

Pine Hill Public Schools Curriculum

Content Area:	Music		
Course Title/ Grade Level:	Music / Grade 1		
Unit 1:	Fundamentals of Music	Month:	1 month
Unit 2:	Fundamentals of Music	Month:	1 month
Unit 3:	Tonal and Rhythmic Labeling	Month:	2 months
Unit 4:	Tonal and Rhythm Development	Month:	6 months
Unit 5:	Musical Forms and Stories	Month:	4-8 weeks multiple times throughout year
Unit 6:	History and Culture	Month:	2-4 weeks multiple times throughout year
BOE Approval Date:	August 28, 2012		

**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
Date Created:		BOE Approval Date:
Pacing		
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 Benchmark pre-assessment	
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 instruments, 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 <u>elements of music</u> 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/ <u>vocal placement</u> requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the <u>home tone</u> 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		Unit #: 2
Course or Grade Level: Music Grade 1		Length of Time: 1 month
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How can we match specific tonal and rhythm patterns using a neutral syllable?	
Content	Tonal and Rhythmic development 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 Sing songs using correct pitch Respond to changes in elements of music through movement	
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, songs and chants percussion instrument, Gordon Unit 1, pattern evaluation sheets, Weikert: Rhythmically Moving, 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 <u>elements of music</u> 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 <u>musical properties</u> .	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/ <u>vocal placement</u> requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the <u>home tone</u> 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 <u>exemplary works</u> 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: Tonal and Rhythmic Labeling		Unit #: 3
Course or Grade Level: Music Grade 1		Length of Time: 2 months
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How can we begin to label tonal and rhythm patterns	
Content	Identify maj tonic/dom Identify duple marco/micro	
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 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	
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 by Tchaikovsky audio & video, Indian Suite by Edward McDowell Music Smart (Book) 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.3 Performance		
Strand(s): B. Music		
Content Statement(s):		CPI # / CPI(s):
Explore the <u>elements of music</u> 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		1.1.2.B.2

melody.	
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/ <u>vocal placement</u> requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the <u>home tone</u> 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: Tonal and Rhythm Development		Unit #: 4
Course or Grade Level: Music Grade 1		Length of Time: 6 months
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How do we identify tonal patterns as maj/min How do we identify rhythmic patterns as duple/triple macro/micro	
Content	Tonal and Rhythmic development Vocal exploration Movement exploration Instrument play	
Skills	Sing major & minor tonic and dominant patterns using neutral syllable Begin to label patterns as maj tonic and dominant Chanting duple & triple patterns using a neutral syllable Begin to label patterns as duple macro/micro/both Use voice to produce sound throughout the vocal range Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Solos singing for accuracy	
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	Individual attention after class time Student modeling & mentors Teacher modeling Repetition Advancing at individual pace Benchmark	
Inter-disciplinary Connections		
Lesson resources / Activities	<ul style="list-style-type: none"> Vocal exploration aids (tape measure, bubbles, scarf, charts/stories), recorded music, percussion instrument, Gordon Unit 2 (verbal association), pattern evaluation sheets, Weikert: Rhythmically Moving, solo certs. 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.3 Performance		
Strand(s): B. Music		
Content Statement(s):		CPI # / CPI(s):

Explore the <u>elements of music</u> 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/ <u>vocal placement</u> requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the <u>home tone</u> 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: Musical Forms and Stories		Unit #: 5
Course or Grade Level: Grade 1		Length of Time: 4-8 weeks multiple times throughout year
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	What is form? How does form affect the structure of the music? What is a Symphonic poem? What is Ballet? What is Suite?	
Content	Stories told within a Symphonic Poem, Ballet and Suite Various movement activities Various listening activities ABA form Rondo	
Skills	Identify a symphonic poem Identify Suite Identify Ballet Move/act out the story based on the music Illustrate story told through music Perform music of various forms	
Assessments	Participate in listening activities, Act out song by moving Answer questions to identify actions within the music Identify forms	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling • Teacher modeling • Repetition 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Danse Macabre audio, Indian Suite, audio ,The Nutcracker audio & video (puppet), Children’s Corner Suite audio, Mozart Ah vous dirai je’mamon (Twinkle Variations), Eine Kleine Nachtmusic, songs of various forms (minuet, rondo, ABA, theme & variations) 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.2 History of Arts and Culture 1.4 Aesthetic Response & Critique Methodologies		
Strand(s): B. Music A. History of Arts and Culture		

A. Aesthetic Response

Content Statement(s):	CPI # / CPI(s):
Explore the <u>elements of music</u> through verbal and written responses to <u>diverse aural prompts and printed scores</u> .	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 the families of instruments and identify their associated <u>musical properties</u>	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
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.	1.2.2.A.1
Identify aesthetic qualities of <u>exemplary works</u> 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

**Pine Hill Public Schools
Music Curriculum**

Unit Title: History and Culture		Unit #: 6
Course or Grade Level: Grade 1		Length of Time: 2-4 weeks multiple times throughout year
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	What are the similarities and differences of music from different times and places? What role does music play in holidays?	
Content	Music of various times Music of various cultures Composers Music of various holidays	
Skills	Move to music of various composers, cultures, and time periods Identify prominent instruments within a piece Dramatization in movement while listening to various pieces of music Identification of various melodies from a particular piece Relate music with it's appropriate holiday Discuss the background of various holidays and how that is illustrated through music Cultural dances	
Assessments	Teacher questions Teacher observation of student performance Solo and group performance Benchmark	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Repetition • Visual/Auditory/Kinesthetic instruction 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Art • History • Geography 	
Lesson resources / Activities	Danse Macabre, Indian Suite, The Nutcracker, MLK story and related songs, songs of various holidays, Dance-Tarantela	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.2 History of Arts and Culture 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):

Categorize the 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.	1.2.2.A.1
Identify aesthetic qualities of <u>exemplary works</u> 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
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3

Revised: January 22, 2013