Seymour Public Schools Curriculum

Grade: 1st Subject: Music

The purpose of Music in the First Grade is to: Provide students accessible, sequential, and robust music instruction in school. Students in our school district deserve the right to a music education and music-making which will provide them with a robust and active music life. According to the *Declaration on Equity in Music for City Students* written by The Symposium on Music in Schools at Yale University, an **active music life** means "creating, performing, and responding to music in a variety of settings. It is characterized by: Accessible, sequential, and robust music instruction in schools; Outside-of-school opportunities that provide services that schools do not provide; and informal music-making (at home, at places of worship, with family and friends, etc.)"

Though an active music life requires all three contexts, it is our responsibility as professionally certified music educators to ensure that students of the Seymour Public Schools have access to a sequential and robust music education at the primary level. We recognize that "access" does not simply refer to the existence of music opportunities at school, it means an ongoing commitment to strengthen and expand our existing music programs so that they become more robust and inclusionary.

Primary level general music offers every student the opportunity to participate in the artistic process of creating, performing, responding, and connecting to music. Through singing, movement, playing instruments, and the use of technology students will acquire musical knowledge and skill, as well as an artistic outlet of expression, a method of interpersonal communication, and the ability to live a more robust active music life. Units will be spiraled in subsequent years to allow students to follow a logical sequence and explore music at a deeper level of understanding.   Units are run concurrently throughout the school year. By not segmenting units to specific timeframes students receive an authentic musical experience; one piece of music literature will often be used to touch upon multiple if not all units in a particular grade level.

Unit 1 – Melody

Unit 2 – Rhythm

Unit 3 – Form & Expression

Unit 4 - Creating

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UNIT 1- Melody - Students will be able to internalize and perform melodies.

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - 1st Grade - Ongoing - September - June**
CCSS Overarching Standards	**Creating** - Imagine **Performing** - Select - Analyze - Interpret - Rehearse, Evaluate & Refine - Present **Responding** - Analyze
Enduring Understanding	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.1 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.1 Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time. 5.1.1 Musicians judge performance based on criteria that vary across time, place, and cultures. 6.1.1 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.1

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Essential Questions	- How do musicians generate creative ideas? 1.1.1 - How do performers select repertoire? 4.1.1 - How does understanding the structure and context of musical works inform performances? 4.2.1 - How do performers interpret musical works? 4.3.1 - How do musicians improve the quality of their performance through openness to new ideas, persistence, and the application of appropriate criteria? 5.1.1 - When is a performance judged ready to present? 6.1.1 - How do context and the manner in which musical work is presented influence audience response? 6.1.1 - How does understanding the structure and context of music inform a response? 7.2.1
Priority Standards	MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression. MU:Pr6.1.1b Perform appropriately for the audience and purpose. MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
Performance Expectations **(Student outcomes: what will students know/understan**	Students will know and be able to: - explore pitch using vocal sliding activities. - perform and distinguish between sounds that are high & low, loud & soft, and fast & slow. - internalize & sing simple melodies alone and with others with a steady beat.

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d and be able to do)	

Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
Possible strategies may include: ● Students echo vocal glissandos. ● Students sing short phrases of an echo or call and response song. ● Simple Songs - Students will sing short song in its entirety.	● First Steps in Music for Preschool and Beyond - John M. Feierabend ● First Steps in Music with Orff Schulwerk - GIA Publishing ● The Book of Echo Songs - John M. Feierabend ● The Book of Call & Response - John M. Feierabend ● The Book of Pitch Exploration - John M. Feierabend ● Quaver Music ● Smart Projectors	Summative Assessments ● Performance rubric with students self-assessment Formative Assessments ● Performance rubric with student self-assessment ● Exit Tickets

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UNIT 2- Beat - Students will move to & internalize the beat of music.

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - 1st Grade - Ongoing - September - June**
CCSS Overarching Standards	**Creating** ○ Imagine **Performing** ○ Select ○ Analyze ○ Interpret ○ Rehearse, Evaluate & Refine ○ Present **Responding** ○ Analyze
Enduring Understanding	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 4.1.1 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.1 Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time. 5.1.1 Musicians judge performance based on criteria that vary across time, place, and cultures. 6.1.1 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.1
Essential Questions	- How do musicians generate creative ideas? 1.1.1 - How do performers select repertoire? 4.1.1

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	• How does understanding the structure and context of musical works inform performances? 4.2.1 • How do performers interpret musical works? 4.3.1 • How do musicians improve the quality of their performance through openness to new ideas, persistence, and the application of appropriate criteria? 5.1.1 • When is a performance judged ready to present? 6.1.1 • How do context and the manner in which musical work is presented influence audience response? 6.1.1 • How does understanding the structure and context of music inform a response? 7.2.1
Priority Standards	MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression. MU:Pr6.1.1b Perform appropriately for the audience and purpose. MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
Performance Expectations **(Student outcomes: what will students know/understand and be able to do)**	Students will know and be able to: ● maintain a steady beat on their body or classroom instrument. ● Create a steady beat to a familiar song/rhyme on their body or classroom instrument. ● Move to the beat in duple & triple meter to recorded music, familiar songs & rhymes.

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
Possible strategies may include: ● Students maintain a steady beat, in a variety of meters, while performing a song or rhyme. ● Students maintain a steady beat, in a variety of meters, while listening to prerecorded music.	● First Steps in Music for Preschool and Beyond - John M Feierabend ● First Steps in Music with Orff Schulwerk - GIA Publishing ● The book of Songs and rhymes with beat motions - John M Feierabend ● Recorded Music ● Quaver Music ● Classroom Instruments ● Smart Projector	Summative Assessments ● Performance rubric with students self-assessment Formative Assessments ● Performance rubric with student self-assessment ● Exit Tickets

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UNIT 3- Musical Expression & Form - Students will move and perform to show expressive qualities & form in music.

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - 1st Grade - Ongoing - September - June**
CCSS Overarching Standards	● **Performing** ○ Analyze ○ Interpret ○ Rehearse, Evaluate, & Refine ○ Present ● **Responding** ○ Analyze ○ Interpret ○ Evaluate ● **Connect** ○ Relate musical ideas and works with varied context to deepen understanding.
Enduring Understanding	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.2.1 Performers make interpretive decisions based on their understanding of context and expressive intent. 4.3.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 5.1.1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. 6.1.1 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 7.2.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 8.1.1

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	The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. 9.1.1 Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 11.0.1
Essential Questions	• How does understanding the structure and context of musical works inform performance? 4.2.1 • How do performers interpret musical works? 4.3.1 • How do musicians improve the quality of their performance? 5.1.1 • When is a performance judged ready to present? 6.1.1 • How do context and the manner in which musical work is presented influence audience response? 6.1.1 • How does understanding the structure and context of music inform a response? 7.2.1 • How do we discern the musical creators' and performers' expressive intent? 8.1.1 • How do we judge the quality of musical work(s) and performance(s)? 9.1.1 • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 11.0.1
Priority Standards	MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression. MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent. MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	Students will know and be able to: ● perform vocally & instrumentally with expression. ● expressively move their body to prerecorded music. ● identify contrasting sections in a piece of music.	
Strategies (examples) Some strategies may include: ● Students experience the expressive qualities and form of music through fingerplays. ● Students experience the expressive qualities and form of music through action songs. ● Students perform & play circle games to explore expressive qualities & form in music. ● Students move their body to show the expressive qualities & musical form in pre-recorded music. ● Students listen to a performance of a longer song for how expressive qualities add to a performance	**Materials/Resources (examples)** ● First Steps in Music for Preschool and Beyond - John M. Feierabend ● First Steps in Music with Orff Schulwerk - GIA Publishing ● The Book of Fingerplays & Action Songs - John M. Feierabend ● The Book of Beginning Circle Games - John M. Feierabend ● The Book of Children's Songtales - John M. Feierabend ● Quaver Music ● Smart Projector	**Assessments (examples)** Summative Assessments ● Performance rubric with students self-assessment Formative Assessments ● Performance rubric with student self-assessment ● Exit Tickets

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UNIT 4- Creating - Students will create movements, melodies, & rhythms

Subject: Grade: Time Frame: (# of weeks, etc)	**Music - 1st Grade - Ongoing - September - June**
CCSS Overarching Standards	● **Creating** 　○ Imagine 　○ Plan & Make 　○ Evaluate & Refine 　○ Present ● **Connect** 　○ Synthesize and relate knowledge and personal experiences to make music.
Enduring Understanding	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 1.1.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent. 2.1.1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.1.1 Musicians' presentation of creative work is the culmination of a process of creation and communication. 4.1.1 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.10.0.1
Essential Questions	• How do musicians generate creative ideas? 1.1.1 • How do musicians make creative decisions? 2.1.1 • How do musicians improve the quality of their creative work? 3.1.1 • When is creative work ready to share? 4.1.1 • How do musicians make meaningful connections to creating, performing, and responding? 10.0.1

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Priority Standards	MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. MU:Cr1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Performance Expectations **(Student outcomes: what will students know/understand and be able to do)**	Students will know and be able to: ● Create movements to accompany a song, pre-recorded music, or story within guidelines. ● improvise melodies vocally within guidelines.

Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
Possible strategies may include: ● Students create movements within specific guidelines to songs, pre-recorded music, & stories. ● Students improvise melodies on a neutral syllable, to a familiar text, and to an original text.	● First Steps in Music for Preschool and Beyond - John M Feierabend ● First Steps in Music with Orff Schulwerk - GIA Publishing ● The Book of Movement Exploration - John M Feierabend ● Quaver Music ● Smart Projector	Summative Assessments ● Performance rubric with students self-assessment Formative Assessments ● Performance rubric with student self-assessment ● Exit Tickets