

Subject: General Music Grade: 1 Writing Date: 11/13/02 Scheduled Revision: _____

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Analyze.1** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art.

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>how to recognize patterns in music and experience music that reflects different moods and two-part forms.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The definition of: <u>march</u> Music with a definite beat that is often used for parades. • The definition of: <u>lullaby</u> A quiet song, often sung when rocking a child to sleep. 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Interpret music through visual art media • Respond to the mood of the music with spontaneous and planned movement • Identify sound sources – voices, instruments and electronic sounds • Recognize common styles: marches and lullabies • Identify same and different phrases and patterns

Subject: General Music Grade: 1 Writing Date: 11/13/02 Scheduled Revision: 2007

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Analyze.2** - To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art.

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Through guided listening, students will develop good listening skills.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The characteristics of a good listener: <ol style="list-style-type: none"> 1) Sitting up in your seat 2) Facing the performer/teacher 3) Be still 4) Listen quietly, without speaking 5) Applaud at the end 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Show appropriate performance etiquette

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Pittsford Standard: **Communicate.1** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should:</p> <p>develop an awareness of the function of music within a variety of cultures.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The function and historic importance of music in every culture: <ol style="list-style-type: none"> 1) Music for holidays 2) Cultural music 3) Seasonal songs <p><u>Holidays</u> – – “5 Fat Turkeys” – <u>The Music Connection</u> – “Up on the Housetop” – <u>The Music Connection</u></p> <p><u>Cultural</u> – – “All Around the Kitchen” – <u>Share the Music</u> – “Charlie Over the Ocean” – <u>Share the Music</u> – “The Bell Horses” – <u>The Music Connection</u></p> <p><u>Seasonal</u> - – “Each of Us is a Flower” – <u>The Music Connection</u> – “Frosty Weather” – <u>The Music Connection</u></p>	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Recognize the importance of music in seasonal, holidays, and cultural celebrations. • Sing and/or play a repertoire of songs from different periods and cultures. • Play appropriate instruments to accompany music from different styles, periods, and cultures.

Subject: General Music Grade: 1 Writing Date: 6/30/04 Scheduled Revision: 2007

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Communicate.2** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>how to identify the universal traits of music and their relationship to other art forms.</p>	<p>The students must know:</p> <p>None for this grade level</p>	<p>The students must be able to:</p>

Subject: General Music Grade: 1 Writing Date: 6/30/04 Scheduled Revision: 2007

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Communicate.3** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>the communicative qualities of music.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • The definition: <u>piano</u> – soft • The definition: <u>forte</u> - loud 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Identify and use piano and forte through discussion and performance.

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Pittsford Standard: **Create.1** - To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Students will create short compositions.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • Kodaly hand signs and syllables for <i>mi, sol, and la</i> • Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti) • The definition of: <u>compose</u> - to create music • The definition of: <u>composer</u> - a person who creates music 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Compose short rhythm patterns for instruments /voices. • Compose short melodic patterns for instruments/voices.

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Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Create.2** - To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Students will improvise short compositions.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • Kodaly hand signs and syllables for <i>mi, sol, and la</i> • Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti) • The definition of: <u>improvise</u> – to make it up “on the spot” 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Improvise short rhythm patterns for instruments /voices. • Improvise short melodic patterns for instruments/voices.

Subject: General Music Grade: 1 Writing Date: 11/13/02 Scheduled Revision: _____

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Perform.1** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Through a variety of performance opportunities, students will demonstrate their progressive understanding of musical skills using repertoire appropriate to the level of achievement.</p>	<p>The students must know:</p> <ul style="list-style-type: none"> • How to play instruments properly • Kodaly hand signs and syllables for <i>mi, sol, and la</i> • How to read and perform – quarter notes, eighth notes, and quarter rest • The definition of: <u>beat</u> – a steady pulse <u>rhythm</u> – a combination of long and short sounds <u>pitch</u> – high and low sounds <u>tempo</u> – the speed of the beat (fast and slow) 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Sing and/or play in groups in classroom performances. • Play and sing symbols representing high and low tones. • Sing melodic patterns using solfege and Kodaly hand signals for <i>do, re, mi, sol, la</i>. • Read and sing melodic notation using solfege and Kodaly hand signals for <i>do, re, mi, sol, la</i>. • Perform rhythm patterns with clapping and Kodaly rhythm syllables. • Sing in tune with a group, using a clear free tone. • Sing melodies with or without simple accompaniments.

Subject: General Music Grade: 1 Writing Date: 3/4/03 Scheduled Revision: 2005

Unit: _____ Total Time for Instruction: _____ Sequential Significance: _____

Pittsford Standard: **Perform.2** – To foster further understanding of music and its elements all students will be provided with classroom, solo, and/or ensemble performance opportunities.

NYS: _____

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.)</p>
	<p align="center">Exposure (E) Mastery (M) Instruction (I) Reinforcement (R)</p>	<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>The students should understand:</p> <p>Using a repertoire of various genres and styles, students will develop an individual level of performance proficiency that will enable them to evolve in the area of self-expression.</p>	<p>The students must know:</p> <p>None for this grade level</p>	<p>The students must be able to:</p>