

Hamilton Heights School Corporation 1st Grade Music Curriculum Map

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| Quarter 1 1st Grade Music | | Academic Year: 25-26 |
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| Essential Questions: How do I move safely in the music room? How do you use an instrument in music class? What is the difference between your speaking voice and your singing voice? Can I find and keep a steady beat while singing a song? | | | | | | |
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| Unit Name | Total Days | Standards Number | Knowledge Objectives | Skills Objectives | Specific Assessments | Specific Resources |
| Movement | 1 | LR.6.2.3 Cr10.2.1 | How to give others personal space; How to move around the room safely | Responding to music; Safe movement around the room | -Can find and sit on their own spot -Moves safely around the room without touching others | -”Your Bubble” - “Bow Wow Wow” with dance - “I’m going on a bear hunt” |
| Instruments | 1 | LR.5.2.2 P8.2.1 P8.2.2 | Instrument Care | Playing egg shakers and hand drums with correct technique | -Cares for instrument -Plays with group, does not play when teacher is talking | -“Going to Shake our Shakers” - “The egg shaker song” -“Listen, Listen Here I Comet” - “Sylvia Pizzicato” |
| Steady Beat | 4 | LR.6.2.1 | What is the difference between a steady beat and a rhythm? | Keeping a steady beat alone and with others Beat tracking on heartbeat sheets | -Visual check with songs and games (90% accuracy) -Heartbeat sheet beat tracking (occasional | - “ Bow Wow Wow with hand puppets “Frog in the Meadow” “Iconic Notation to Standard |

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| | | | | | accuracy) | Notation” |
| Vocal Warmups/Melodic Contours | 2 | LR.4.2.1 LR.6.2.2 P.7.2.1 Cr9.2.1 Cr11.2.2 | What is a voice path (melodic contour)? What is the difference between high and low patterns, upwards, downward, and staying the same | Can follow and create voice paths | Students create their own voice paths and can follow them while pointing to it and doing it with their voice | “ William, He Had 7 sons” “ Turkey Dinner vocal patterns” “ Pipe Cleaners- vocal patterns” activity |

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| Quarter 2 1st Grade Music | | |
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Essential Questions: How do I use a matching voice? What is a concert? What are other holidays around the world that happen around Christmas time? How do you say and write rhythms?

| Unit Name | Total Days | Standards Number | Knowledge Objectives | Skills Objectives | Specific Assessments | Specific Resources |
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| Concert Songs | 4 | LR.4.2.1 P8.2.1 | 1st grade concert will be in the Spring- we are learning songs to prepare for it What is a concert? | Movement with singing Matching voice Steady beat with alternating hands | Aural assessment | -”Blue bird” - “ Johnny works with one hammer” - “Doggy Doggy, Where’s your bone” |
| Rhythm | 2 | P.7.2.1 Cr11.2.1 | Quarter note: “Ta”, Eighth note: “ti-ti”, Quarter rest | Can say and play a variety of 4 beat rhythms with known | -Rhythm writing with popsicle sticks (only ta, ti-ti, | -Halloween word rhythms - “Pass the Pumpkin” |

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| | | | “rest” | note values Can write a 4 beat rhythm with known note values | and rest) -Aural assessment with students saying rhythm | - “Rhythm Play Along” “Turkey Tom” |
| Global/Holiday Songs | 2 | Cn.1.2.1 Cn.3.2.1 LR.4.2.1 P.7.2.2 | How kids celebrate Kwanzaa, Hanukkah, Chinese New Year, and Christmas | Can sing and play songs from different holidays | -All School Sing participation | “ Dreidel, Dreidel” - “Jingle Bells” |

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| Quarter 3 1st Grade Music | | |
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| Essential Questions: What does a performance ready body look like? What are our performance procedures? |
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| Unit Name | Total Days | Standards Number | Knowledge Objectives | Skills Objectives | Specific Assessments | Specific Resources |
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| Concert Songs/ Performance | 7 | LR.4.2.1 P.7.2.3 P8.2.1 | 1st grade musical will be in the Spring- we are learning songs to prepare for that What does a performance ready body look like? | -Singing with a matching voice -Playing instruments with correct technique | -Aural and visual assessment | |

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| Quarter 4 1st Grade Music | | |
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| Essential Questions: What does a performance ready body look like? What are our performance procedures? What is your job on performance night? |
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How do we care for barred instruments? Where are the high and low sides of the instrument? How do we hold our mallets and correctly play the instruments?

| Unit Name | Total Days | Standards Number | Knowledge Objectives | Skills Objectives | Specific Assessments | Specific Resources |
|-------------------------------|------------|---------------------------------|---|--|---|--|
| Concert Songs/ Performance | 2 | LR.4.2.1 LR.5.2.2 P.7.2.3 | What does a performance ready body look like? Words to songs What is your job on performance night? | -Singing with a matching voice -Playing instruments with correct technique | Performance | |
| Barred instruments | 3 | LR.6.2.3 P8.2.1 P8.2.2 | Can find the high and low side of a barred instrument | Can play with correct technique with holding mallets and hitting the center of the bar | Visual and aural assessment with individual and group playing | -10 little Ladybugs book -Mortimer (playing along to book) - "Wee Willie Winkie" |
| Dynamics | 1 | Cn.2.2.1 LR.5.2.1 | Can explain the difference between forte (loud) and piano (quiet) | Can produce forte and piano sounds with their voice and with an instrument | Aural assessment | - "Grizzly Bear" -MusicK8 video |
| Tempo | 1 | Cn.2.2.1 LR.5.2.1 | Can explain the difference between presto (fast) and largo (slow) | Can show presto and largo with movement | | -MusicK8 video - Presto and Largo's tempo race - "The Tortoise and the Hare" |