



Course Outcome Summary

Course Information: **Music 1**

Description: This course is a reinforcement of the skills and concepts learned in kindergarten and the introduction of new techniques, instruments, and musical ideas.

Instruction Level: Grade 1

Course Standards:

- Sings ostinatos (repetition of a short musical pattern), partner songs, and rounds
- Echoes short rhythms (2-4 measure) and melodic patterns
- Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys
- Knows characteristics that make certain music suitable for specific uses
- Knows appropriate audience behavior for the context and style of music performed

Unit

1. Quarter 1
2. Quarter 2
3. Quarter 3
4. Quarter 4

Unit Outlines

1. Quarter 1

Standards:

Students will:

- Identify the singing, speaking, calling and whispering voices.
- Echo the teacher singing *sol* and *mi* patterns and songs.
- Listen, sing and play games from various cultures in 2/4 and 4/4 meter.
- Demonstrate knowledge of repetition and contrast in musical examples.
- Identify the difference between whispering, speaking, singing and calling voices.
- Understand the difference between the melody and lyrics in written notation.
- Listen, using appropriate audience etiquette, to music from various periods of history and culture.

Essential Question:

- Students will be able to answer the question(s):
- Can I recognize and use my different voices correctly?
- Can I discern between melody and lyrics in written notation?
- Can I listen to and internalize music from different periods in history?
- Can I interact with music in different meters?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Proper audience etiquette
- The ability to echo sol and mi patterns and utilize different voices appropriately
- The ability to listen to and interact with music from different periods and in different meters.

2. Quarter 2**Standards:**

Students will:

- Sing songs and play games from diverse cultures.
- Demonstrate correct singing posture.
- Move to macro and micro beats in musical examples from various cultures.
- Identify the difference between high, middle and low sounds.
- Relate sounds to the size of instruments or bars on instruments.
- Demonstrate knowledge of the same and different in musical examples.
- Identify the difference between vocal and instrumental timbres.
- Listen to vocal and instrumental examples of same and different textures.
- Identify same and different dynamics in musical examples.
- Identify different tempos in musical examples.
- Recognize the musical terms: staff, notehead, rest, bar line, measure, repeat, sign, double bar line, beat.
- Improvise for 4 to 8 beats on selected rhythm or Orff instruments.

Essential Question:

Students will be able to answer the question(s):

- Do I know music from a different culture?
- Can I discern between high, middle, and low sounds?
- Am I able to identify similarities and differences in music?
- Can I identify a voice sound and an instrument sound?
- Can I identify simple aspects of sheet music?
- Can I identify tempos and dynamics?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Staff
- Notehead
- Rest
- Bar line
- Measure
- Repeat sign
- Double bar line
- Beat
- Tempo
- Dynamics
- Timbre
- High
- Low and middle
- Students will be able to demonstrate the knowledge of same and different in musical examples. Students will also interact with music from different cultures.

3. Quarter 3

Standards:

Students will:

- Sight sing from simplified notation including *Sol* and *mi*.
- Identify and sing in a light voice or head voice.
- Read and perform the rhythms: Quarter notes, Eighth notes, Eighth rests, Quarter rests using rhythm labels.
- Recognize the direction of melodies.
- Sing in AB form.
- Accompany songs from various cultures on rhythm and Orff instruments.
- Identify loud and soft in musical examples.
- Identify fast and slow in musical examples.
- Relate rhythms and high and low sounds to non-musical compositions.
- Understand the terms and roles of Composer, Instrumentalist, Singer and Audience.

Essential Question:

Students will be able to answer the question(s):

- Can I sing Sol and Mi patterns from simplified notation?
- Can I sing in my head voice?
- Can I identify loud, soft, fast, and slow in musical examples?
- Can I perform rhythms consisting of Quarter notes, Eighth notes, Eighth rests, and Quarter rests?
- Can I sing in AB form?
- Does the melody go up or down?
- Who is the composer, the instrumentalist, the singer, and the audience and what are their key roles?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Quarter notes
- Eighth notes
- Eighth rests
- Quarter rests
- AB form
- Composer
- Instrumentalist
- Singer
- Audience
- Fast and Slow
- Loud and Soft
- light voice
- head voice
- Sol and Mi patterns.

4. Quarter 4

Standards:

Students will:

- Sing a solo.
- Demonstrate the difference between beat and rhythm.
- Relate high, middle and low sounds to non-musical examples.
- Recognize notes on a two or three line staff as high or low.
- Relate AB form to non-musical examples.
- Identify the difference between orchestral families.
- Sing songs in various textures: part of a group and as a solo.
- Identify and define *piano* and *forte*.
- Compose rhythms using quarter notes, eighth notes and quarter rests.
- Compose melodies using high and low sounds.

Essential Question:

Students will be able to answer the question(s):

- Can I sing a solo?
- Can I identify beat and rhythm?
- Can I relate high, middle, and low sounds to non-musical examples?
- Can I tell if a note is going high or low?
- Can I understand AB form?
- Can I identify the difference between orchestral families?
- Can I identify piano and forte?
- Can I compose a simple rhythm or melody?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Piano
- Forte
- Orchestral families
- Quarter notes
- Eighth notes
- Quarter rests
- Melodies
- AB form
- Solo
- Rhythm
- Beat
- High, middle and low sounds.

