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| **Introduction**   In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance.  The District is committed to these goals, as further described in our strategic plan, Destination 2025.   By 2025,   * 80% of our students will graduate from high school college or career ready * 90% of students will graduate on time * 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.    To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction.  Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.  A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence.   This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.   The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.  **How to Use the Arts Education Curriculum Maps**   The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:   * Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline. * Activities and Outcomes- Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester. * Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section. * Resources and Correlations- In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.    Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom.  In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use. |

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| **DOMAIN: PERFORM**  **Foundations**  **P1:** Select, analyze and interpret artistic work for performance.  **P2:** Develop and refine artistic techniques and work for performance.  **P3:** Convey and express meaning through the presentation of artistic work.  **Color Code Key**   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G1 Q1 PERFORM DOMAIN RESOURCE LIST**  *Book of Movement Exploration = BME*  *Beginning Book of Circle Games = BBCG*  *Fingerplays and Action Songs = FP&AS*  *In All Kinds of Weather Kids Make Music - IAKWKMM*  *Jungle Beat = JB*  *Mallet Madness = MM1*  *Music for Little People = MLP*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Rhythmically Moving CDs = RM*  *Share the Music= STM*  *Silver Burdett Making Music= SBMM*  *Spotlight on Music= SOM*  *Wibbleton to Wobbleton = WTW*  [www.dsokids.com](http://www.dsokids.com) *(Dallas Symphony Orchestra)*  [www.sfskids.org](http://www.sfskids.org) *(San Francisco Symphony)*  <http://www.nyphilkids.org/> *New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/><https://kids.usa.gov/art-and-music/index.shtml> |

| QUARTER 1 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **P1.A**  **Musical Concepts**  With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. | Identify the likely purpose of a listening sample. | Observe as students identify which picture most closely relates to the purpose of familiar and unfamiliar music. | [Purpose and Emotion of Varied Musical Selections Gr. 1 Resource](https://drive.google.com/file/d/0B1eNkvNz85T6cmczb0RCeEJtMGM/view?usp=sharing) | **1.FL.VA.7biii** Identify real-life connections between words and their use.  **1.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.  **1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| **P1.B**  **Musical Contrasts**  With limited guidance, using voices, instruments, or movement, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance. | Demonstrate knowledge of high and low sounds in a musical selection. | Observe as students demonstrate high and low through movement, singing, or instruments and assess using a teacher-created or district-provided rubric:  [Show high, (middle), and low through movement](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing)  [Perform high (middle) and low on instruments](https://docs.google.com/document/d/1rTBmGur4yBlpgA5B8lv38h22f80pt1xJoKkK2jU41MY/edit?usp=sharing) | "Up So High" *JB*  *"*Melodic Exploration: Direction and Register" *MM1*  "My Mama's Calling Me (Flute and Tuba)" *SOM* 1 | Provide a text-rich environment that includes lyrics to songs that combine pictures and sight words.  **1.FL.PA.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  **1.FL.PA.2d** Segment spoken single-syllable words into their complete sequence of individual sounds |
| **P1.C**  **Musical Context**  Demonstrate and describe music’s expressive qualities (such as dynamics and tempo). | Perform poems with various voices, such as loud, soft, fast, slow, happy, sad, scared, robot, etc. **(Rhythmic Speech and Motions)** | Students lead the poem using various voices for classmates to echo. Assess use of expressive speech using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1JrtxuYUkejTgXpzkGJnf9wGBqSk97j2hR4Xkz4a7L4A/edit?usp=sharing). | "This is the Sea" *FP&AS*  "A Great Big Cat" *FP&AS*  "I Saw a Little Rabbit" *FP&AS* | **1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  **1.FL.F.5b** Read on-level text orally with accuracy, appropriate rate and expression.  **FL.VA.7biv** Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. |
| **P1.D**  **Notation**  When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation. | Read and perform 4-beat patterns of sound and silence with icons  Sing Sol-Mi patterns from icons (pre-notation) | Assess sight reading and performing rhythm from iconic notation using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing)  Assess reading of Sol-Mi patterns from icons using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1CsikX89LmlJtnBC59C4ndoUkdwyNz1NToEIS3Kb8UDU/edit?usp=sharing) | [Blank Beat Box for teacher or student creation](https://drive.google.com/file/d/0B1eNkvNz85T6SEd4OGZyV3Rmd0E/view?usp=sharing)  “Mince Pie Fly” PP1  [Iconic Rhythm Example (Sound and Silence)](https://drive.google.com/open?id=0B1eNkvNz85T6WHh6c0U1VHkwZlk)  [Sol-Mi Reading from Icons](https://drive.google.com/open?id=0B1eNkvNz85T6cGFBOVZ3elpGeW8) | Fluency: Using an icon chart (see appendix), have students tap the steady beat while teacher or students recite poem or sing song. Reinforce tapping each icon, beginning at the top left and moving to the right, working from the top to bottom on the page.  **1.FL.F.5b** Read on-level text orally with accuracy, appropriate rate and expression. |
| **P2.A**  **Apply Feedback**  With limited guidance, apply feedback to refine performances. | Listen to feedback from a teacher or peer and restate it. | Assess as students restate and apply feedback using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | [P2.A First Grade Resource](https://docs.google.com/document/d/19w9hckdo0f6bAjUZTXGJcJH3IbTFYSiBQv765GTkRj8/edit?usp=sharing) | **1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.  **1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| **P2.B**  **Rehearse and Refine**  With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, or tempo). | Rehearse and refine songs and poems that contain high and low sounds to improve voice quality, expression and technique (e.g. pitch matching, enunciation). | Assess as students perform rhythmic speech with highs and lows using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1687kpBrxRWLK6AuTdQtwvc8Bha-Yc7oaIj6ypUW0RG0/edit?usp=sharing).  Assess as students sing songs with high and low sounds using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing) | "The Butterfly” JB  "Walk through the Jungle, What Do You See?" *JB*  "Five Green and Speckled Frogs” JB | **1.FL.PA.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  **1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **P3.A**  **Singing**  With limited guidance, sing alone and with others, with expression.  Specified First Grade skills: Echo songs, pitch-matching games, la-sol-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos. | Sing simple (pentatonic and diatonic) songs with narrow range, practicing good vocal tone and expression.  Demonstrate simple vocal pitch matching through echoing short phrases, such as “This is a woodblock.” or answering teacher’s sung questions — “What color is your shirt? “My shirt is blue.” sung with Sol-Mi, Sol-Mi-La pitch patterns    Perform singing games in a circle formation  **(Solo and Group Singing)** | Assess student performances of pitch matching using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing).  Sample assessments:   * Students sing “Hello \_\_\_” to neighbor in seated circle. * Individually echo sing patterns or answer questions sung by teacher (Sol-Mi, La-Sol-Mi) * Singing games with puppets | “Down By the Bay” *SOM* Gr. 1  “Bill Grogan’s Goat” MLP  “Oh My Aunt Came Back” MLP  “What Shall We Do on a Rainy Day?”  *STM* Gr. 1  “Hoo, Hoo” *STM* Gr. 1  “Categories” *SOM* Gr. 1  “Rise, Sally, Rise” *SOM* Gr. 1  “Old King Glory” *SOM* Gr. 1  “Snail, Snail” *SBMM* Gr. 1  “The Cuckoo and the Eggs” WTW  *Beginning Book of Circle Games*, John Feierabend (Teacher’s Choice)  “Telephone Song” STM Gr. 3 | Phonics: Rhyming pairs  In songs such as “Down By the Bay,” Students may be asked to identify rhyming words and briefly reinforce long/short vowel sounds and final sounds in the rhyming pairs.  **1.FL.PA.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  Vocabulary: Sort words into categories  **1.FL.VA.7bi**-Sort words into categories to gain a sense of the concepts the categories represent. |
| **P3.B**  **Instruments and Body Percussion**  With limited guidance, using body percussion and/or instruments, perform, alone and with others, with expression.  Specified First Grade skills: Practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun, with a song/story/poem/recording. | Perform beat with listening examples, songs, and rhymes, with and without teacher’s model; create ways to show beat **(Steady Beat)**  Review and explore moving in personal space, shared space; review and explore various locomotor movements (walk, run, gallop, slide, jump, hop and skip; NL movements (bend, twist, rock, shake, nod, etc.)  Perform beat accompaniment (chord bordun) for a pentatonic song using appropriate mallet technique  Perform proper technique with pitched and unpitched percussion instruments | Observe as students keep steady beat in a variety of locomotor and non-locomotor ways including walking, running, galloping, sliding, jumping, hopping and skipping, as well as body percussion and beat accompaniment without teacher’s model. Assess their beat competence using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing).    Observe as students play chord bordun while singing and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing).  Observe students' percussion technique and assess using a teacher-created or district provided rubric for [unpitched](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing) or [pitched](https://docs.google.com/document/d/1fQexktP-AMYv_MsFMul-lxf8xjxlw6iGCWS3Ny6cY9U/edit?usp=sharing) instruments. | “Head and Shoulders, Baby” *SOM* Gr. 1  “Punchinella” *SOM* Gr. 1  “Peat Fire Flame” *RM* 2  “RL: Walking and Jogging to Different Tone Colors” *STM Gr.K*  “Rig a Jig Jig” *SOM* Gr. 1  “Inside the Bubble” *BME*  “[Bluebells and Cockleshells](https://docs.google.com/document/d/1tGShJvtZje2btLuit2tkLTeg0hX41qJdJYrir0nJ-J8/edit?usp=sharing)” (See Appendix)  *Pizza Pat* by Rita Golden Gelman (See Appendix)  “The Ship Goes Sailing” IAKWKMM | **1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.  Demonstrate understanding of movement words by moving in shared space.  **1.FL.PA.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Ask students to categorize movement words into locomotor and non-locomotor  **1.FL.VA.7bi** Sort words into categories to gain a sense of the concepts the categories represent.  **1.FL.VA.7biii** Identify real-life connections between words and their use. |
| **P3.C**  **Performance Etiquette**  Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. | Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.  Be still and silent during instrumental introductions of songs. | Observe student performance etiquette assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing)  Observe students during instrumental sections (freeze game). As students perform this task, assess their focus, attention to the conductor, posture and other performance skills using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing). | [Concert Etiquette Video 1 (General)](https://www.youtube.com/watch?v=aYofTwnpGyA&list=PL2qS5BbUyFS15sT1Ou-Ba7UZrjP4ClUDe&index=3)    [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) | **1.FL.VA.7biii** Identify real-life connections between words and their use.  **1.FL.F.5c** Use context to confirm or self-correct word recognition and understanding**.**  **1.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. |
| **P3.D**  **Audience Etiquette**  Demonstrate appropriate audience behavior, and evaluate student behavior during a performance. | Demonstrate, discuss, and evaluate appropriate audience behaviors exhibited during a performance | Observe student behavior during performances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing) | [Audience Etiquette Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)    [Audience Etiquette Video](https://www.youtube.com/watch?v=re_SypFujRk)    [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing) | Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections.  **1.FL.VA.7biii** Identify real-life connections between words and their use.  **1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.  **1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |

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| **DOMAIN: CREATE**  **Foundations**  **Cr1:** Generate and conceptualize artistic ideas and work.  **Cr2:** Organize and develop artistic ideas and work.  **Cr3:** Refine and complete artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G1 Q1 CREATE DOMAIN RESOURCE LIST**  *Book of Pitch Exploration = BPE*  *Mallet Madness = MM 1*  *Music for Little People = MLP*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Spotlight on Music = SOM* |

| QUARTER 1 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cr1. A**  **Musical Concepts**  With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures or movement. | Improvise melodic sounds vocally and on instruments.  Improvise rhythmic sounds (Short/Long, Fast/Slow, or Sound/Silence) using body percussion or unpitched percussion. | Observe as students improvise melodic sounds; assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/197m5jQOL9UgLHMyQaVjGK0eb4xyGb6hvEidXDVJE9FM/edit?usp=sharing)  Observe as students improvise rhythmic sounds to accompany a story or song and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1hYJ2xdOxZSDrcRaeNz9pQSQ4azE5qtfOyfb5tmlg-fM/edit?usp=sharing) | "Rubber Bands", "Vocal Wave" and "Ribbon on a Stick" or teacher's choice from BPE  Conversational Solfege  Arioso Improvisations  "Walk the Dog" (Mallet extension) MM 1  "Moo, Baa, La, La, La" by Sandra Boynton  "Rumble in the Jungle" by Giles Andreae  "In the Tall, Tall Grass" by Denise Fleming | Use fragments of previously learned songs/rhythms/sounds to improvise new ideas.  **1.FL.SC.6i** Produce and expand simple and compound declarative, interrogative, imperative and exclamatory sentences.  **1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. |
| **Cr1.B**  **Varied Timbres**  With limited guidance, using voices, body percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story. | Explore high and low sounds on the barred instruments with appropriate mallet technique, including playing clusters (any two pitches in the pentatonic scale) in the rests of a song. | Observe as students improvise using high and low clusters on pitched percussion instruments using proper mallet technique. Assess using a teacher-created or [district-created rubric.](https://docs.google.com/document/d/1rTBmGur4yBlpgA5B8lv38h22f80pt1xJoKkK2jU41MY/edit?usp=sharing) | “Night Comes” *SOM* Gr1  *Random House Book of Poetry for Children* (Teacher’s Choice)  “Jack in the Box” *MLP*   “Over in the Meadow” C. King  “[Pig in a Wig](https://docs.google.com/document/d/1P7Wyl9eMz7TIVkH8pDaC95DSq_SM7BLF_VUn94soChw/edit?usp=sharing)” Konnie K. Saliba (See Appendix)  “The Ship Goes Sailing” IAKWKMM | Writing/Vocabulary: Synonyms and Antonyms  Briefly brainstorm a list of opposites before exploring “high and low”. Extend: have students categorize them into musical opposites and non-musical opposites.  Identify rhyming words in appropriate songs  **1.FL.VA.7bi** Sort words into categories to gain a sense of the concepts the categories represent. |
| **Cr2.A**  **Selecting Musical Ideas**  With limited guidance, using short musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | Discuss personal reasons for selecting musical ideas used in improvisation or composition | Listen to student explain his/her musical (compositional or improvisational) choices and assess their understanding using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1FXHotn_N7Mp-qDit_GJmEsR5Y1d9KDzcwlOmd_dC6-k/edit?usp=sharing) | "Rubber Bands", "Vocal Wave" and "Ribbon on a Stick" or teacher's choice from *BPE*  *Conversational Solfege*  *Arioso Improvisations*  "Walk the Dog" (Mallet extension) *MM 1*  *"Moo, Baa, La, La, La"* by Sandra Boynton  "*Rumble in the Jungle"* by Giles Andreae  "*In the Tall, Tall Grass"* by Denise Fleming  “Night Comes” *SOM* Gr1  *Random House Book of Poetry for Children* (Teacher’s Choice)  “Jack in the Box” MLP  “Over in the Meadow” C. King  “[Pig in a Wig](https://docs.google.com/document/d/1P7Wyl9eMz7TIVkH8pDaC95DSq_SM7BLF_VUn94soChw/edit?usp=sharing)” Konnie K. Saliba (See Appendix) | **1FL.VA.7biv** Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.  **1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.  **1.RI.IKI.8** Identify the reasons an author provides to support points in a text. |
| **Cr2.B**  **Notating Ideas**  With limited guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.) | Use pictures, icons, digital media or student-created notation to represent compositional ideas (e.g. melodies with limited pitches, sound/silence, high/low sounds, and/or long/short sounds) | Assess student's ability to represent (notate) and explain their musical ideas using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1HNlkAL3a_uAECUAYIs4rV3SQ25iHp_g4XxOW036PwXM/edit?usp=sharing) | [High and Low (With Handy Dandy) [See Appendix]](https://drive.google.com/file/d/0B1eNkvNz85T6NzkySUxRcDZfV2M/view?usp=sharing)  [Beat Boxes template](https://drive.google.com/file/d/0B1eNkvNz85T6SEd4OGZyV3Rmd0E/view?usp=sharing)  “Mince Pie Fly” PP1 (Sound/Silence) | **1.SL.PKI.5** Add drawings or other visual displays to descriptions when appropriate, to clarify ideas, thoughts and feelings.  **1.W.RBPK.7** Participate in shared research and writing projects |
| **Cr3.A**  **Refining Musical Ideas**  With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas. | Give and receive peer feedback about compositions and improvisations. | Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | [The "T.A.G. method](https://drive.google.com/file/d/0B1eNkvNz85T6S3hNTjF5OUkwc2c/view?usp=sharing)" | **1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.  **1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| **Cr3.B**  **Demonstrate Musical Ideas**  With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas. | After applying feedback and refining the work, present a final performance of a student composition. |  | [High and Low (With Handy Dandy) [See Appendix]](https://drive.google.com/file/d/0B1eNkvNz85T6NzkySUxRcDZfV2M/view?usp=sharing) | **1.W.PDW.5** With guidance and support form adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. |

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| **DOMAIN: RESPOND**  **Foundations**  **R1:** Perceive and analyze artistic work.  **R2:** Interpret intent and meaning in artistic work.  **R3:** Apply criteria to evaluate artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G1 Q1 RESPOND DOMAIN RESOURCE LIST**  *2nd Rhyme Around = 2RA*  *Share the Music = STM*  *Silver Burdett Making Music = SBMM*  *Spotlight on Music = SOM* |

| QUARTER 1 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A**  **Musical Preferences**  With guidance, identify and explain how personal interests and experience, influence musical selection. | As a class, with the teacher's guidance, select three to five songs, fingerplays/rhymes, or dances that represent what you have learned in music this month [quarter, etc.] | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | [R1.A Musical Preferences Resource](https://docs.google.com/document/d/10yoIWM4Ih3nGaxA5f-s0D6RtTHDlrEf0oJdUE-cwuY4/edit?usp=sharing) | **1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.  **1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| **R1.B**  **Musical Concepts**  With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music. | Respond to high and low sounds with movement | Observe students’ movement and responses. Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing).    SBMM Big Book: Students discuss and determine which objects make high or low sounds before listening to example. See how many were right. Assess understanding using a teacher-created or [district provided rubric](https://docs.google.com/document/d/1vLtr7sBsuGft7VzCASgNCCbQqCiFH0qqnaY2Bv3fOE4/edit?usp=sharing). | “My Mama’s Calling Me” SOMGr. 1  “Six Little Ducks” *SOM* Gr. 1  “RL: Moving to High and Low Sounds” STM Gr.K  “The Star Story” STM Gr.K  “[Listening: Into the Faddisphere](https://www.youtube.com/watch?v=HPmtGvp8VJ4)” SBMM  “Listening: Is the Sound High or Low” SBMM KK Big Book | Comprehension: Story Sequencing  Ask students to recall “What happened first, then, next, finally, etc.” after songs are presented.  **1.RI.KID.1** Ask and answer questions about key details in a text. |
| **R2.A**  **Musical Characteristics**  With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced). | Review start and stop by performing movement to a listening example  Describe introduction as music occurring before a song.  Review speaking, singing, whispering, and calling voices through exploration. Identify these four voices in a listening example.  Review unpitched timbres through exploration. Identify unpitched percussion instruments visually and aurally and identify how they make sound. | Observe as student performs words of a song in one of the four different kinds of speech. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1JrtxuYUkejTgXpzkGJnf9wGBqSk97j2hR4Xkz4a7L4A/edit?usp=sharing).    Observe as students recognize unpitched instruments aurally and visually and assess them using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1X4TMpqZZuStxE-ImZg90ebhLHWlT2c1qMm2VYrkNyWU/edit?usp=sharing).  Observe student movement to differentiate identification of unpitched instruments/families [i.e., drums= walk in place / woods=pat / metals=sway or snap. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1X4TMpqZZuStxE-ImZg90ebhLHWlT2c1qMm2VYrkNyWU/edit?usp=sharing). | “Brush Your Teeth” (song and speech) *SOM* Gr. 1  “Sara Watashi” *SOM* Gr 1  “Something Funny Outside” *SOM* Gr. 1  “Going on a Bear Hunt” *SOM* Gr. 1    “Somebody Come and Play” *SOM* Gr. 1  “Little Bo Peep” 2RA (instrument ID game)  GameBoard unpitched percussion cards | Comprehension: Story Sequencing  On first experience with a song or song-tale, teacher may pause to allow students to predict next event or ask them to recall the story sequence following the performance. In future lessons, students may arrange the pieces of a song text in order using musical cues, time order words/expressions, and rhyming cues.  **1.RI.KID.1-**Ask and answer questions about key details in a text.    Comprehension: Plot and Character development  Ask open-ended questions to help students relate timbre to plot and character (e.g., Why do we use a whisper voice for that part of the story? Why is this vocal timbre used for this character?). |
| **R3.A**  **Evaluating Artistic Work**  With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary. | As a class, create and maintain word wall of vocabulary related to grade level skills and objectives. With guidance, refer to vocabulary from the word wall to support personal opinions when evaluating peer performances and compositions. | Assess student understanding as they evaluate a musical performance using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1fkA_1ryr29klXFPyAThUEbyp-lvWFnYhb45Z5iyWdc4/edit?usp=sharing) | [Word Wall Template (Free TPT Download)](https://www.teacherspayteachers.com/Product/FREE-Editable-Word-Wall-Template-2723333)  [Be a P.A.L. feedback form (Free TPT Download)](https://www.teacherspayteachers.com/Product/Be-a-PAL-and-help-EDIT-Peer-editing-pack-Grades-3-5-533041) | **1.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.  **1.W.RBPK.7** Participate in shared research and writing projects  **1.SL.PKI.5** Add drawings or other visual displays to descriptions when appropriate, to clarify ideas, thoughts and feelings. |

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| **DOMAIN: CONNECT**  **Foundations**  **Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.  **Cn2:** Relate artistic ideas and works with societal, cultural, and historical context.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G1 Q1 CONNECT DOMAIN RESOURCE LIST** |

| QUARTER 1 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cn1.A**  **Music and Personal Experiences**  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life). | List places in daily life where you hear music (e.g. restaurants, on the phone, in movies, in the car, etc.) Make a tally chart to show students' personal interest in each type of music. | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | [Music and Personal Experiences Resource](https://docs.google.com/document/d/17PlpgK6K8LKvpDjVhYTAS4LeWOh_O290v5XmcViBULQ/edit?usp=sharing) | **1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.  **1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| **Cn2.A**  **Society, Culture and History**  Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events). | Perform rhymes and finger plays with motions to reinforce words. Discuss the relationship between rhymes/poetry and music. | Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or [district-created rubric](https://docs.google.com/document/d/1th_5SCgxZ_zmzUM56mbvfc2k_lb56zdMu-o05eJOnA8/edit?usp=sharing). | “[2 4 6 8](https://docs.google.com/document/d/1PPhojX_ql8L8mPFxGWIlojmmyPgiAiQokWAuYcqTISo/edit?usp=sharing)” (See Appendix) | **FL.VA.7biv** Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. |