

# MUSIC CURRICULUM

## GRADE ONE

### OBJECTIVES:

1. Match pitch.
2. Develop a good singing tone.
3. Develop a joy of music and singing.
4. Develop good listening skills and encourage movement to music.
5. Learn about classical music and famous composers. Develop a love for classical music and composers.
6. Learn folk song literature from this country and other countries.
7. Learn Patriotic songs. Go over words, their meanings and their history.

### **FIRST SEMESTER** (August through mid-January)

#### THEORY:

1. Introduce half notes, half rests, whole notes, whole rests.
2. Review “sol-mi,” “sol-mi-sol-la” and “sol-mi-la.” Use charts to show relationships on staff.
3. Use terms: staff, dynamics, tempo, steady beat, pitch, rhythm, measure, bar line, phrase, strong beat, weak beat, forte/piano, introduction and accompaniment.
4. Beat and Rhythm Studies.
5. Dotted quarter note followed by an eighth note. Dotted half notes.
6. Begin simple dictation of rhythm and sol-mi.
7. Review forms AB, ABA and call-response.

#### SKILLS:

1. Use of rhythm instruments.
2. Echoing sounds sung by teacher.
3. Acting out songs.
4. Reading rhythms from the board and from charts.
5. Performing in class and on stage.

SONGS: Appropriate to age group, seasons and holidays. (See Reference List.)  
Halloween, Thanksgiving & Christmas Songs. Preparation for Christmas Concert.

LISTENING: And movements appropriate to age group, seasons and holidays. (See Reference List.)

#### ASSESSMENT:

Class Participation

Ability to sing alone with good tone.

Ability to match pitch.

Ability to clap rhythms and play them on instruments.

Ability to write rhythms on board

Ability to read and perform rhythms from charts.

Ability to read varying pitches.

Ability to distinguish between beat and rhythm.

Singing with class,

Improvement in matching pitches and tone.

Knowledge of words.

Ability to listen quietly.

Ability to respond to music with appropriate movements.

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### **SECOND SEMESTER** (mid-January through May)

#### THEORY:

1. Introduce half notes, half rests, whole notes, whole rests.
2. Introduce hand signals for “sol-mi,” “sol-mi-sol-la” and “sol-mi-la.” Use charts to show relationships on staff.
3. New terms: time signature, key signature, meter, canon, crescendo, decrescendo, texture, tone color. Review terms: dynamics, tempo, steady beat, pitch, rhythm, measure, bar line, phrase, strong beat, weak beat, forte/piano.
4. Beat and Rhythm Studies.
5. Dotted quarter note followed by an eighth note. Dotted half notes.
6. Begin simple dictation of rhythm and sol-mi.
7. Review forms AB, ABA, call-response, round, canon. Verse/chorus, refrain.
8. Descant.

#### SKILLS:

1. Use of rhythm instruments.
2. Echoing sounds sung by teacher.
3. Acting out songs.
4. Reading rhythms from the board or charts.
5. Reading and Singing intervals from the board or charts.
6. Performing in class (singing; instruments) and on stage
7. Singing in simple parts: 2 part rounds, possibly descants.
8. At the end of the year, look at 2<sup>nd</sup> grade books and learn how to follow words.

SONGS: Appropriate to age group, seasons and holidays. (See Reference List.)  
April and May – work on Spring Program.

LISTENING: And movements appropriate to age group, seasons and holidays. (See Reference List.)

#### INSTRUMENTS OF THE ORCHESTRA:

Learn more about instruments: Brass, String, Woodwind, and Percussion Families

#### ASSESSMENT:

Class Participation	Ability to distinguish between beat and rhythm.
Ability to sing alone with good tone.	Singing with class,
Ability to match pitch.	Improvement in matching pitches and tone.
Ability to clap rhythms and play them on instruments.	Knowledge of words.
Ability to write rhythms on board	Ability to listen quietly.
Ability to read and perform rhythms from charts.	Ability to respond to music with appropriate movements.
Ability to read varying pitches.	