

Grade Level: Grade 1	
Unit Overview and Objective: I can sing and keep the beat.	
Theme(s): Seasonal or calendar-based themes may influence repertoire choices throughout the academic year.	
Essential/Compelling Questions	Create: How do I use my voice to create ideas? Perform: How do musicians improve the quality of a performance? Respond: How do I judge the quality of musical work(s) and performances? Connect: How do musicians make meaningful connections to creating, performing, and responding?
Vocabulary (Essential terms in bold)	Ostinato: a continually repeated musical phrase or rhythm Forte: loud Piano: soft Time Signatures: 2/4, 4/4, 6/8
Teacher Notes	<p>The National Core Arts Standards apply to all grades levels in K-12 music programs. Concepts, skills, and essential questions are concurrent and scaffolded throughout the academic year.</p> <p>As teachers are selecting repertoire, it is recommended that selected music represents a diverse selection of composers, styles, origins, and time periods.</p>
Standards: National Core Arts Standards (2014)	
Create	
Anchor Standard 1: Generate and conceptualize artistic ideas and work Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	
Perform	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.	
Respond	
Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.	
Connect	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	

Approved by Instructional Council on June 8, 2022

Key Concepts/ Content to be addressed:	See Appendix 1	
Instructional Strategies and Skills	Create	
	With limited guidance, create musical ideas and movement for a specific purpose. (Cr1.1.1a)	Arioso, movement exploration
	With limited guidance, create rhythms or other musical ideas using iconic notation. (Cr2.1.1b)	Create rhythms using icons/manipulatives, movement games
	Present final version of musical ideas to class. (Cr3.1.1a)	Class performances
	Perform	
	With limited guidance, share what you know and feel about a piece of music. (Pr4.1.1a)	Guided listening
	Echo, develop, and perform melodic and rhythmic patterns in a variety of styles. (Pr4.2.1a & Pr4.2.1b)	Call-and-response, echo singing and playing,
	Demonstrate and describe the expressive qualities in a piece of music, such as dynamics or tempo. (Pr4.3.1a)	Rhythmic games, movement exploration, guided listening
	With limited guidance, apply personal, teacher, and peer feedback to refine performances. (Pr5.1.1a)	Group songs, solo singing, unpitched percussion,
	Perform appropriately for audience and purpose. (PR6.1.1b)	Teacher model, listening skills, class and whole-school performances
	Respond	
	Identify how specific music concepts, such as beat or pitch, are used in a piece of music. (Re7.2.1a)	Teacher model, guided listening, purposeful movement
	Identify expressive qualities, such as dynamics and tempo, that reflect the creators'/performers' intent. (Re8.1.1a)	Purposeful movement
	Apply personal and expressive preferences in the evaluation of a piece of music. (Re9.1.1a)	Guided listening, compare-and-contrast

	Connect	
	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Cn10.0.1a)</p> <p><i>Explore ways to create different expressive elements of music.</i></p>	Arioso stories, finger plays, nursery rhymes, pitch exploration
	<p>Demonstrate understanding of relationships between music and the other arts, other disciplines, and daily life. (Cn11.0.1a)</p> <p><i>Perform folk music from a variety of cultures and discuss the music's culture of origin.</i></p>	Sing alongs, concerts, folk songs and dances, guest artists, YouTube
Formative Performance Tasks	<p>Common Rhythmic Assessments (Appendix 2)</p> <p>Common Melodic Assessments (Appendix 2)</p> <p>Kinesthetic Observation</p> <p>Class and Whole School Performances</p>	
Summative Assessment/ Extensions with evidence based claims	Trimester 1	
	Melody: Uses a singing voice alone.	
	Rhythm: Initiates beat for group music activities.	
	Audience: Responds immediately with appropriate response to performance.	
	Trimester 2	
	Melody: Recognizes and performs ascending and descending melodic contour, vocally or instrumentally.	
	Rhythm: Maintains a steady beat while performing group music activities.	
	Audience: Maintains appropriate response to performance.	
	Trimester 3	
	Melody: Identifies and accurately echoes musical phrases using head voice singing.	
	Rhythm: Maintain a steady beat while echoing and creating music.	
	Audience: Maintains appropriate response to performance.	
Featured Sources	See Appendix 3	