

Elementary Music Curriculum

Grade One

The over-arching theme in the music curriculum for first grade is “Music Tells a Story.” Through a variety of music methodologies and approaches, children will continue the expressive experiences introduced in kindergarten and will expand the children’s exposure to proper singing technique, movement and instrument playing while making a connection with how feelings, thoughts and stories can be told through music and dance. Creativity, imagination, joyfulness and expression will be encouraged as children develop their musical sensitivities. Students will also study the instrument families of the symphony orchestra and make a connection with how composers write themes and use instrument sounds to represent characters, feelings and moods in a story. Students will study ballet as an art form.

Elementary General Music Course Objectives

Grade One

Students will be able to:

1. Continue to recognize that all people can sing.
2. Continue to distinguish that there are differences between singing, speaking, whispering and shouting voices.
3. Continue to recognize that singing, movement and instrument playing are means of personal expression.
4. Recognize that music can tell a story.s
5. Understand how we sing or dance a feeling or thought.
6. Identify aurally that songs have rhythm and rhyme.
7. Will be able to sing, alone and with others, three-note melodic patterns (sol-mi-la) and simple songs maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction and correct posture.
8. Recognize visually the staff, G clef/treble clef and notes on the staff.
9. Sing simple Sol-Mi-La melodies by sight when reading from the treble clef staff.
10. Sing in a proper head voice.
11. Recognize aurally and sing the major scale using solfege syllables, ascending and descending.
12. Sing expressively with appropriate dynamics, phrasing and interpretation.
13. Sing from memory a variety of songs.
14. Sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a teacher or conductor.
15. Demonstrate and respond to the steady beat through clapping, marching, and instrument playing.
16. Echo clap and improvise four-beat rhythm patterns which incorporate quarter notes, quarter rests and eighth notes.
17. Visually recognize the quarter note, quarter rest and eighth notes.

18. Continue to perceive, describe and respond to musical opposites, including fast and slow (tempo), high and low (pitch), happy and sad (mode) and loud and quiet (dynamics) when singing, listening or moving to music.
19. Respond through purposeful movement to selected music characteristics or to specific music occurrences while singing or listening to music.
20. Understand what it is to be a good listener of music.
21. Identify specific listening selections including: Peter Tchaikovsky's "The Nutcracker Suite," Sergei Prokofiev's "Peter and the Wolf," and selections from Modest Mussorgsky's "Pictures at an Exhibition."
22. Understand that a composer is one who creates and writes music and will question and answer, "Who created this and why?", "What is the composer trying to say?", "How does this music make me feel?"
23. Describe a ballet as a story told through dance, movement and music.
24. Use appropriate terminology in describing music, musical instruments and voices.
25. Identify woodwinds, brass, strings, percussion and keyboards as instrument families.
26. Classify orchestral instruments as woodwinds, brass, strings, percussion or keyboard.
27. Identify the sounds of some instruments including hand-held classroom instruments, and band/orchestral instruments.
28. Continue to learn to distinguish between children's voices/adult voices and male voices/female voices.
29. Continue to listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and or geographical content.
30. Continue to demonstrate that there are proper and respectful ways to play classroom musical instruments.
31. Continue to identify miscellaneous hand-held classroom instruments such as drums, triangles, tambourines, maracas, sand blocks, wood blocks, rhythm sticks and boom whackers.
32. Continue to differentiate and classify wood instruments from metal instruments and compare and contrast when describing their sounds.
33. Play appropriately the major scale, simple melodies and ostinato patterns on xylophones and metallophones.
34. Continue to describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings.