

**Course Name/Number: General Music**

**Grade Level: 1<sup>st</sup> Grade**

**Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: 1) Welcome Back To Music! 2) Return to Mr. Everybody’s Musical Apartment 3) Rhythm and Solfege Challenge Cards  Quarter: 1 <sup>st</sup>  Length (Days): (10 weeks)	1) What kinds of songs and music do we sing or play for holidays and celebrations during the season of Fall? 2) How does music from other countries relate and/or compare to music games and songs in the United States? 3) What does the term “a cappella” mean? 4) Can I name, identify, and sing the solfege syllables sol, mi, and la? 5) Can I identify and perform the Kodaly	ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b  National Standards:  CCSS: Anchor Standards for Reading: 10.  Reading Standards for Literature: 1, 2, 3, 4, 5, 6.  Reading Standards for Informational Text: 1, 2, 3, 4, 6, 7, 9.  Reading Standards, Foundational Skills: 2a, 2b, 2c, 2d, 3e, 4a, 4b, 4c.  Anchor Standards for Speaking and Listening: 1.  Speaking and Listening Standards:	Formative: 5 points, daily grade  Rhythm Challenge flashcards(red, orange, blue)  Solfege w/Kodaly hand sign exercises (sol, mi, la)  Classroom/student observation  Mr. Everybody’s Musical Apartment Flashcard check-offs  Summative:  ** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, Mr. Everybody’s Musical Apartment flashcards, and recorder performance songs).	Classroom rules/expectations.  Tornado safety procedures.  Fire safety procedures.  Discussions on musical artists and their compositions as it relates to appropriate skills and content.  Music/video openers: 1) James Taylor 2) Westlife 3) Mike Thomkins 4) Johnny Cash 5) Character First Education 6) “The Seasons,” Pancake Manor	Board/dry erase accessories  Pencils  Student binders/folders  Elmo/projector  Computer  Websites: 1) YouTube 2) Wikipedia 3) Biography.com 4) Harry Kindergarten Music  PowerPoint software  Portable CD/Stereo  CDs 1) Character First Education 2) “Greatest Stories Live,” Harry Chapin  iPod	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.  First grade students are eager to participate in all musical activities.  At this age, I continue to place great emphasis on the learning process as it relates to short song excerpts and kinesthetic movement. I found the students responded very well to the Linda Rann series, “Kodaly in the Classroom.”

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	<p>hand signs for sol, mi, and la?</p> <p>6) What is attentiveness?</p> <p>7) What is rap music music?</p> <p>8) What is folk music?</p> <p>9) What is a humanitarian?</p> <p>10) What are the dynamic levels per musical example?</p> <p>11) What is the difference between a steady beat and a rhythm?</p> <p>12) How can you use your body to represent different musical sounds, styles, tempi, and dynamics?</p> <p>13) What is the tree of notes?</p> <p>14) Using Kodaly notation, how does one clap a quarter note,</p>	<p>1a, 1c, 4.</p> <p>Language Standards: 1c, 1d, 1f, 1g, 4c, 5b, 5d.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>		<p>7) Harry Chapin</p> <p>8) PerKelt</p> <p>9) “Every Plant’s A Factory”</p> <p>Songs</p> <p>1) “Johnny Works With One Hammer,” by Mark Byrner</p> <p>2) “Bernie Bee,” by Mark Byrner</p> <p>3) Tick-Tock,” by Mike Byrner</p> <p>“Getting to know you” activity.</p> <p>Attentiveness character trait activity.</p> <p>Seasonal autumn activity.</p> <p>Harry Chapin/humanitarian activity.</p>	<p>Teacher-made supplements:</p> <p>1) Work sheets</p> <p>2) Listening maps</p> <p>3) Tree of Notes</p> <p>Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board</p> <p>Kodaly in the Classroom: Volume I, by Linda Rann</p> <p>K-8 Music Series CDs</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p>	<p>First graders demonstrate a high level of understanding and performance of musical concepts through their participation in listening activities, song, dance, and instrumental music.</p> <p>My primary focus as the BES general music teacher is to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that</p>
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	<p>eighth note, half note, quarter rest, half rest, and whole rest?</p> <p>15) How do you clap ta's, te's, rests, and half notes?</p> <p>16) What is the tempo per musical example?</p> <p>17) What is a pitch?</p> <p>18) Where can the musical characters "Crazy Cat," "Dumb Dog," "Mr. Everybody," and "Funny Face" be found on Mr. E's musical apartment?</p> <p>19) What is a staff?</p> <p>20) What is a treble clef?</p> <p>21) What is the musical alphabet?</p>			<p>Concert for the Hungry discussion.</p> <p>Students will explore the story of Mr. Everybody's Musical Apartment.</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p> <p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading notation, and rote learning.</p>		<p>enters my classroom.</p> <p>Students have positively embraced me as their teacher and I have built an excellent rapport with my students.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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	<p>22) What musical pitches correspond to the characters of Mr. Everybody's Musical Apartment?</p> <p>23) What is the difference between high and low sounds?</p> <p>24) How do you play classroom percussion instruments?</p> <p>25) What is a measure?</p> <p>26) What is a double bar line?</p> <p>27) What is a repeat sign?</p> <p>28) Do I know the characteristic of all four seasons?</p>					
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Quarter: 2 <sup>nd</sup>  Length (Days): (10 weeks)	1) Using solfege and Kodaly hand signs, what are the differences between high and low sounds?  2) Are the musical sounds high pitched or low pitched (per example)?  3) How do we represent or show high and low pitches with our body?	ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b  National Standards:  CCSS: Anchor Standards for Reading: 10.  Reading Standards for Literature: 1, 2, 3, 4, 5, 6.	Formative: 5 points, daily grade  Rhythm Challenge flashcards(red, orange, blue, purple)  Solfege w/Kodaly hand sign exercises (sol, mi, la, re, do)  Classroom/student observations and discussion	Seat change activity.  Code Red/Lockdown procedures.  Discussions on musical artists and their compositions as it relates to appropriate skills and content.  Music/video openers:	Board/dry erase accessories  Pencils  Student binders/folders  Stamps/stickers (reward/incentive)  Elmo/projector  Computer  Websites: 1) YouTube	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.  First grade students are eager to participate in all musical activities. All

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<p>4) Can I name, identify, and sing the solfege syllables sol, mi, la, re, and do?</p> <p>5) Can I identify and perform the Kodaly hand signs for sol, mi, la, re, and do?</p> <p>6) What does call and response mean?</p> <p>7) What is a pitch?</p> <p>8) What is the difference between high and low sounds?</p> <p>9) What is the difference between loud and soft sounds?</p> <p>10) Can you use a loud and soft voice?</p> <p>11) Is the musical example loud or soft?</p> <p>12) Can you use a high and low voice?</p> <p>13) What are the Italian/musical</p>	<p>Reading Standards for Informational Text: 1, 2, 3, 4, 6, 7, 9.</p> <p>Reading Standards, Foundational Skills: 2a, 2b, 2c, 2d, 3e, 4a, 4b, 4c.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1c, 4.</p> <p>Language Standards: 1c, 1d, 1f, 1g, 4c, 5b, 5d.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>Mr. Everybody’s Musical Apartment Review</p> <p>Summative: In-school music performance: Winter Sing-A-Long (30 points)</p> <p>Winter Sing-A-Long Concert Reflection (30 points)</p> <p>** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, and Mr. Everybody’s Musical Apartment flashcards).</p>	<p>1) “Carol of the Bells,” Pentatonix</p> <p>Special “Halloween” song: 1) “B A Rascally Robot,” Paul Jennings</p> <p>Winter Sing-A-Long Songs: 1) “Christmas Makes Me Sing,” Teresa Jennings and Anne Ellsworth 2) “Snow Pants,” Teresa Jennings 3) “We Wish You a Merry Christmas,” Teresa Jennings 4) “Red and Green,” Teresa Jennings</p> <p>Special MLK Song: 1) “I Have a Dream,” Teresa Jennings</p> <p>Concert for the Hungry thank you/discussion.</p>	<p>2) Official Pentatonix website (biography) 3) Mr. Hodac’s website (songs are posted to practice with)</p> <p>Portable CD/Stereo</p> <p>CDs 1) Kodaly in the Classroom, volume 1: Primary 2) K-8 Music Series CDs</p> <p>iPod (rehearsal/accompaniment playlists made from various K-8 Music Series CDs)</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements: 1) Work sheets</p>	<p>students continue to enjoy discovering musical concepts through listening, play, song, and dance.</p> <p>Students responded very well to melodic direction concepts with kinesthetic activities.</p> <p>Students continue to successfully match pitches and rhythms with their voices, while improving on their hand and body coordination for count/clap and dance activities.</p> <p>Students have responded well to the structure of the educational environment;</p>
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	<p>words for “loud” and “soft?”</p> <p>14) Can you sing forte and piano?</p> <p>15) What is the difference between a steady beat and a rhythm?</p> <p>16) What is the tree of notes?</p> <p>17) Using Kodaly notation, how does one clap a quarter note, eighth note, half note, quarter rest, and 16<sup>th</sup> note?</p> <p>18) How do you clap ta’s, te’s, rests, half notes, and 16<sup>th</sup> notes/ Mississippi’s?</p> <p>19) How do you clap the following rhythms (per example)?</p> <p>20) What is the tempo per musical example?</p> <p>21) Where can the musical characters of Mr. E’s musical</p>			<p>Students will review the story of Mr. Everybody’s Musical Apartment.</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p> <p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional notation, and rote learning.</p>	<p>2) Listening maps 3) Tree of Notes</p> <p>Books:</p> <p>1) Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board</p> <p>2) Kodaly in the Classroom: Volume I, by Linda Rann</p>	<p>though at times need reminders with general concepts, terminology, and expectations.</p> <p>Great emphasis continues to be placed on the learning process as it relates to short song excerpts and kinesthetic movement. I found the students continue to respond very well to the Linda Rann series, “Kodaly in the Classroom.” The songs are short, fun, and allow for great flexibility of learning activities and games.</p> <p>I have been working hard to establish scope and sequence of content and</p>
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	<p>apartment be found?</p> <p>22) Where can the musical characters “Crazy Cat,” “Dumb Dog,” “Mr. Everybody,” and “Funny Face” be found on Mr. E’s musical apartment?</p> <p>23) What is a staff?</p> <p>24) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment?</p> <p>25) What kinds of songs and music do we sing or play for holidays and celebrations during the seasons of Fall/Winter?</p> <p>26) How does music from other countries relate and/or compare to music games and songs in the United States?</p>					<p>grade-level appropriate/ specific activities for the ES General Music Program.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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<p>27) Do you remember what the term “a cappella” means?</p> <p>28) What is a band?</p> <p>29) What does the prefix “penta” mean?</p> <p>30) What types of instruments do you see or hear (per example)?</p> <p>31) What are the dynamic levels (per example)?</p> <p>32) How can you use your body to interpret the music?</p> <p>33) What four steps have we used to learn songs in music class?</p> <p>34) How does one dress “warm” for the winter?</p> <p>35) What are traditional Christmas colors?</p> <p>36) What is the behavior of the audience like during a performance?</p>					
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<p>37) What types of things do you notice about the performance?</p> <p>38) What is a measure (BA Rascally Robot)?</p> <p>39) What is a double bar line (BA Rascally Robot)?</p> <p>40) What is a repeat sign (BA Rascally Robot)?</p> <p>41) What would be an appropriate expression to use to praise a group of performers?</p> <p>42) What is the appropriate behavior for an audience member at a music concert or show?</p> <p>43) How can we tell a story through song?</p> <p>44) Who was Dr. Martin Luther King?</p> <p>45) Why do we celebrate Dr. Martin Luther King's birthday?</p>					
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<p>46) What is the mood of the music?</p> <p>47) What would be an appropriate expression to use to praise a male performer?</p> <p>48) What would be an appropriate expression to use to praise a female performer?</p> <p>49) What does tempo mean in music?</p> <p>50) What does the word dynamics mean in music?</p> <p>51) What is the difference between presto and largo music?</p> <p>52) What is the tempo of the musical example?</p>					
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Return to Mr. Everybody's Musical Apartment</p> <p>Richard Strauss II: Where did "dance" come from? (Mini-unit)</p> <p>Quarter: 3<sup>rd</sup></p> <p>Length (Days): (8 weeks)</p>	<p>Mr. Everybody</p> <p>Questions:</p> <p>1) Where can the musical characters of Mr. E's musical apartment be found?</p> <p>2) Where can the musical characters "Crazy Cat," "Dumb Dog," "Mr. Everybody," and "Funny Face" be found on Mr. E's musical apartment?</p> <p>3) What is a staff?</p> <p>4) What musical pitches correspond to the characters of Mr. Everybody's</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 1, 2, 3, 4, 5, 6.</p> <p>Reading Standards for Informational Text: 1, 2, 3, 4, 6, 7, 9.</p> <p>Reading Standards, Foundational Skills:</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange, blue, purple, brown, black, pink, tee-ta-tee)</p> <p>Solfege w/Kodaly hand sign exercises (la, sol, fa, mi, re, do)</p> <p>"Copy Cat Solfege"</p> <p>Classroom/student observations and discussion</p> <p>Mr. Everybody's Musical Apartment Review and Extension</p> <p>Summative:</p>	<p>Students will explore composers from the Romantic period through the performance of classroom instruments, singing, dancing, acting, and sound stories.</p> <p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) "Catchy Elevator</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube</p> <p>Video Cassette: 1) "Richard Strauss II: The King of 3/4 Time"</p> <p>Portable CD/Stereo</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>First grader students continue to eagerly participate in all musical activities. Students continue to enjoy discovering and reviewing musical concepts through listening,</p>

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<p>5) Can you “find” do, re, mi, and fa on the staff?          6) Can you “find” notes C, D, E, and F on the staff?          7) What four steps have we used to learn songs in music class (CC/NN/Solfege/Text)?</p> <p>Rhythm/Solfege Fundamental questions:          8) What is the difference between high and low sounds?          9) Can you use a high and low voice?          10) Is the musical example loud or soft?          11) What are the Italian/musical words for “loud” and “soft?”</p>	<p>Musical Apartment?</p> <p>Anchor Standards for Speaking and Listening:          1.          Speaking and Listening Standards:          1a, 1c, 4.</p> <p>Language Standards:          1c, 1d, 1f, 1g, 4c, 5b, 5d.</p> <p>Standards for Mathematical Practice:          1, 6, 7, 8.</p>	<p>2a, 2b, 2c, 2d, 3e, 4a, 4b, 4c.</p>	<p>** End of quarter assessment (10 points – includes material from the Mr. Everybody Unit, Rhythm Challenge flashcards, and Solfege/Kodaly Hand Sign sight-singing exercises).</p>	<p>Music,” You Tube (seat change activity)</p> <p>Mr. Everybody’s Musical Apartment Songs:          1) “Our Own Names”          2) Let’s Move Along”          3) “Bells Are Ringing”</p> <p>Special Valentine’s Day Song/ Sing-Rap Activity:          1) “Valentine,” John Riggio</p> <p>Special Cross-Curricular Mini Lesson:          1) “Cat vs. Dog, A Trick Contest,” You Tube (Character Ed. “Obedience”)          2) “The Truth Song,” You Tube (Character Ed. “Truthfulness”)          3) “Clifford’s Big Idea: Being</p>	<p>CDs/Magazines:          1) Music K-8, volume 18, no. 3: “Valentine” accompaniment playlist made from various K-8 Music Series CDs)</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements:          1) Work sheets          2) Listening maps</p> <p>Books:          “Mr. Everybody’s Musical Apartment, Book I” by Myles Feltenberger</p>	<p>play, song, and dance.</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program. I continue to teach as fundamental musical concepts through rehearsal and performance. The students genuinely look forward to performing!</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their</p>
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	<p>12) Can you sing forte and piano?</p> <p>13) Can I name, identify, and sing the solfege syllables la, sol, fa, mi, re, and do?</p> <p>14) Can I identify and perform the Kodaly hand signs for la, sol, fa, mi, re, and do?</p> <p>15) What is the difference between a steady beat and a rhythm?</p> <p>16) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, whole rest, and triplet eighth notes?</p> <p>17) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests,</p>			<p>Truthful," (Character Ed. "Truthfulness")</p> <p>Special St. Patrick's day video: 1) "Riverdance," Irish Dance Group</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p>		<p>learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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	<p>half-note-dots, and strawberries?</p> <p>18) Can you use a loud and soft voice?</p> <p>19) How can you use your body to interpret the music?</p> <p>Mini-lesson questions:</p> <p>20) How do you show love and friendship?</p> <p>21) Can you show love and friendship by giving “gifts?”</p> <p>22) What type of gifts can you give?</p> <p>23) Can you be a good friend to others?</p> <p>24) What is “honesty?”</p> <p>25) How can you display “truthfulness?”</p> <p>26) What legends and lore are associated with</p>					
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	<p>Irish step-dancing?</p> <p>27) What are some characteristics of Irish step dancing?</p> <p>28) Do I understand what “obedience” is?</p> <p>Richard Strauss II: Where did “dance” come from? questions:</p> <p>29) What is the job of a composer?</p> <p>30) What does compose mean?</p> <p>31) Who is Johann Strauss, II?</p> <p>32) What style of music was Johann Strauss known for composing well?</p> <p>33) What was Strauss’ nickname?</p> <p>34) What is a waltz?</p>					
<b>Unit</b>	<b>Essential Questions</b>	<b>Standards &amp; Skills</b>	<b>Common Assessments</b>	<b>Learning Activities</b>	<b>Resources/Technology</b>	<b>Unit Reflection</b>
<p>Name: Return to Mr. Everybody’s Musical Apartment</p>	<p>Mr. Everybody Questions:</p> <p>1) Where can the musical characters of Mr. E’s musical</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards (red, orange,</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions</p>	<p>Board/dry erase accessories</p> <p>Pencils</p>	<p>I continue to update the music curriculum to reflect changes and</p>

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**Curriculum Map**

<p>Quarter: 4<sup>th</sup></p> <p>Length (Days): (11 weeks)</p>	<p>apartment be found?</p> <p>2) Where can the musical characters “Crazy Cat,” “Dumb Dog,” “Mr. Everybody,” and “Funny Face” be found on Mr. E’s musical apartment?</p> <p>3) What is a staff?</p> <p>4) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment?</p> <p>5) Can you “find” do, re, mi, and fa on the staff?</p> <p>6) Can you “find” notes C, D, E, and F on the staff?</p> <p>7) What four steps have we used to learn songs in music class (CC/NN/Solfege/Text)?</p>	<p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 1, 2, 3, 4, 5, 6.</p> <p>Reading Standards for Informational Text: 1, 2, 3, 4, 6, 7, 9.</p> <p>Reading Standards, Foundational Skills: 2a, 2b, 2c, 2d, 3e, 4a, 4b, 4c.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1c, 4.</p> <p>Language Standards: 1c, 1d, 1f, 1g, 4c, 5b, 5d.</p>	<p>blue, purple, brown, black, pink, tee-ta-tee)</p> <p>Solfege w/Kodaly hand sign exercises (high do, ti, la, sol, fa, mi, re, do)</p> <p>“Copy Cat Solfege”</p> <p>Classroom/student observations and discussion</p> <p>Mr. Everybody’s Musical Apartment Review and Extension</p> <p>Summative:</p> <p>** End of quarter assessment (10 points – includes material from the Mr. Everybody Unit, Rhythm Challenge flashcards, and Solfege/Kodaly Hand Sign sight-singing exercises).</p> <p>Performance at the May Music Festival</p>	<p>as it relates to appropriate skills and content.</p> <p>How To Learn My Music in Four Steps</p> <p>May Music Festival Songs:</p> <p>1) “I Like Me” by Teresa Jennings, Music K-8, Vol. 12, No. 5</p> <p>2) “Marching Rhythm,” by David Ellsworth &amp; Anne Ellsworth. Music K-8, Vol. 11, No. 4</p> <p>3) “Positive!” by Teresa Jennings, Music K-8 Vol. 15, No. 4</p> <p>4) “Think Good Thoughts,” by Teresa Jennings, Music K-8, Vol. 16, No. 4</p> <p>Self Assessment/May Music Festival Video (2-day activity)</p>	<p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube</p> <p>Video Cassette: 2) “Fantasia 2000”</p> <p>Portable CD/Stereo</p> <p>CDs/Magazines: 1) Music K-8, corresponding CD accompaniment recordings</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements:</p>	<p>improvements made in the Beecher Schools Music Program.</p> <p>First grade students continue to eagerly participate in all musical activities. Students continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance.</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program. That said, I continue to look for the</p>
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**Course Name/Number: General Music**

**Grade Level: 1<sup>st</sup> Grade**

**Curriculum Map**

	<p>Rhythm/Solfege Fundamental questions:</p> <ol style="list-style-type: none"> <li>1) What is the difference between high and low sounds?</li> <li>2) Can you use a high and low voice?</li> <li>3) Is the musical example loud or soft?</li> <li>4) What are the Italian/musical words for “loud” and “soft?”</li> <li>5) Can you sing forte and piano?</li> <li>6) Can I name, identify, and sing the solfege syllables high do, ti, la, sol, fa, mi, re, and do?</li> <li>7) Can I identify and perform the Kodaly hand signs for high do, ti, la, sol, fa, mi, re, and do?</li> <li>8) What is the difference between a steady</li> </ol>	<p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>		<p>End of the Year Reward Activity: 1) “Fantasia 2000” Video and discussion</p> <p>Music/video openers: 1) “Catchy Elevator Music,” You Tube (seat change activity)</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p>	<ol style="list-style-type: none"> <li>1) Work sheets</li> <li>2) Listening maps</li> </ol> <p>Books: “Mr. Everybody’s Musical Apartment, Book I” by Myles Feltenberger</p>	<p>inclusion of more arts standards (dance, technology, etc.) to give my students the most well rounded music education possible.</p> <p>I will do my absolute best to teach as many fundamental musical concepts as possible to the students through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime</p>
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**Curriculum Map**

	<p>beat and a rhythm?</p> <p>9) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, whole rest, and triplet eighth notes?</p> <p>10) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, half-note-dots, and strawberries?</p> <p>11) Can you use a loud and soft voice?</p> <p>12) How can you use your body to interpret the music?</p> <p>Mini-lesson questions:</p> <p>1) Who is Walt Disney?</p>					<p>love for music in each child that enters my classroom.</p> <p><b>**</b> Some extra days were added to the school year due to the use of snow days.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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**Curriculum Map**

	<p>2) What is “Fantasia 2000?”</p> <p>Self Assessment/May Music Festival Video questions:</p> <p>1) What is the definition of Largo and Presto?</p> <p>2) Can I move my body to the music?</p> <p>3) Did I feel the music?</p> <p>4) Did I sing well so that I may be heard?</p> <p>5) Did I point my voice to the audience?</p> <p>6) Did I behave appropriately?</p> <p>7) Was I a good audience member?</p> <p>8) Did I remember all of the words?</p> <p>9) Did I have fun?</p>					
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