

## CURRICULUM MAP MUSIC– GRADE ONE

August/September	October	November	December
<p><b>Creative Expression and Communication</b></p> <p>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.</p> <p><b>Historical, Cultural and Social Contexts</b></p> <p>2. Sing songs representing their cultures.</p> <p>3. Sing, listen and move to music from various historical periods.</p> <p><b>Valuing Music/Aesthetic Reflection</b></p> <p>3. Respond physically to a variety of age-appropriate music.</p> <p>1. Participate in developmentally appropriate music activities.</p>	<p><b>Analyzing and Responding</b></p> <p>1. Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).</p> <p><b>Creative Expression and Communication</b></p> <p>2. Use the head voice to produce a light, clear sound and maintain appropriate posture.</p> <p>5. Read, write and perform using eighth notes, quarter notes and quarter rests.</p> <p><b>Historical, Cultural and Social Contexts</b></p> <p>1. Identify and demonstrate echo and call/response.</p>	<p><b>Creative Expression and Communication</b></p> <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> <p><b>Analyzing and Responding</b></p> <p>3. Identify same/different phrases.</p>	<p><b>Historical, Cultural and Social Contexts</b></p> <p>5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).</p> <p><b>Valuing Music/Aesthetic Reflection</b></p> <p>4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).</p> <p><b>Connections, Relationships and Applications</b></p> <p>2. Identify similar terms (e.g., patterns, texture) in the arts.</p>

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January	February	March/April	May
<p><b>Creative Expression and Communication</b> 4. Improvise on selected lyrics (text) of known songs.</p> <p><b>Analyzing and Responding</b> 4. Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally.</p> <p><b>Connections, Relationships and Applications</b> 1. Use music and/or found sounds together with dance, drama and visual art.</p>	<p><b>Analyzing and Responding</b> 2. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).</p> <p><b>Connections, Relationships and Applications</b> 3. Recognize connections between music experiences and another curricular subject (e.g., English language arts). 5. Recognize a musician.</p>	<p><b>Historical, Cultural and Social Contexts</b> 4. Identify, listen and respond to music of different composers.</p> <p><b>Valuing Music/Aesthetic Reflection</b> 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</p> <p><b>Connections, Relationships and Applications</b> 4. Identify various uses of music in their cultures.</p>	<p><b>Creative Expression and Communication</b> 6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> <p><b>Analyzing and Responding</b> 5. Recognize and discuss individual and group performance.</p>