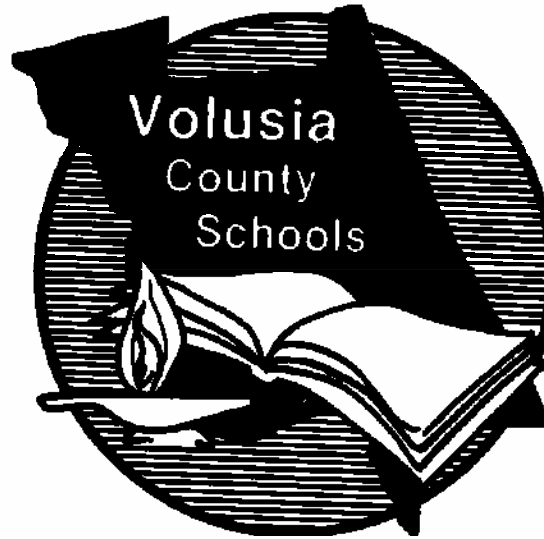


Elementary Music

CURRICULUM MAPS



1st Grade

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

The School District of Volusia County

The School Board of Volusia County

Ms. Candace Lankford, Chairman

Ms. Diane Smith, Vice Chairman

Mr. Stan Schmidt

Dr. Al Williams

Ms. Judy Conte

Superintendent of Schools

Dr. Margaret Smith

Deputy Superintendent for Curriculum and School Improvement Services

Dr. Chris Colwell

Director of Program Accountability and Student Achievement

Ms. Allene Dupont

Coordinator of Elementary Services

Ms. Leticia Roman

Performing Arts Specialist

Dr. Monty R. Musgrave

Interpreting the Curriculum Maps

Unit/Organizing Principle: The overarching organizational structure used to group content/concepts within the curriculum map

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

Learning Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

Benchmarks: The Sunshine State Standards aligned with the learning targets and skills (see next page)

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections: A) Rhythm, B) Melody, Harmony, and Form, C) Tone Color, D) Expressive Qualities. It is common practice that **many or most** of the sections, and the concepts associated with them, are taught simultaneously in every lesson. The purpose of delineation into separate sections is for assessment purposes. Teachers are free to use the maps in any order they wish. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

SUNSHINE STATE STANDARDS USERS' GUIDE

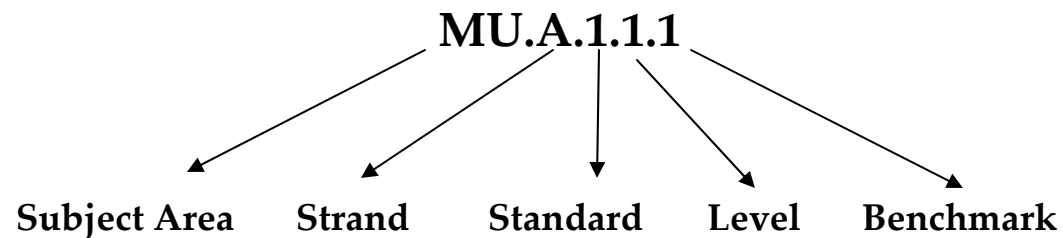
FOR ALL USERS:

A coding system is used in all curriculum guides to identify Sunshine State Standard Benchmarks and course Content Statements.

Benchmarks:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:



The first two letters of the code identify the subject area (e.g., MU for music). The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1=K-2, 2=grades 3-5, 3=grades 6-8, 4=grades 9-12). The last number identifies the benchmark under the grade cluster within the standard.

ELEMENTARY MUSIC CURRICULUM MAP

1st Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Rhythm	PACING:	Nine Weeks (Map A)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Maintain a steady beat? • Sing and play songs with rhythmic accuracy? • Recognize various rhythmic combinations and patterns, both aurally and visually? 		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Beat Duration Meter Pattern	<p>Singing</p> <ul style="list-style-type: none"> • Sing a song that includes ♩ ♪ ♫ • Sing a song in 2/4 meter • Maintain a steady beat while singing <p>Playing</p> <ul style="list-style-type: none"> • Play a ostinato accompaniment while maintaining a steady beat <p>Moving</p> <ul style="list-style-type: none"> • Move to patterns using ♩ ♪ ♫ • Move to steady beat while singing • Perform steady beat movements that show the strong and weak beats • Maintain a steady beat while performing a dance <p>Listening</p> <ul style="list-style-type: none"> • Identify steady beat in music <p>Reading</p> <ul style="list-style-type: none"> • Identify beat and rhythm patterns by reading iconic notation • Read from notation and perform patterns that include ♩ ♪ ♫ • Read notation in 2/4 meter <p>Creating</p> <ul style="list-style-type: none"> • Create rhythmic accompaniments to songs or stories • Create body percussion and / or other movement to show steady beat <p>Analyzing</p> <ul style="list-style-type: none"> • Compare and contrast various rhythm patterns from different songs 	MU.A.1.1.3 MU.A.2.1.1 MU.A.2.1.2 MU.A.3.1.1 MU.B.1.1.1 MU.B.1.1.2 MU.C.1.1.1 MU.C.1.1.2 MU.C.1.1.3 MU.D.2.1.2	Steady beat / no beat Beat / rhythm Sound / silence (rest) Longer / shorter sounds ♩ ♪ ♫ Meter in 2 Repeated patterns Ostinato Rhythm Syllables (e.g. ta, ti-ti)

ELEMENTARY MUSIC CURRICULUM MAP

1st Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Rhythm	Nine Weeks (Map A)
Activities and Resources		
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 10-11 (Big book page 4) – <i>Keep It Steady (steady beat / no steady beat)</i> Page 14-15 (Big book page 6) – <i>Birthday Rhythms! (steady beat & rhythm)</i></p> <p><u>Unit 2</u> Page 52-53 (big book page 16) – <i>Rainy Day Rhythm (quarter notes / eighth notes)</i></p> <p><u>Unit 3</u> Page 88-89 (big book page 28) – <i>Planting Long and Short Sounds (quarter notes /eighth notes)</i> Page 94-95 (big book page 30) – <i>Soccer Sounds & Silences (quarter notes / eighth notes / quarter rests)</i></p> <p><u>Unit 4</u> Page 128-129 (big book page (40) – <i>Cat at Rest (quarter notes / eighth notes/ quarter rests)</i></p> <p><u>Unit 5</u> Page 172-173 (big book page 52) – <i>Beats in Two (2/4 meter)</i></p> <p><u>Unit 6</u> Page 210-211 (big book page 62) – <i>Rug Bug Rhythms (quarter notes / eighth notes /quarter rests)</i></p> <p><u>Unit 7</u> Page 244-245 (big book page 70) – <i>Ant Antics (steady beat)</i> Page 266-269 (big book page 76) – <i>We Sing About Our Country (strong beat / weak beat)</i></p> <p><u>Unit 8</u> Page 296-297 (big book page 84) – <i>Families Around the World (steady beat)</i></p> <p><u>Unit 9</u> Page 302-303(big book page 86) – <i>How Do You Sing Hello?(repeated patterns)</i></p> <p><u>Unit 10</u> Page 328-329 (big book page 94) – <i>Two by Two (steady beat and rhythm)</i> Page 352-353 (big book page 100) – <i>A Spring Dance (steady beat)</i></p> <p><u>Unit 11</u> Page 372-373(big book page 106) – <i>Movin’ On with a Silly Song (repeated patterns)</i> Page 362-363 – <i>What a Tale! (longer sounds)</i></p> <p><u>Unit 12</u> Page 388-389 (big book page 110) – <i>Play a Birthday Poem (quarter notes / eighth notes / quarter rests)</i></p>		<p><u>Links to Educational websites</u></p> <p>www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u></p> <p>Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations”</p> <p><u>Suggested Assessments</u></p> <p>Performance / Peer Critique Observation</p>

ELEMENTARY MUSIC CURRICULUM MAP

1st Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (Map B)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Recognize the difference between high and low sounds visually and aurally? • Recognize same/different pitch patterns visually and aurally? • Recognize differences / similarities in musical forms aurally and through movement? • Demonstrate attempts to sing on pitch with appropriate tone quality? 		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Pitch and Direction Tonality Pattern Harmony Form	Singing <ul style="list-style-type: none"> • Sing songs of various forms • Match the contour of a song while singing it • Sing independently on pitch and show melodic direction Playing <ul style="list-style-type: none"> • Perform a body percussion Ostinato while singing • Perform contrasting rhythms to show AB form Moving <ul style="list-style-type: none"> • Perform locomotor and non-locomotor movements to like and different phrases • Move to show contrasting sections, AB, ABA, verse / refrain form Listening <ul style="list-style-type: none"> • Identify ascending melodic steps, skips, leaps in a melody Reading <ul style="list-style-type: none"> • Read iconic notation to identify same and different melodic phrases • Sing a song and read from iconic notation that includes <i>so, la, mi, do</i> Creating <ul style="list-style-type: none"> • Improvise sections in a speech piece Analyzing <ul style="list-style-type: none"> • Compare / Contrast (same / different) in pitches and melodies 	MU.A.1.1.1 MU.A.1.1.2 MU.A.3.1.2 MU.B.1.1.2 MU.C.1.1.1 MU.C.1.1.2 MU.D.1.1.1 MU.D.1.1.2 MU.D.2.1.1 MU.D.2.1.2 MU.E.1.1.1	High / low Higher / lower Upward / downward Skips, steps, repeated notes Tonal Center do Pentatonic Same / different <i>la, so, mi, do</i> and combinations Same / different Echo (imitation) Question / answer Call & response AB, ABA

ELEMENTARY MUSIC CURRICULUM MAP

1st Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Melody, Harmony, and Form	Nine Weeks (Map B)
Activities and Resources		
Suggested Lessons		
Silver Burdett “Making Music”		
Unit 1		
Page 20-21 – <i>Mashed Potatoes</i> (<u>Form</u> : Echo)		
Page 22-23 (Big book page 8) – <i>High and Low</i> (<u>Melody</u> : Low to High Sounds)		
Page 28-29 (Big book page 10) – <i>Phoebe Goes Up and Down</i> (<u>Melody</u> : Same-Different Melodic Patterns)		
Unit 2		
Page 56-57 (big book page 18) – <i>Answer the Call</i> (<u>Form</u> : Call and Response)		
Page 66-67 (big book page 20) – <i>Sailing High and Low</i> (<u>Melody</u> : So and Mi)		
Unit 3		
Page 100-101 (big book page 32) – <i>Same or Different?</i> (<u>Form</u> : ABA Phrase Form)		
Page 106-107 (big book page 34) – <i>Meet so and mi</i> (<u>Melody</u> : So and Mi Patterns)		
Unit 4		
Page 136-137 (big book page 42) – <i>Verse and Refrain</i> (<u>Form</u> : Verse and Refrain AB)		
Page 142-143 (big book page 44) – <i>Two Different Sections</i> (<u>Form</u> : Verse - Refrain AB form)		
Page 150-151 (big book page 46) – <i>Bounce to a New Note</i> (<u>Melody</u> : so, mi, la)		
Unit 5		
Page 178-179 (big book page 54) – <i>A Dance in Two Parts</i> (<u>Form</u> : Introduction and Coda)		
Page 186-187 (big book page 56) – <i>More so, mi, and la</i> (<u>Melody</u> : so, mi, la)		
Unit 6		
Page 216-217 (big book page 64) – <i>Same, Different, Same</i> (<u>Form</u> : ABA form)		
Page 224-225 (big book page 66) – <i>Look Out Below, Here Comes do!</i> (<u>Melody</u> : so mi, la, do)		
Unit 7		
Page 260-261 (big book page 74) – <i>Sing and Spell</i> (<u>Melody</u> : Upward)		
Unit 8		
Page 276-277 (big book page 78) – <i>A Bump-a-deedle Dance</i> (<u>Form</u> : Verse-Refrain, AB Form)		
Page 290-291 (big book page 82) – <i>Singing in the Tub</i> (<u>Melody</u> : Same melodic patterns)		
Unit 9		
Page 308-309 (big book page 88) – <i>Musical Games</i> (<u>Form</u> : Call and Response)		
Page 316-317 (big book page 90) – <i>Friends Make Music</i> (<u>Form</u> : ABA)		
Unit 10		
Page 342-343 (big book page 98) – <i>A Flutter of Butterflies</i> (<u>Form</u> : Same and Different phrases)		
Unit 11		
Page 358-359 (big book page 102) – <i>A Song of Wishful Thinking</i> (<u>Form</u> : Verse and Refrain AB)		
Page 366-367 (big book page 104) – <i>Sing Me a Story</i> (<u>Form</u> : Cumulative Song)		
Unit 12		
Page 424-425 (big book page 114) – <i>A Patriotic Song “America”</i> (<u>Melody</u> : Upward and Downward melodic movement)		
Links to Educational websites		
www.flmusiced.org		
www.music8.com		
www.kid-sounds.com		
www.childrensmusic.org/		
http://artsedge.kennedy-center.org/teach/standards.cfm		
http://centralfloridaorff.org/		
http://www.northfloridaorff.org/		
Suggested Resources		
Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”		
Silver Burdett “Master Index and Correlations”		
Suggested Assessments		
Performance / Peer Critique		
Observation		

ELEMENTARY MUSIC CURRICULUM MAP

1st Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Tone Color	Nine Weeks (Map C)
Activities and Resources		
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 34-37 (Big book page 12) – <i>My Voice</i> (timbre) Page 38-39 – <i>Thick or Thin</i> (texture)</p> <p><u>Unit 2</u> Page 72-75 (big book page 22) – <i>What Makes that Sound?</i> (Percussion timbres) Page 76-79 (big book page 24) – <i>Clap, Tap, Pat</i> (texture)</p> <p><u>Unit 3</u> Page 114-117 (big book page 36-37) – <i>Thump, Rattle and Scrape</i> (Percussion Instruments) Page 118-119 – <i>Rhythmic Ostinato</i> (Multivoice texture)</p> <p><u>Unit 4</u> Page 154-157 (big book page 48-49) – <i>Instrument Sounds</i> (Tuned Percussion) Page 158 – <i>Playing Borduns</i> (texture)</p> <p><u>Unit 5</u> Page 192-195 (big book page 58) – <i>Ding! Dong! Bong!</i> (Percussion timbres) Page 196-197- <i>Accompanying a Story</i> (textuere)</p> <p><u>Unit 6</u> Page 230-233 (big book page 68) – <i>Xylobone or Xylophone?</i>(Xylophone texture) Page 234-235 – <i>Rhythmic Ostinatos</i> (Layers of Sound)</p> <p><u>Unit 7</u> Page 250-253 (big book page 72) – <i>Meet the Instruments</i> (Instruments of the orchestra)</p> <p><u>Unit 9</u> Page 312-313 <i>La vibora</i> (Rhythmic ostinato) Page 322-325 (big book page 92) – <i>Sail Along, Sing a Song</i> (Environmental Sounds)</p> <p><u>Unit 10</u> Page 346-347 – <i>Sun, Little Sun</i> (Vocal and instrumental timbres)</p> <p><u>Unit 11</u> Page 382-385 (big book page 108) – <i>Musical Journey to Jupiter</i> (Instrumental)</p>		
<p><u>Unit 12</u> Page 406-409 – <i>I Saw Three Ships, African Noel</i> (Instrumental timbres) Page 414-415 – <i>Martin Luther King, Ev’rybody Ought to Know</i> (Vocal timbres)</p> <p><u>Links to Educational websites</u></p> <p>www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u></p> <p>Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations”</p> <p><u>Suggested Assessments</u></p> <p>Performance / Peer Critique Observation</p>		

ELEMENTARY MUSIC CURRICULUM MAP

1st Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Expressive Qualities	PACING:	Nine Weeks (Map D)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Recognize the difference between loud and soft sounds? • Recognize the difference between fast and slow sounds? • Recognize the difference between smooth and detached sounds? • Recognize and demonstrate concepts of mood in music aurally or through purposeful movement? • Recognize and demonstrate appropriate musical behaviors (as audience and performer)? 		
CONCEPTS /CONTENT	LEARNING TARGETS/SKILLS	BENCHMARKS	KEY TERMINOLOGY
Dynamics Tempo Articulation Mood	Singing <ul style="list-style-type: none"> • Sing songs with contrasting tempos, dynamics, and moods from diverse cultures • Perform speech poems getting louder or softer Playing <ul style="list-style-type: none"> • Perform songs on various pitched and non-pitched instruments with contrasting dynamics and tempos Moving <ul style="list-style-type: none"> • Move to show louder and softer dynamics by using larger and smaller movements • Move with steady beats that change tempo while listening and singing Listening <ul style="list-style-type: none"> • Listen to an orchestral work and move to show the changes in tempo and dynamics Creating <ul style="list-style-type: none"> • Dramatize a song to show dynamics • Create a short instrumental piece to accompany familiar rhyme with changing tempo or changing dynamics. Analyzing <ul style="list-style-type: none"> • Describe the differences in mood between two contrasting songs • Compare and contrast songs with differing tempos, dynamics, articulations 	MU.A.1.1.3 MU.A.2.1.2 MU.A.3.1.1 MU.D.1.1.1 MU.D.1.1.3 MU.D.1.1.4 MU.D.2.1.2 MU.E.2.1.2	Loud/soft Getting louder / getting softer Fast/Slow Getting faster / getting slower Short & long sounds Variety of moods

ELEMENTARY MUSIC CURRICULUM MAP

1st Grade

UNIT/ORGANIZING PRINCIPLE:	Exploring Expressive Qualities	Nine Weeks (Map D)
Activities and Resources		
<p><u>Suggested Lessons</u></p> <p>Silver Burdett “Making Music”</p> <p><u>Unit 1</u> Page 4-7 (big book page 2) – <i>On the Move with Loud and Soft</i> (loud and soft)</p> <p><u>Unit 2</u> Page 44-47 (big book page 14) – <i>Fast or Slow?</i>(fast, slow, getting faster, slower)</p> <p><u>Unit 3</u> Page 84-87 (big book page 26) – <i>Soft Pops, Loud Pops</i> (louder and softer)</p> <p><u>Unit 4</u> Page 124-127 (big book page (38) – <i>Faster, Faster, Stop!</i> (changing tempos)</p> <p><u>Unit 5</u> Page 164-167 (big book page 50) – <i>Getting Louder, Getting Softer</i> (getting louder, getting softer)</p> <p><u>Unit 6</u> Page 204-207 (big book page 60) – <i>Legato or Staccato?</i>(fast or slow, loud or soft, lullabye)</p> <p><u>Unit 7</u> Page 266-269 (big book p. 76) – <i>We Sing About Our Country</i> (style – patriotic)</p> <p><u>Unit 8</u> Page 294-295 – <i>Dearest Child, Sheep Sheep</i> (soft dynamics, mood of lullaby.)</p> <p><u>Unit 10</u> Page 348-349 – <i>It’s Morning Look</i> (loud and soft)</p> <p><u>Unit 11</u> Page 376-379 – <i>Off to the Moon</i> (tempo and mood)</p> <p><u>Unit 12</u> Page 394-395 – <i>Thanksgiving Feast</i> (fast and slow tempos) Page 398-399 (big book page 112) – <i>Sing and Celebrate the Season</i> (tempo changes) Page 418-419 – <i>Purim Song, Spring! Spring!</i> (fast and slow, loud and soft)</p>	<p><u>Links to Educational websites</u></p> <p>www.flmusiced.org www.musick8.com www.kid-sounds.com www.childrensmusic.org/ http://artsedge.kennedy-center.org/teach/standards.cfm http://centralfloridaorff.org/ http://www.northfloridaorff.org/</p> <p><u>Suggested Resources</u></p> <p>Musicplay by Denise Gagne Orff Source by Denise Gagne Listening Resource I by Denise Gagne Gameplan Grade 1 by Jeff Kriske and Randy DeLelles Mallet Madness by Artie Almeida Page 203 “Playful Pizzicato” (staccato) Page 203 “Hava netze bemachol” (legato, staccato) Page 420 TE “Country Gardens” (getting slower) Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support” Silver Burdett “Master Index and Correlations”</p> <p><u>Suggested Assessments</u></p> <p>Performance / Peer Critique Observation</p>	

ASSESSMENT RUBRIC

4 Points	A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.
3 Points	<p>A score of three is a response in which the student demonstrates an understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding.</p> <p>The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</p>
2 Points	A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.
1 Point	A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.