <p><u>SIMPLE SONGS</u></p> <ul style="list-style-type: none"> • Sing in tune, as a group and alone, songs with a limited tonal range and variety of rhythmic patterns <p><u>ARIOSO</u></p> <ul style="list-style-type: none"> • Improvise (through singing) short musical phrases within provided harmonic structures (modes) and meters (duple/triple) <p><u>SONGTALES</u></p> <ul style="list-style-type: none"> • Demonstrate appropriate audience behavior, intentional listening, and appropriate vocal participation 	<ul style="list-style-type: none"> • How does singing a song help you express your emotions? • What does it feel like to produce sound using your head voice versus your chest voice? • How is making music in a group different from making music by oneself? • How is melody created?

Unit: Movement for Beat & Expression		
Content	Skills	Essential Questions
<ul style="list-style-type: none"> Steady beat Meter Use of different tempi Expression (Heavy/Light, Strong/Gentle, Tense/Relaxed, Sudden/Sustained, Sequential/Simultaneous, Bound/Free, Legato/Staccato) Form Body percussion Various auxiliary percussion instruments Folk dancing 	<p><u>BEAT</u></p> <ul style="list-style-type: none"> Keep a steady beat on your body or classroom instruments Develop gross motor skills Create original beat motions Perform fingerplays and action songs Walk to a steady beat Identify the meter <p><u>FORM AND EXPRESSION</u></p> <ul style="list-style-type: none"> Imitate teacher-led movement to sung or recorded music Incorporate Laban themes into their movement (Heavy/Light, Strong/Gentle, Tense/Relaxed, Sudden/Sustained, Sequential/Simultaneous, Bound/Free, Legato/Staccato) Create their own movement to match the expression and form of the music Perform a basic folk dance in a group 	<ul style="list-style-type: none"> What does it feel like to keep a steady beat individually and in a group? How can we feel the pulse of the music in our bodies? How can we play a steady beat on an instrument? Why is it important to keep a steady beat when performing music? How does keeping a beat in simple/duple meter feel different from compound/triple meter? How can we move our bodies to match the music? How does moving your body help you experience the music?