

Pine Hill Public Schools Curriculum

Content Area:		Related Arts	
Course Title/ Grade Level:		Music / Grade 1	
Unit 1:	Fundamentals of Music	Month:	September
Unit 2:	Fundamentals of Music and Symphonic Poem	Month:	October
Unit 3:	Suite, Ballet and fundamental labels	Month:	November / December
Unit 4:		Month:	January
Unit 5:		Month:	February / March
Unit 6:		Month:	March / April / May
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Fundamentals of Music		Unit #: 1
Course or Grade Level: Music Grade 1		Length of Time: 1 month
Pacing	September	
Essential Questions	How can we match specific tonal and rhythm patterns using a neutral syllable? How do the elements of music effect our movement? How do we use instruments to accompany singing/chanting and recorded music?	
Content	Tonal and Rhythmic development Vocal exploration Movement exploration Instrument play	
Skills	Sing major & minor tonic and dominant patterns using neutral syllable Chant in duple and triple meter using macro and micro beats on a neutral syllable Use voice to produce sound throughout the vocal range Chanting, singing, moving and playing instrument to different meters, tonalities and time periods	
Assessments	Teacher observation of performance of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Vocal exploration aids (tape measure, bubbles, scarf, charts/stories), recorded music, percussion instrument, Gordon Unit 1, pattern evaluation sheets, Weikert: Rhythmically Moving, 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.3 Performance		
Strand(s): B. Music		
Content Statement(s):	CPI # / CPI(s):	
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1	
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2	
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of	1.3.2.B.2	

sound.	
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Fundamentals of Music and Symphonic Poem		Unit #: 2
Course or Grade Level: Music Grade 1		Length of Time: 1 month
Pacing	October	
Essential Questions	How are various forms similar and different and effect the final composition? How can we match specific tonal and rhythm patterns using a neutral syllable?	
Content	Tonal and Rhythmic development Symphonic poem (Composer/Title, Period, Country) Highlight the instruments used in a symphonic poem Various movement activities, singing games, songs and chants in different tonalities and meters	
Skills	Sing major & minor tonic and dominant patterns using neutral syllable Chant in duple and triple meter using macro and micro beats on a neutral syllable Use voice to produce sound throughout the vocal range Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Echo sing short melodic tonal patterns Know what a symphonic poem is and act out the poem through a listening activity Sing songs using correct pitch Respond to changes in elements of music through movement Know that music evokes emotion and mood through the use of instrumental timbres Differentiate between a Symphonic Poem and other styles	
Assessments	Teacher observation of performance of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Critique acting out of Symphonic Poem and instrumental accompaniment to various songs	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Vocal exploration aids (tape measure, bubbles, scarf, charts/stories), recorded music, songs and chants percussion instrument, Gordon Unit 1, pattern evaluation sheets, Weikert: Rhythmically Moving, Danse Macabre, Froseth: Movement to Music CD, streamers, xylophone, instrument posters 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.2 History of Arts and Culture 1.3 Performance 1.4 Aesthetic Response & Critique Methodologies		
Strand(s): B. Music A. History of Arts and Culture A. Aesthetic Response		

B. Critique Methodologies

Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.1.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Suite, Ballet and fundamental labels		Unit #: 3
Course or Grade Level: Music Grade 1		Length of Time: 2 months
Pacing	November/December	
Essential Questions	How does music literature relate to Holidays during these months? What is Ballet? How can we begin to label tonal and rhythm patterns	
Content	Suite Ballet Tonal and Rhythmic development Thanksgiving	
Skills	Identify and label patterns as major tonic/dominant and duple macro/micro Identify a Suite as separate pieces of music that form a larger work and tells a story Identify characteristics of a ballet Move to various styles within a Suite Use movement to illustrate the story of the Suite Respond to video of Suite performance Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Self-assess and discuss Echo sing/chant short tonal and rhythm patterns Share known information relating to the story of Thanksgiving and sing related songs	
Assessments	Teacher observation of performance and identification of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Critique acting out the music of the suite Self assessment responses	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling & mentors • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poems & stories) • Theatre 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Recorded music, songs and chants percussion instrument, Gordon Unit 1, pattern evaluation sheets, Froseth: Movement to Music CD, streamers, instrument posters, The Nutcracker audio & video, Music Smart (Book) 	

2009 NJCCCS

- Standard:** 1.1 The Creative Process
 1.2 History of Arts and Culture
 1.3 Performance
 1.4 Aesthetic Response & Critique Methodologies

Strand(s): B. Music	
A. History of Arts and Culture	
A. Aesthetic Response	
B. Critique Methodologies	
Content Statement(s):	CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.1.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	1.4.2.A.2
Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	1.4.2.A.4
Apply the principles of positive critique in giving and receiving responses to performances.	1.4.2.B.2
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3

**Pine Hill Public Schools
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Unit Title:		Unit #: 4
Course or Grade Level: Grade 1		Length of Time:
Pacing	January	
Essential Questions	What is a round? Who are Martin Luther King Jr., Abraham Lincoln, and George Washington? Who is Debussy and what is impressionistic music? What is a melody? How can we show ABA form in a song?	
Content	Music honoring Martin Luther King Jr., Abraham Lincoln and George Washington Round Tonal and rhythmic development Movement activities and singing games Children's Corner Suite Composer Debussy Melody ABA Form	
Skills	Through song, become aware of important contributions in our American history made by Washington, Lincoln and King Jr. Sing a melody against other parts in a round form Echo short tonal and rhythmic patterns Move and sing to various tonalities and rhythms Play a melody on the bells Identifying ABA form through hand movement Know that Debussy is an impressionistic composer	
Assessments	Sing songs, perform rhythms, play on instrument, various movement activities to selected musical pieces	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 	
2009 NJCCCS		
Standard:		
Strand(s):		

Content Statement(s):	CPI # / CPI(s):

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Unit Title:		Unit #: 5
Course or Grade Level: Grade 1		Length of Time:
Pacing	February / March	
Essential Questions	What are seasonal songs in February? What is Ground Hog Day? What is a beat and how is sound represented by symbols? What is a rhythm band? What are the names of the different classroom percussion instruments and how are they played? What is good vocal production? Why is rehearsal important for a finished presentation? Why is practice essential for improving performance?	
Content	Ground Hog songs and activities Valentine songs and activities Rhythm band activities Tonal and rhythmic development Movement activities and singing games Continue Children's Corner Suite Work on material related to spring concert	
Skills	Sing a song about Ground Hog Day Sing a Valentine Day Song with expression Read percussion symbols from a musical chart and play like a rhythm band keeping a steady beat while listening to a CD accompaniment Name the various classroom percussion instruments know how to play them correctly Echo short tonal and rhythmic patterns Music appreciation activities Sing with good vocal production Aware that practice is essential for improving performance Know that rehearsal is important for a finished presentation	
Assessments	Sing songs with good vocal production, rehearsal for spring concert, perform rhythms correctly while reading from a music chart, identify percussion instruments and play them correctly, participation in listening activities	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 	

Standard:	
Strand(s):	
Content Statement(s):	CPI # / CPI(s):

**Pine Hill Public Schools
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Unit Title:		Unit #: 6
Course or Grade Level: Grade 1		Length of Time:
Pacing	March / April / May	
Essential Questions	<p>Why is practice essential for improving performance? Why is rehearsal important for a finished presentation? What do the musical terms, tempo and dynamics mean and how do we use them in music? What is a quarter note, half note and quarter rest and what do they represent in music? What is Irish Music? What is a bagpipe? What is solo singing?</p>	
Content	<p>Good vocal production Aware that practice and rehearsals are essential for improvement and a finished presentation Understand proper music terms for speed and volume in music Understand and demonstrate note values for quarter, half and whole notes and quarter rest Irish dance music American Folk Songs and Dance Continue selections from Children's Corner Suite Tonal and rhythmic development</p>	
Skills	<p>Skills with good vocal production Practice and rehearse with improvement shown Name and demonstrate understanding of note values by playing them correctly Describe speed and volume of music with proper terms when listening to music Respond to terms correctly when performing Learn about Irish music and why it is important to Irish culture through story, dance and singing activities Tonal and rhythmic development Continue to learn different meters and tonalities in songs and chants through singing, movement, and instruments</p>	
Assessments	<p>Spring concert rehearsal and performance, singing songs, participate in listening activities, dance and movement to various types of meters and tonalities, perform rhythms</p>	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • 	
Lesson resources / Activities	<ul style="list-style-type: none"> • 	

Standard:	
Strand(s):	
Content Statement(s):	CPI # / CPI(s):