

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

Unit Title:

Musical Opposites...Describing How Music Is

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

Students will learn about tempo and tempo changes (largo, andante, allegro, presto, ritardando, accelerando.)

Month:

November

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 use my voice, body, ears and the classroom instruments to differentiate between piano and forte styles of music as well as legato and staccato styles of music.

I can create works of music incorporating piano, forte, legato and staccato sounds.

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 different ways that music can be including different speeds and ways to speed up or slow down. Students will be introduced to musical vocabulary for these changes, i.e., largo, andante, allegro, presto, ritardando, accelerando.

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

Students will create short measures of rhythm in 4/4 time to be played by the class using body percussion and chanting at different tempos. Depending on student success, students may add instruments to this activity.

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

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

Beat, rhythm, largo, andante, allegro, presto, fine, ritardando, accelerando, composer, conductor, performers, chant, body percussion, speaking voice, singing voice, other classroom instrument names, pitched percussion, non-pitched percussion

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

ASSESSMENT TEST

**Students will work in small groups to create measures of rhythms in 4/4 time to be played by their classmates at different tempos. Based on the game explained in the Freddie the Frog and the Mysterious Wahoo book.

This year First Grade will team up with Kindergarten, Second Grade, and Third Grade to present “The First Thanksgiving” a mini play about the first thanksgiving which will be shared at the school’s Thanksgiving Feast. Students will also learn “Hip-Hop Turkeys” to perform at the feast.

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 Mysterious Wahoo book
Rhythm spot dots
Tempo spot dots