

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

Unit Title:
Building Music...What Makes Up a Song?? Also....Irish Folk Music and a Celebration of St. Patrick's Day

Topic: <i>(Brief Description of Title, what we want the kids to learn)</i>
<p>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.</p> <p>We will also explore Irish Folk Music through traditional Irish songs, music listening, instruments, and dance in celebration of St. Patrick's Day.</p>

Month:
March

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

New York State Learning Standards for the Arts Conceptual Framework					
Shared by All Arts Disciplines				Discipline-Specific Performance Indicators	
Artistic Processes		Anchor Standards			
Cr	Creating	Conceiving and developing new artistic ideas and work.		1.	Generate and conceptualize artistic ideas and work.
				2.	Organize and develop artistic ideas and work.
				3.	Refine and complete artistic work
Pr	Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.		4.	Select, analyze, and interpret artistic work for presentation.
				5.	Develop and refine artistic techniques and work for presentation.

All Arts Disciplines
 Performance Indicators are written for each grade level, within each arts discipline:

- Pre-K – 8
- High School
- HSI – Proficient
 - HSII – Accomplished
- HSIII – Advanced

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			6.	Convey meaning through the presentation of artistic work.	<p>Music Only General Music</p> <ul style="list-style-type: none"> • Pre-K – 8 <p>In additional strands:</p> <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced
Re Responding Understanding and evaluating how the arts convey meaning.			7.	Perceive and analyze artistic work.	
			8.	Interpret meaning in artistic work.	
			9.	Apply criteria to evaluate artistic work.	
Cn Connecting Relating artistic ideas and work with personal meaning and external context.			10.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
			11.	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

• **COMMON CORE ALLIGNMENT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms
Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes & rests Measures
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	

• **COMMON CORE ALIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
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Reading for Literature	<p>Recount stories, fables, etc.</p> <p>Words/phrases describe rhythm & meaning</p> <p>Overall structure of story</p> <p>Different points of view of characters</p> <p>Identify who is telling story</p> <p>Compare/contrast 2 or more versions of story</p> <p>Determine theme and analyze it's development</p> <p>Compare/contrast written work to media version</p> <p>Make connections between written text and other perspectives</p>	<p>Folk songs</p> <p>Rhythms, patterns, repetition, form</p> <p>Form</p> <p>Cultural connections to music</p>
Reading for Information	<p>Questions re: details of text</p> <p>Know/use text features</p> <p>Meaning of domain specific words</p> <p>Describe overall structure of events, ideas, concepts or info</p> <p>Distinguish own point of view</p> <p>Engage in group reading w/purpose & understanding</p>	<p>Critical listening</p> <p>Expressive markings in music</p> <p>Music specific vocabulary</p> <p>Form</p> <p>React to music, improvisation</p> <p>Sing and play with others</p>
Reading Foundational Skills	<p>Print concepts</p> <p>Phonological awareness</p> <p>Phonics & word recognition</p> <p>Fluency</p>	<p>Read music notation, follow own part</p> <p>Lyrics, rhythm, note reading</p> <p>Music reading, practice for fluency</p>
Writing	<p>Write opinion supporting point of view</p> <p>Draw evidence from text for analysis</p> <p>Write information/explanatory texts</p> <p>Production and distribution of writing</p> <p>Short research projects</p> <p>Write to support analysis of topics or text</p> <p>Create text in response to literary work</p>	<p>Critical responses</p>
Speaking & Listening	<p>Ask/answer questions to clarify comprehension</p> <p>Create multimedia presentation of stories or poems</p> <p>Engage in collaborative discussions</p> <p>Initiate and participate effectively in collaborative work</p> <p>Evaluate speaker's point of view</p> <p>Include multimedia components to clarify information</p> <p>Make strategic use of digital media</p>	<p>Teacher questioning</p> <p>Collaborative discussions</p> <p>Multimedia</p>
Language	<p>Identify connections between words & their use</p> <p>Correct use for frequently confused words</p> <p>Use knowledge of language to write, speak, read, listen</p> <p>Use nuances in word meanings</p> <p>Distinguish shades of meanings</p> <p>Acquire & use domain-specific words and phrases</p> <p>Demonstrate command of conventions of standard English</p>	<p>Musical vocabulary</p> <p>Clarify misused vocabulary (hi/low, soft/loud)</p> <p>Use music vocabulary to describe music</p>

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.
- I can define and describe Jazz and the Blues.
- I can define, describe and demonstrate scat singing with my voice.
- I can define, describe, and demonstrate improvisation with classroom instruments.
- I can name at least one traditional Irish Instrument.
- I can identify music from Ireland with my ears.

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

Students will continue to work with the “**Pre-School Prodigies Level I Curriculum**” They will learn about pitch and rhythm through a series of interactive songs and games using the melody bells, desk bells, and boomwhackers.

We will also explore Irish Folk Music through traditional Irish songs, music listening, instruments, and dance in celebration of St. Patrick’s Day.

Rhythm Day	Melody Day
<p>Work with beat and rhythm using the Remo African Drums and various drumming games / songs / activities.</p> <p>Also work with Steady Beat through playing our instruments and singing: Also work through composing our own rhythms to incorporate into the Sweet Beets song 😊</p> <ul style="list-style-type: none"> ● Sweet Beets (Pre-School Prodigies) <ul style="list-style-type: none"> - Sweet Beets II-2 - Sweet Beets III and Note Knacks - Sweet Beets 2 - Sweet Beets 3 ● Book Pages <ul style="list-style-type: none"> - 40 (musical math) - 41 (musical math) 	<p>Continue to work with high and low sounds and the pitches of the major scale through playing our instruments and singing:</p> <ul style="list-style-type: none"> ● Pre-School Prodigies: <ul style="list-style-type: none"> - The Chords C and G Pgs. 30 - 33 - The Chords on the Bus (3.5) Pgs. 48, 53, 58 - 61 - Which Witch (3.6) <p>Also work with melody and ostinato through playing our instruments and singing:</p> <ul style="list-style-type: none"> ● Michael Finnegan ● The Rattlin’ Bog

- 42 (body percussion composition)

****Special focus videos on Irish Dance and Irish Instruments**

Song List:

- **Hello Everybody**
- **Shake My Sillies Out**
- **I Pull My Ears**
- **Freeze**
- **Michael Finnegan**
- **Little Leprechaun**
- **Paddy Works The Railway**

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),

Special Irish Vocabulary:

Jig, Slip Jig, Reel, Clog, Gillies, Celtic Harp, Tin Whistle, Celtic Flute, Bodhran

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.
- **PROGIDIES LESSON BOOK PAGES (see above)**

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
Desk Bells
Melody Bells
Boomwhackers
Xylophones