

Course Name: Grade 1 Music
Course # : E6112

Course Description:

All first-grade students receive one class period of instruction per week providing opportunities to learn about the elements of music through singing, listening, playing, creating, moving to and reading 3-line notation.

Course Proficiencies: The following is a list of the proficiencies which students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Perform and discuss singing games, which emphasize seasons, animals, holidays, dance movement, multi-culturalism, etc. 1.2.2.A.1, 1.2.2.A.2, 1.3.P.B.1,
2. Match tones with some degree of pitch accuracy when singing. 1.3.P.B.2, 1.3.P.B.3, 1.3.2.B.2, 1.3.2.B.4
3. Identify dynamic and tempo changes when singing. 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3
4. Hear simple melodic phrases in music and aurally recognize similarities and differences. 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3
5. Identify basic rhythm instruments and patterns. 1.1.2.B.1, 1.1.2.B.4
6. Read and play simple rhythmic patterns on non-pitched instruments. 1.3.2.B.1, 1.3.2.B.3, 1.3.2.B.6
7. Pantomime, dramatize or create movements to a song or recording. 1.1.2.A.1, 1.1.2.A.2, 1.1.2.A.3, 1.1.2.A.4, 1.3.2.C.1, 1.3.2.C.2, 1.3.2.A.1, 1.3.2.A.2, 1.3.2.A.3, 1.3.2.A.4
8. Add new text and movement to familiar songs. 1.3.2.A.1, 1.3.2.A.2, 1.3.2.A.4
9. Create own simple rhythmic patterns and perform them using the body, pitched or non-pitched instruments. 1.3.2.B.5
10. Begin to demonstrate appropriate audience skills during recordings, musical performances, and dance, theater, and other arts presentations/performances. 1.4.P.A.5, 1.4.P.A.6, 1.4.P.A.7
11. Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context. 1.1.2.A.1, 1.1.2.A.3, 1.1.2.A.4, 1.3.5.A.1

Assessments:

Formative and summative assessments will be used to identify if proficiencies are met. These include, but are not limited to:

1. Aural assessment of pitch accuracy
2. Aural and visual assessment of performing rhythmic and melodic patterns and a steady beat on instruments.
3. Visual assessment of proper playing technique of the instrument
4. Students assess themselves individually and assess the group of performance in class.
5. A few assessments throughout the school year.

Supplementary Materials:

Music Play, Denise Gagne, 2014