

First Grade - January
Unit/Module Scope & Sequence
(Learning to occur with a specific topic/piece of text)

Unit Title:

Building Music...What Makes Up a Song??

Topic: *(Brief Description of Title, what we want the kids to learn)*

Students will learn what makes up a song...rhythm, beat, pitches, chords, etc. and will be introduced to the building blocks of music and notation reading.

Month:

January

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

NATIONAL STANDARDS FOR MUSIC EDUCATION:

- Standard 1 – Singing alone and with others a varied repertoire of music (a, b, c, e)
- Standard 2 – Performing on instruments alone and with others a varied repertoire of music (a, b, d)
- Standard 3 – Improvise melodies, variations and accompaniments (a, b, c, d)
- Standard 4 – Composing and arranging music within specific guidelines (b)
- Standard 6 – Listening to, analyzing and describing music (b, c, d, e)
- Standard 8 – Understanding relationships between music, the other arts and disciplines outside the arts (b)
- Standard 9 – Understanding music in relation to history and culture (d,e)

Overview/Objectives/I Can Statement associated with the Unit/Topic: *(Description of Learning to Occur)*

- I can identify the characters and places in the Freddie the Frog curriculum.
- I can recite the music alphabet.
- I can identify Treble Clef notes (from high to low) of E, F, A, C, E and F as their places in the Freddie the Frog Curriculum and use them to play songs on the xylophones, melody bells, desk bells, and boomwhackers.
- I can compose short songs using pitches and rhythmic patterns.
- I can sing a variety of songs and explore my speaking and singing voices.
- I can use a variety of classroom instruments in games and to accompany my singing.
- I can use my body and classroom instruments to begin to develop a sense of steady beat.
- I can connect elements of the music lesson with what they I am learning in the regular classroom.

Lessons for the Unit: *Summary of lessons that correlate to the unit*

Students will spend this month learning about the treble staff and how it is labeled. We will begin to learn to read musical notation for both rhythm and pitch and will explore how pitches we hear correspond to what we see in written music.

Students will participate in a variety of activities to help them understand these musical differences.

Students will create some short musical compositions incorporating the concepts of long and short sounds and of sounds vs. rests.

Continue working with Pre-School Prodigies, Level I.... lessons 2-4 (the bells of the C major scale, using bells in chords, building intervals), composing, introduction to all other bells and diatonic pitches)

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Beat, rhythm, pitch, chord, notation, treble clef, eighth note, quarter note, eighth rest, quarter rest, whole note, half note, music alphabet (A-B-C-D-E-F-G)

Assessments: *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit*

Through teacher observation:

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**

- **Student ability to demonstrate different musical tempos classroom instruments and to properly identify the style through movement or gestures in a given musical example**
- **Student ability to demonstrate ritardando, accelerando, and fine with their voices and classroom instruments and to properly identify the style through movement or gestures in a given musical example**

Through the use of the Pre-School Prodigies Curriculum

- **Student ability to follow along with the Pre-School Prodigies curriculum videos and to play the correct bell at the correct time.**
- **Student ability to successfully complete Pre-School Prodigies lesson book pages as passed out by the teacher.**
- **Student ability to create short compositions through guided activities in the Pre-School Prodigies program**

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes
Various other classroom instruments (rhythm sticks, drums, etc.)
Freddie the Frog
Freddie the Frog and the Thump in the Night book
Rhythm spot dots
Tempo spot dots
Pre-School Prodigies lessons 1 – 6 and corresponding activities
Pre-School Prodigies Holiday Tunes
Desk Bells
Melody Bells
Boomwhackers
Xylophones