

MUSIC
COURSE OF STUDY
GRADE 1
2008

COURSE DESCRIPTION:

Throughout the school year, the first grade students will acquire an appreciation for music as well as grasp primary skills, concepts and knowledge on the subject. This course will include the studies of *aesthetics, creation and performance, elements and principles, critique, and history and culture* within the art of music. Through various activities, the students will focus on musical elements such as dynamics (loud and soft sounds), tempo (fast and slow), long and short sounds, high and low sounds, form, rhythm, and melody. Language arts, mathematics, and science concepts will be reinforced within the activities of this music curriculum as well.

During this course, the students will listen to, learn, and perform many pieces of music, as well as play a number of percussion instruments. They will also be exposed to several different musical styles, orchestral instruments, and composers. In addition, there will be much focus on the scheduled Fall and Spring Concerts and other various musical performances throughout the year. The students will learn how to prepare for a concert and demonstrate proper performance etiquette. By exhibiting and utilizing their newly acquired skills, knowledge, and enthusiasm for music, the concerts and musical performances are the highlights for the first grade music students in this course of study.

CORE CURRICULUM CONTENT STANDARDS:

1.1 AESTHETICS: All students will use aesthetic knowledge in the creation and in response to dance, music, theater, and visual art.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

CUMULATIVE PROGRESS INDICATORS:

By the end of **Grade 2**, students will:

A. Knowledge

1. Observe the four art forms of dance, music, theater, and visual art.

2. Explain that dance, music, theater and visual art can generate personal feelings.
3. Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project.

B. Skills

1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.
2. Provide an initial response when exposed to an unknown artwork.
3. Use imagination to create a story based on an arts experience in each of the art forms.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Listen to a piece of classical music and ask students to respond. Discuss the mood of the piece as well as and other elements, such as instrumentation, tempo, and dynamics. Suggested pieces include excerpts from *Symphony No. 5* by Beethoven, *Morning Mood* by Edvard Grieg, *Night on Bald Mountain* by Modest Mussoursgy, selections from “The Mozart Effect”, *The Four Seasons* by Vivaldi, etc.
2. Have students create their own original story or image based on the music. The instructor may provide the setting. Share these ideas with a partner or the rest of the class.
3. Listen to various movements from *Carnival of the Animals* by Camille Saint-Saens. Have students guess which animal the composer is depicting. Later, look at corresponding pictures in the storybook of the same name and study the instruments featured in each movement.
4. Students may listen to selected movements from Modest Mussoursgy’s *Pictures at an Exhibition*. Each musical movement represents a painting at the “exhibition”. Students will look at the pictures that correspond to each

movement and will decide why (or why not) the music accurately depicts the pictures in which the composer has written about.

INSTRUCTIONAL STRATEGIES:

1. Define and use musical terms in class discussions and emphasize musical concepts to reinforce vocabulary and knowledge of instrument sounds.
2. Have students listen to music at the very beginning or very end of class to set the tone or change the mood.
3. Encourage students to listen with their eyes closed to sharpen their listening skills and to help visualize the images in which the music provokes.

EVALUATION/ASSESSMENT OF STUDENTS: Students will be assessed on their ability to listen to and respond to different musical works. They should be able to recognize and describe mood, style, accompaniment, melody, and instruments in the music. Students will also be evaluated on their participation in class discussions and their original stories/images based on the music.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. The instructional staff will evaluate class responses to lessons and make notes regarding these observations. The instructor(s) may suggest additional strategies to be implemented in the curriculum course study. This course of study will also be reviewed according to the Five-Year Curriculum Review Schedule.

RESOURCES/BIBLIOGRAPHY:

www.state.nj.us/education/cccs/

menc.org

Carnival of the Animals, by Camille Saint-Saens, book and CD

Pictures at An Exhibition, by Modest Mussourgsky, book and CD

Grieg, Vivaldi, Beethoven, Mozart, Mussourgsky- CD/itunes recordings

1.2 CREATION AND PERFORMANCE: All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

***Descriptive Statement:** Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.*

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

CUMULATIVE PROGRESS INDICATORS:

By the end of **Grade 2**, students will:

A. Dance

1. Perform planned and improvised dance sequences using the elements of time, space/shape, and energy.
2. Communicate through the creation and performance of planned and improvised sequences in response to meter, rhythm, and variations in tempo.
3. Create and perform using objects and other art forms as creative stimuli for dance.
4. Perform such movements as bending, twisting, stretching, and swinging using various levels in space.

B. Music

1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo.
2. Vocalize the "home tone" of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
3. Improvise short tonal and rhythmic patterns.

C. Theater

1. Portray characters and describe basic plots and themes in creative drama.
2. Experiment with the use of voice and movement in creative drama and storytelling.
3. Employ theatrical elements to create and express stories in various cultural settings.
4. Show how different uses of and approaches to theater can communicate experiences.

D. Visual Art

1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.
2. Cite basic visual art vocabulary used to describe works of art.
3. Present completed works of art in exhibition areas inside and outside the classroom.
4. Recognize how art is part of everyday life.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Prepare for concert performances or performances in the classroom. Develop a repertoire of age appropriate songs. Perform songs in small groups for the rest of the class.
2. Play percussion instruments while singing or play along to tracks from the “Rhythm Band Time” CD.
3. While singing songs, perform choreographed movements or clap, march, pat, hop, tap, etc. to a steady beat. Sing and dance to songs from the book/CD, “Movement Songs Children Love”.
4. Read simple rhythmic notations consisting of quarter notes, eighth notes, and rests. Have students work in small groups to “compose” their own rhythms. Perform rhythms for the other groups in the class using percussion instruments such as rhythm sticks and hand drums.
5. Listen to *Peter and the Wolf* by Prokofiev. Become familiar with each character’s theme and instrument. Students will act out parts of the story by “playing” the different characters while listening. A similar activity can be used with the story and CD *Tubby the Tuba*.

INSTRUCTIONAL STRATEGIES:

1. Teach reading rhythmic notation by having the students listen and repeat rhythms. They may clap, play instruments, or use chants to learn different rhythms. Explain to students the note symbols while showing and demonstrating examples from the *Music and You* “Big Book”.
2. Emphasize the meaning of a steady beat and practice it often while listening, singing, and chanting.
3. Students should echo rhythms and melodies when learning new songs.
4. Focus on how to perform using proper concert etiquette.

EVALUATION/ASSESSMENT OF STUDENTS: Students will be evaluated by demonstrating their performance skills and participating in class activities.

RESOURCES/BIBLIOGRAPHY:

www.state.nj.us/education/cccs/

Peter and the Wolf, by Serge Prokofiev, book and CD

Tubby the Tuba, book and CD

Music and You, Gr 1, MacGraw/MacMillan, Big Book and Teachers’ edition

“Rhythm Band Time”, CD

“Movement Songs Children Love”, Denise Gagne, songbook/CD

Various percussion instruments

menc.org

EVALUATION/ASSESSMENT OF CURRICULUM:

This course study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. The instructional staff will evaluate class responses to lessons and make notes regarding these observations. The instructor(s) may suggest additional strategies to be implemented in the curriculum course study. This course of study will also be reviewed according to the Five-Year Curriculum Review Schedule.

1.3 ELEMENTS AND PRINCIPLES: All students will demonstrate and understanding of the elements and principles of dance, music, theater, and visual art.

***Descriptive Statement:** In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.*

CUMULATIVE PROGRESS INDICATORS:

By the end of **Grade 2**, students will:

A. Dance

1. Identify the basic dance elements of time, space/shape, and energy in planned and improvised dance sequences.
2. Identify movement qualities such as jagged, sharp, smooth, bouncy, or jerky using the vocabulary of dance.
3. Explore arts media and themes as catalysts in the composition of dance.
4. Explore personal space.

B. Music

1. Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
2. Recognize ways to organize musical elements such as scales and rhythmic patterns.

C. Theater

1. Identify basic elements of theater such as setting, costumes, plots, scenes, and themes.
2. Explore the use of voice, movement, and facial expression in conveying emotions in creative drama and storytelling.

D. Visual Art

1. Identify the basic art elements of color, line, shape, form, texture, and space.
2. Discuss how art elements are used in specific works of art.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS
MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Learn to sing a new song by analyzing its text. Read the lyrics on chart paper with the class. Find rhyming words. Discover patterns and recognize the form of the piece of music, for example ABA.
2. Sing a song in two parts. Divide class in half. One side will sing, then the other. This will create a “call and response” feel.
3. Listen to instruments with high sounds and instruments with low sounds. Discuss what types of animals or sounds in nature that have high and low sounds. Have students use hand signals to communicate which type of sound they hear when prompted by the piano.
4. Students will sing both loudly and softly. They may sing a song such as “Twinkle Twinkle Little Star”. The instructor will hold up one of two signs: *loud* or *soft*. The students will respond accordingly.

INSTRUCTIONAL STRATEGIES:

1. Write words to song(s) on chart paper. Use different colors to point out patterns and rhyming words. Teach words first, then the rhythm, and next add the melody.
2. Define the musical terms focused on during the lesson(s). Have students use these terms during class discussions.
3. Refer to “Music and You” Teachers’ edition as well as classroom resources to find songs in ABA form as well as “call and response” style songs.

EVALUATION/ASSESSMENT OF STUDENTS: Students will be evaluated by their knowledge of basic musical elements and principles and how they apply these skills and concepts to their class performance.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. The instructional staff will evaluate class responses to lessons and make notes regarding these observations. The instructor(s) may suggest additional strategies to be implemented in the curriculum course study. This course of study will also be reviewed according to the Five-Year Curriculum Review Schedule.

RESOURCES/BIBLIOGRAPHY:

menc.org

www.state.nj.us/education/cccs/

“Music and You”, Teachers’ edition, songbook, and “Big Book”,
Kindergarten, Grade 1, Grade 2

1.4 CRITIQUE: All students will develop, apply and reflect upon knowledge of the process of critique.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

CUMULATIVE PROGRESS INDICATORS:

By the end of **Grade 2**, students will:

A. Knowledge

1. Explain that critique is a positive tool.
2. Define the basic concepts of color, line, shape, form, texture, space, and rhythm.

B. Skills

1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.
2. Express how individuals can have different opinions toward works of art.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Students will watch/listen to two musical performances of different styles. They will compare and contrast their reactions to the works.
2. Students will work together in creating their own performance. They will perform in small groups for the class. The “audience” will use constructive criticism towards the “performers”. Each group will get a turn to perform and all students will learn from each other’s comments. This activity is helpful especially when preparing for a concert.

INSTRUCTIONAL STRATEGIES:

1. Encourage students to be specific when exercising the process of critique. They should use musical terms and always explain “why”.
2. When reviewing classmates, students must speak of the group in general, never name names, and always give at least one positive comment.

EVALUATION/ASSESSMENT OF STUDENTS: Students will be assessed by their ability to critique and explain their evaluations of certain performances.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. The instructional staff will evaluate class responses to lessons and make notes regarding these observations. The instructor(s) may suggest additional strategies to be implemented in the curriculum course study. This course of study will also be reviewed according to the Five-Year Curriculum Review Schedule.

RESOURCES/BIBLIOGRAPHY:

www.state.nj.us/education/cccs/

various instrumental recordings, dance recordings, videos

1.5 HISTORY AND CULTURE: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

***Descriptive Statement:** In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.*

CUMULATIVE PROGRESS INDICATORS:

By the end of **Grade 2**, students will:

A. Knowledge

1. Recognize works of art from diverse cultures.

B. Skills

1. Identify family and community as themes in art.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Listen to and discuss pieces of music from various cultures. Demonstrate instruments from world cultures such as African drums, South American percussion and woodwind instruments, Indian percussion and string instruments, instruments influenced by Spanish cultures, Irish penny whistles, etc...Some instruments, if available, may be passed around and shared. Become aware of the different musical sounds of different cultures by listening to excerpts of music. Read and refer to the book “M is For Music”, which discusses many rare and multicultural instruments.
2. Perform pieces along with the CD “Multicultural Rhythm Sticks”. Each track has a theme from a different culture.

3. Learn to sing a song in English and Spanish.
4. Study and read about famous composers in history such as Bach, Beethoven, Mozart, and Chopin.
5. Listen to jazz, rock, and folk music. Study, read about, and listen to famous and influential 20th Century musicians such as Ella Fitzgerald, Louis Armstrong, the Beatles, etc...
6. Learn to sing a song and learn to perform sign language at the same time.
7. Study American history by singing songs about famous figures such as Columbus, Martin Luther King, Jr., George Washington, and Abraham Lincoln. Also, introduce songs that were popular when Washington and Lincoln were alive such as “Yankee Doodle”, “Shoo Fly”, and “Old Dan Tucker”.

INSTRUCTIONAL STRATEGIES:

1. Have students experience and take part in the arts of music and dance activities representing various world cultures and historical periods.
2. Students will apply very basic knowledge of historical, societal, and cultural influences to understanding a work of art in music.

EVALUATION/ASSESSMENT OF STUDENTS: Students will be evaluated on their understanding of different cultures, historical periods, and how the musical styles are unique. They will be assessed by their class performance and participation.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. The instructional staff will evaluate class responses to lessons and make notes regarding these observations. The instructor(s) may suggest additional strategies to be implemented in the curriculum course study. This course of study will also be reviewed according to the Five-Year Curriculum Review Schedule.

RESOURCES/BIBLIOGRAPHY:

“The History of African-American Music” by Victoria Landry

“Mozart Finds a Melody” by Stephen Costanza

“M is for Music” by Kathleen Krull

“Music and You”, MacGraw Hill/MacMillan, Songbooks, Teachers’ editions-- Kindergarten, Grade 1, Grade 2

Various percussion instruments

ONLINE MUSIC EDUCATION RESOURCES:

Lessonplanspage.com

menc.org

www.state.nj.us/education/cccs/

cloudnet.com

theteacherscorner.net

www.pbs.org/teachers/

