

1st Grade Curriculum Map

	Content - Students will know	Skill - Student will be skilled at	Standards	Assessment	Enduring Understanding	Essential Questions
Singing	*Speaking, Singing, Head and Chest Voice *Resting Tone *Drones *Tonic and Cadential Patterns *Solfege Syllables	*Using singing voices *Singing simple songs *Singing in various meters and tonalities *Ostinato and drones vocalize resting tone	1.3.2.B.1 1.3.2.B.2 1.3.2.B.4 1.3.2.B.5 1.3.2.B.6 1.3.2.B.7	Teacher observation Anecdotal records and rubric Students recordings	“Singing is a fundamental and universal form of expression that requires active listening skills and physical production”	How do we use our voice?
Playing Instruments	*Steady beat *Rhythm pattern *Rhythm Syllables	Play steady beat and rhythm patterns on Unpitched percussion *play simple drones Xylophone	1.3.2.B.1 1.3.2.B.6 1.3.2.B.3 1.3.2.B.6	Teacher observation Anecdotal records and rubric Students recordings	“Rhythm is a part of our everyday life and it is what makes life interesting.”	How do we express music?
Movement	Steady beat Short Movement Expression	Movement to steady beat Responds to elements of music through movement Folk dance readiness	1.1.2.B.2 1.3.2.B.6	Teacher observation	"All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	How do we move to music?

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Literacy	Staff, treble clef, quarter note Tempo, Dynamic Melodic Direction	Singing and chanting quarter note, quarter rest, and eighth note patterns. Identifying the treble clef Identifying the staff High vs Low Adagio vs Allegro Forte vs Piano	1.1.2.B.1 1.1.2.B.2 1.1.2.B.3	Teacher observation Anecdotal records and rubric Students recordings	"All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. " "All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art."	How does rhythm affect music?
History/Culture	Holiday Traditions Multicultural Music	Appreciate multicultural holiday traditions Identify culutral folksongs	1.2.2.A.1 1.2.2.A.2 1.4.2.A.2		All students will understand the role, development, and influence of the arts throughout history and across cultures.	Where does music come from? How does music contribute to culture

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Listening to, analyze, describe, critique	Musical Texture Various works of art Structures of music	Identify solo, duet and ensemble Peter and the Wolf ABA form	1.4.2.A.1 1.4.2.A.3 1.4.2.A.4	Teacher observation Anecdotal records and rubric Students recordings	All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.	How does the music make you feel? How do we listen to music?
Evaluate/ Aesthetic Responses	Elements of Music Musical Works of Art	Respond to changes in elements of music through Movement. Actively relate visual imagery with timbre Evaluate performance of Nutcracker Ballet	1.4.2.A.1 1.4.2.A.2	Classroom discussion Teacher Observation Anecdotal records and rubric	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	How does the music make you feel?
Improvise/ Compose	Expressive improvisation	Improvise simple rhythmic patterns Improvise movement sequence Improvise simple melodies	1.3.2.B.5	Teacher observation Anecdotal records and rubric Students recordings	“Improvisation and composition enables the musician to express original musicality.”	How is music created