



Vocal Music

1st Grade

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Reviewed by Curriculum Advisory Committee on November 13, 2014

Presented to the Board of Education on January 13, 2015

COURSE TITLE: Vocal Music 1

GRADE LEVEL: First Grade

CONTENT AREA: Music

Course Description:

In First grade music, students explore the basic elements of music through singing, moving, listening, and playing classroom instruments. In this course, students will be able to demonstrate musical concepts and will begin to develop the skills necessary to describe skills using language. This is developmentally appropriate.

Course Rationale:

Music is universal. In all societies, people sing, dance, and play instruments. All forms of music expression are keys to cultural heritage. People use music as a means of expressing their emotions. Music enhances the quality of life.

Music education contributes to the emotional, intellectual, aesthetic, and physical development of the child. Every child should have the opportunity to explore music, to develop a knowledge of musical concepts, to participate in musical performance, and to develop innate musical talents.

Music, by its very nature, encompasses all other core and non-core content areas. The cross-curricular connections are organic and authentic; they are inherently embedded in all music strands and activities.

A complete program of music education, while instilling an appreciation for all types of music, ensures that students have the knowledge necessary to make informed, intelligent decisions about the music they choose to have in their lives.

Course Scope and Sequence

Unit 1: Expressive Qualities (5 class periods)	Unit 2: Form (5 class periods)	Unit 3: Harmony/Texture (5 class periods)
Unit 4: History/Culture (5 class periods)	Unit 5: Melody (5 class periods)	Unit 6: Rhythm/Meter (5 class periods)
Unit 7: Timbre (5 class periods)		

Unit Objectives

Unit 1: Expressive Qualities

- Students will distinguish between music opposites.
- Students will demonstrate and recognize between fast and slow music.
- Students will use music terms to describe their personal response to images and stories.

Unit 2: Form

- Students will improvise short rhythmic patterns.

Unit 3: Harmony/Texture

- Working with partners, the students will create rhythmic and melodic patterns to be performed by their partners, and perform rhythmic and melodic patterns composed by their partners.

Unit 4: History/Culture

- Students will perform a varied repertoire of songs, including: western and non-western music, circle games, and call and response songs.

Unit 5: Melody

- Students will identify notation for high and low sounds.
- Students will perform a melody containing “mi,” “so,” and “la.”

Unit 6: Rhythm

- Students will perform a steady beat.
- Students will read and echo simple rhythm patterns (using iconic or standard notation) consisting of: quarter notes, quarter rests, and eighth note pairs.

Unit 7: Timbre

- Students will differentiate between adult male, adult female, and children’s voices.
- Students will distinguish accompanied and unaccompanied music and stories.

Essential Terminology/Vocabulary

Accompanied

Accompaniment

Art

Call and response

Circle games

Classroom Instruments

Compose

Create

Different

Echo

Eighth note pairs

Fast

Female

Form

High

Improvise	Pattern	Western music
Instrument Sounds	Performance	Cooperation
Leader	Quarter note	History
Listening	Quarter rest	Socialization
Low	Rhythm	Leader
Male	Same	Solfege
Medium	Slow	Staff
Melody	Steady beat	Children
Mood	Tempo	Voices
Non-western music	Unaccompanied	

Proposed Course Materials and Resources:

Online Learning Exchange Interactive Music, Published by Silver Burdett with Alfred,
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Midisaurus –Teacher Edition

All applicable audio/video recordings and internet sites as needed

All applicable technological devices, and the corresponding apps, including, but not limited to: ipods, ipads, android tablets, audio recording devices, midi devices (if available)

All applicable text resources and handouts

Classroom instruments

Guest Artists or Educators from professional performance companies, including, but not limited to: Saint Louis Symphony Orchestra, COCA, Opera Theatre of Saint Louis, The Sheldon Concert Hall, The Repertory Theatre of Saint Louis, Dance Saint Louis, The Black Rep, and any performers participating in the E. Des Lee Collaborative at the University of Missouri- Saint Louis

All applicable choral and instrumental sheet music to be performed or analyzed by students

First Grade Vocal Music Scope and Sequence

	Expressive Qualities	Form	Harmony/ Texture	History/ Culture	Melody	Rhythm/ Meter	Timbre
1	<p>Demonstrate/ Distinguish/ Recognize fast and slow tempo PP1B1 PP2B1 EP1C1 AP1A1</p> <p>Distinguish and demonstrate through movement music opposites: same/different, high/low long/short, smooth/ separated soft/loud, up/down AP1A1 AP1B1</p> <p>Use prerequisite terms to describe personal response to a musical example- images and stories AP2B1</p>	<p>Improvise short rhythmic patterns PP3A1</p>	<p>Echo simple rhythmic patterns PP21A</p>	<p>Perform a varied repertoire of songs, including patriotic, folk, seasonal, spirituals PP1C1</p> <p>Perform teacher-selected genres or styles: Western and non-Western music circle games call and response HC1A1 HC1B1 HC1C1</p>	<p>Reproduce/echo melodies in limited range [sol - mi, la - sol - mi] PP1A1</p> <p>Identify icons for high and low sounds EP1B1</p>	<p>Perform a steady beat following the cues of a conductor PP1E1 PP2A1 PP2E1</p> <p>Read/Echo simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/ rest eighth-note pairs PP2A1 PP2D1 EP1A1</p>	<p>Create a single tone or non-pitched accompaniment for songs and stories PP4A1</p> <p>Differentiate between male, female, and children's voices AP1B1</p> <p>Differentiate between accompanied and unaccompanied AP1B1</p>