

Curriculum Map for First Grade Music

*September-November*

Targeted Standard(s): NJCCCS 1.1,1.2,1.3,

Enduring Understandings

Aesthetic knowledge stimulates judgment and Imagination empowering students to interpret ,appreciate and extract meaning from the arts

All students will utilize those skills ,media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music theater and visual art

All students will demonstrate an understanding of the elements and principles of dance .music, theater and visual art

Essential Questions:

What is the difference between Talking and singing?

How can we tell a sound is High or Low?

How would you move to a steady beat?

Core Content/Objectives

Instructional Actions

Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> <li>-Use a head voice</li> <li>-What makes a sound - high or low</li> <li>-Identify fast and slow beat</li> <li>-Talk/Sing</li> <li>-Loud-Soft</li> <li>-Beat-No Beat</li> <li>-Short-Long</li> <li>-So-Me</li> <li>-Brass</li> </ul>	<ul style="list-style-type: none"> <li>-Sing echo chants</li> <li>-Identify Rhythm instruments</li> <li>-Sing a song and move to steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>-Pitch matching activities</li> <li>-Play in a Rhythm band</li> <li>-Move to the beat in movement activities</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Observation</li> </ul>

Resources/Technology:

E-Boards

Electronic pianos

Stereos

Curriculum Map for First Grade Music

<b><i>December -February</i></b>			
Targeted Standard(s): NJCCCS 1.1,1.2,1.3,			
<p>Enduring Understandings</p> <p>Aesthetic knowledge stimulates judgment and Imagination empowering students to interpret ,appreciate and extract meaning from the arts</p> <p>All students will utilize those skills ,media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music theater and visual art</p> <p>All students will demonstrate an understanding of the elements and principles of dance .music, theater and visual art</p>			
<p>Essential Questions:</p> <p>What are the four instrument families?</p> <p>What are 2 main rhythm patterns?</p> <p>The Nutcracker is what dance form?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> <li>-Introduce Ta, TiTi</li> <li>-The story of the Nutcracker</li> <li>-Ostinato</li> <li>-Same/Different</li> <li>-Smooth+Jerky</li> <li>-Woodwinds</li> </ul>	<ul style="list-style-type: none"> <li>Identify various Orchestra instruments</li> <li>Read Ta Ti,Ti</li> <li>Rhythms</li> <li>Dance some ballet moves</li> </ul>	<ul style="list-style-type: none"> <li>Listening to families of instruments</li> <li>Playing rhythm sticks</li> <li>Dancing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>
<p>Resources/Technology:</p> <ul style="list-style-type: none"> <li>E-Boards</li> <li>Electronic pianos</li> <li>Stereos</li> <li>Dvd Player</li> </ul>			

HADDONFIELD PUBLIC SCHOOLS  
Curriculum Map for First Grade Music

<i>March-June</i>			
Targeted Standard(s): NJCCCS 1.1,1.2,1.3,			
Enduring Understandings -Aesthetic knowledge stimulates judgment and Imagination empowering students to interpret ,appreciate and extract meaning from the arts, All students will utilize those skills ,media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music theater and visual art All students will demonstrate an understanding of the elements and principles of dance .music, theater and visual art			
Essential Questions: How do you play the Diatonic Bells What are the staff ,bar lines ,measure What is proper behavior at a musical concert?			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
-Proper behavior at a concert as audience member -Beat-Rhythm -1 Beat Elements -Introduce “La” -Strings/Percussion	Play familiar songs on the diatonic bells Recognize the staff, bar lines, measure. Know proper behavior at a concert	Perform various songs for an upper grade Copy the staff, bar lines, measure Attend an in house concert	Teacher Observation Student feedback
Resources/Technology: E-Boards Electronic pianos Stereos Karaoke machine			