

Mendham Township School District

Music Curriculum

Grade 1

Lauren Johnson, Music Teacher
Julianne Kotcho, Principal

July 2021

Revised July 2021

First Grade Beat, Meter, & Rhythm

Learning Goals

Behavioral

Students will be able to read and play quarter notes, barred eighth notes, and quarter rests in a variety of meters using their voices, bodies, and instruments.

Cognitive

Students will identify, understand, and explain beat, meter, and rhythm.

Students will aurally identify quarter notes, barred eighth notes, and quarter rests in a variety of meters.

Experiential

Students will create, read, write, and perform rhythms in a variety of meters.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding beat, meter, & rhythm.

Students will develop analytical skills through use of proper terminology regarding beat, meter, & rhythm.

Essential Questions

- What is the definition of meter?
- What is the definition of rhythm?
- What is the duration of quarter notes, barred eighth notes, and quarter rests in various meters?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7a, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

Amistad Law N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Assessments

Benchmarks

Students will read and write quarter notes, barred eighth notes, and quarter rests in various meters.

Students will compose using quarter notes, barred eighth notes, and quarter rests in various meters.

Students will identify the duration of quarter notes, barred eighth notes, and quarter rests in various meters.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Identify the meter and rhythm aurally and visually
2. Composing and performing personal and class rhythms
3. QuaverEd Meter & Rhythm lessons
4. Discuss music & feeling, dancing to music
5. Listen and move to music in various meters
6. Listen and move to music in various meters
7. Identify the difference between meters of 2 and 3
8. Group games for meter definition and strong/weak beats
9. Play instruments in various meters
10. Read and act out a story in various meters
11. The Music Show & QuaverEd lessons - strong & weak beats
12. The Music Show & QuaverEd lessons - meter

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

Music K-8, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.

Music together, L. Levinowitz & K. Guilmartin, Music and Movement Center.

Silver-Burdett, Making Music, Pearson Scott Foresman, 2005.

Singing Games for Children, Dany Rosevear, 2021.

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Rhythmically Moving. P. Weikert. High Scope Press. 1983.

Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Math

Social Science

World Culture

ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

First Grade Ostinatos

Learning Goals

Behavioral

Students will be able to perform ostinatos using the voice, body, and instruments.

Students will create, perform, and respond to ostinatos.

Cognitive

Students will identify, understand, and define an ostinato.

Experiential

Students will use appropriate musical expression when performing ostinatos.

Constructivist

Students will develop compositional skills alone and with others.

Students will construct meaning in stories, songs, and instrument play through the use of expression.

Students will develop creative and descriptive skills through use of proper terminology regarding ostinatos.

Students will develop analytical skills through use of proper terminology regarding ostinatos.

Essential Questions

- What is an ostinato?
- Can I perform ostinatos with proper musical expression?
- How can I use my knowledge of beat and rhythm to create and perform ostinatos?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will perform ostinatos together and alone as a part of a larger class performance.

Students will create, rehearse, and perform using ostinatos.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, performance tasks, exit tickets

Proposed Activities

1. Sing familiar and new songs using ostinatos

2. Read and act out stories using ostinatos
3. Listen and move to ostinatos
4. Play ostinatos on instruments
5. Listen and respond to music that includes ostinatos
6. Create new songs using ostinatos

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
 Clearly define limits and expectations
 Encourage student to ask for needed assistance
 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
 Provide simplified written, verbal, and modeled instructions
 Provide student with open ended questions that stimulate higher order thinking
 Allow student to consider and express personal opinions
 Tiered Assignments
 Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Interdisciplinary Connections

Math
 World Culture
 History
 Social Sciences
 ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

First Grade Singing Alone and Together

Learning Goals

Behavioral

Students will be able to sing and play alone and as part of an ensemble.

Students will create, perform, and respond using call and response.

Cognitive

Students will identify, understand, and explain the differences between singing and playing alone and together.

Experiential

Students will explore and improvise using partner songs and call and response.

Students will experience the conversational nature of call and response songs.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding singing and playing alone and together.

Students will develop analytical skills through use of proper terminology regarding singing and playing alone and together.

Students will construct meaning in stories, songs, and instrument play through the use of proper terminology regarding singing and playing alone and together.

Essential Questions

- What is a call and response song?
- What is my role in an ensemble?
- Can I sing and play alone?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will perform call and response songs as the leader and the responder.

Students will sing in parts.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets
Proposed Activities
<ol style="list-style-type: none"> 1. Identify the different parts of a song 2. Sing and play along to partner songs using body movements and scarves 3. Sing partner songs and call and response songs 4. Play partner songs and call and response songs on instruments 5. Read and tell stories using parts and call and response
<p>Integrated accommodations and modifications</p> <p>Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
<p>Core Instructional and Supplemental Materials</p> <p><i>Music K-8</i>, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present. <i>Music together</i>, L. Levinowitz & K. Guilmartin, Music and Movement Center. <i>Silver-Burdett, Making Music</i>, Pearson Scott Foresman, 2005. <i>Singing Games for Children</i>, Dany Rosevear, 2021. <i>QuaverEd Online Music Curriculum</i>, QuaverEd, 2021. <i>One, Two, Three, Echo Me</i>. L. Mitchell. Parker Publishing. 1991. <i>120 Singing Games and Dances for Elementary School</i>. L. Choksy & D. Brummitt. Prentice Hall, 1987. <i>Rhythmically Moving</i>. P. Weikert. High Scope Press. 1983.</p>
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<p>Interdisciplinary Connections</p> <p>Math World Culture ELA/Spelling</p>
<p>Technology Integration</p> <p>Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

First Grade Introduction to Music Reading

Learning Goals

Behavioral

Students will distinguish the difference among unison, same, step, skip, jump, and octave on music staves.
Students will create, perform, and respond using unison, same, step, skip, jump, and octave on music staves.

Cognitive

Students will identify, understand, and explain unison, same, step, skip, jump, and octave, both visually and aurally.

Students will identify, understand, and explain clefs and music staves.

Experiential

Students will explore and improvise using unison, same, step, skip, jump, and octave on music staves.

Students will experience the differences, both technical and in expression, among unison, same, step, skip, jump, and octave.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding unison, same, step, skip, jump, and octave.

Students will develop creative and descriptive skills through use of proper terminology regarding clefs and staves.

Students will develop analytical skills through use of proper terminology regarding unison, same, step, skip, jump, and octave.

Students will develop analytical skills through use of proper terminology regarding clefs and staves.

Essential Questions

- What does a music clef/staff look like?
- What makes up the music staff?
- What does a clef tell us?
- What does unison, same, step, skip, jump, and octave sound like?
- What does unison, same, step, skip, jump, and octave look like on a music staff?
- How do composers write music?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will compose using unison, same, step, skip, jump, and octave on the music staff.
Students will compose using do clef and treble clef.
Students will properly identify unison, same, step, skip, jump, and octave on a written assessment.
Students will properly identify the notes of the pentatonic scale on the do clef on a written assessment.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Listen and move to unison, same, step, skip, jump, and octave
2. Identify the differences among unison, same, step, skip, jump, and octave
3. Group games for unison, same, step, skip, jump, and octave
4. Play instruments to hear unison, same, step, skip, jump, and octave
5. Compose alone and together using the do clef and unison, same, step, skip, jump, and octave
6. Compose alone and together using the treble clef and unison, same, step, skip, jump, and octave

Integrated accommodations and modifications

Check for comprehension and understanding
Permit ample time for student to respond to questions
Clearly define limits and expectations
Encourage student to ask for needed assistance
Preferential seating
Repeating, clarifying or rewording directions
Teacher modeling
Provide simplified written, verbal, and modeled instructions
Provide student with open ended questions that stimulate higher order thinking
Allow student to consider and express personal opinions
Tiered Assignments
Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Interdisciplinary Connections

Math
Science
Social Science
World Culture
ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

First Grade Dynamics

Learning Goals

Behavioral

Students will demonstrate the difference between forte and piano using their voices, body percussion, and instruments.

Students will create, perform, and respond using forte and piano.

Cognitive

Students will identify, understand, and explain forte and piano dynamics in music.

Students will identify, define, and explain dynamics in music.

Students will define, understand, and explain the difference between forte and piano in music and throughout daily life.

Experiential

Students will explore and improvise using various dynamics.

Students will experience the differences, both technical and in expression, among various dynamics.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding various dynamics.

Students will develop analytical skills through use of proper terminology regarding various dynamics.

Essential Questions:

- How can we recognize dynamics in music?
- How do dynamics change what we feel when we experience music and throughout daily life?
- How and when should we perform forte or piano music?

NJ SLS Music Standards

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hatred whenever and wherever it happens.

Assessments

Benchmarks

Students will correctly identify forte and piano.

Students will correctly perform various dynamics using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Sing familiar and new songs using dynamics
2. Read and act out stories using dynamics
3. Listen and move to forte and piano music
4. Play forte and piano on instruments
5. Reflect on feelings from sounds with different dynamics
6. Listen and respond to selections from *Carnival of the Animals*
7. Listen and play along with Music K8 Forte Piano
8. Play dynamics games
9. Create a dynamics chart together

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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First Grade Tempo
Learning Goals
<p>Behavioral Students will demonstrate the difference between presto and largo using their voices, body percussion, and instruments. Students will create, perform, and respond using presto and largo.</p> <p>Cognitive Students will identify, understand, and explain presto and largo tempos in music. Students will identify, define, and explain tempo in music. Students will define, understand, and explain the difference between presto and largo in music and throughout daily life.</p> <p>Experiential Students will explore and improvise using various tempos. Students will experience the differences, both technical and in expression, among various tempos.</p> <p>Constructivist Students will develop creative and descriptive skills through use of proper terminology regarding various tempos. Students will develop analytical skills through use of proper terminology regarding various tempos.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we recognize tempo in music? • How does tempo change what we feel when we experience music and throughout daily life? • How and when should we perform presto and largo music?
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Assessments

Benchmarks

Students will correctly identify presto and largo.

Students will correctly perform various tempos using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

1. Sing familiar and new songs using various tempos
2. Read and act out stories using various tempos
3. Listen and move to presto and largo music
4. Play presto and largo on instruments
5. Reflect on feelings from sounds with different tempos
6. Listen and respond to selections from *Carnival of the Animals*
7. Listen and play along with Music K8 Presto Largo
8. Play tempo games
9. Create a tempo chart together

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

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<p>Technology Integration</p> <p>Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

First Grade Form
Learning Goals
<p>Behavioral</p> <p>Students will be able to define and show form and patterns in music.</p> <p>Students will create, perform, and respond to songs utilizing form.</p> <p>Cognitive</p> <p>Students will identify, understand, and explain form in music.</p> <p>Students will define, understand, and explain the difference between different parts of songs.</p> <p>Experiential</p> <p>Students will compose, explore, and improvise using form.</p> <p>Students will experience the differences, both technical and in expression, between different parts of songs.</p> <p>Constructivist</p> <p>Students will develop creative and descriptive skills through use of proper terminology regarding form.</p> <p>Students will develop analytical skills through use of proper terminology regarding form.</p>

Essential Questions

- How do we identify patterns and form in music?
- What is form?
- Can I compose music in a specific pattern or form?
- How does form add to the expression and meaning of the song?

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Assessments**Benchmarks**

Students will compose using AB and ABA form.

Students will correctly identify the form of various songs.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Discuss the form of the song
2. Read and act out stories using form
3. Listen and move to music with different forms
4. Play music in AB, ABA, and other forms on instruments
5. Reflect on feelings from songs in various forms
6. Compose a class composition and identify its form

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

<p>Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
<p>Core Instructional and Supplemental Materials <i>Music K-8</i>, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present. <i>Music together</i>, L. Levinowitz & K. Guilmartin, Music and Movement Center. <i>Silver-Burdett, Making Music</i>, Pearson Scott Foresman, 2005. <i>Singing Games for Children</i>, Dany Rosevear, 2021. <i>QuaverEd Online Music Curriculum</i>, QuaverEd, 2021. <i>One, Two, Three, Echo Me.</i> L. Mitchell. Parker Publishing. 1991. <i>120 Singing Games and Dances for Elementary School.</i> L. Choksy & D. Brummitt. Prentice Hall, 1987. <i>Rhythmically Moving.</i> P. Weikert. High Scope Press. 1983.</p>
<p>Integration of 21st Century Skills Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness</p>
<p>Interdisciplinary Connections Math Science Social Science World Culture ELA/Spelling</p>
<p>Technology Integration Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

First Grade Instruments

<p>Learning Goals</p>
<p>Behavioral Students will create, perform, and respond using various classroom instruments. Students will play new and familiar songs using various classroom instruments.</p>
<p>Cognitive Students will identify, understand, and explain the differences among various classroom instruments. Students will identify and name various classroom instruments. Students will relate music experiences to their derivation, role, and importance in culture, society, and history.</p>

Experiential

Students will explore and improvise using various classroom instruments

Students will experience the differences, both technical and in expression, among use of various classroom instruments

Constructivist

Students will develop agility, dexterity, coordination, and technique with classroom instruments.

Students will develop creative and descriptive skills through use of proper terminology regarding classroom instruments.

Students will develop analytical skills through use of proper terminology regarding classroom instruments.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What is the name of various classroom instruments, and what is the correct way to play them?
- How does each classroom instrument produce its sound?
- What does each classroom instrument add to a composition or performance?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

Amistad Law N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Assessments**Benchmarks**

Students will play various classroom instruments with correct technique.

Students will correctly identify classroom instruments aurally.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Group discussion on various classroom instruments
2. Stations of each instrument
3. Demonstration of playing each instrument correctly
4. Play instruments alone and as part of the ensemble

5. Use instruments to play rhythms
6. Use instruments to play ostinatos
7. Use instruments to show dynamics
8. Use instruments to show tempo
9. Use instruments to play unison, same, step, skip, jump, and octave
10. Use instruments to show form
11. Perform new and familiar songs using classroom instruments
12. Critique and Suggest for improvements for performance

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
 Clearly define limits and expectations
 Encourage student to ask for needed assistance
 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
 Provide simplified written, verbal, and modeled instructions
 Provide student with open ended questions that stimulate higher order thinking
 Allow student to consider and express personal opinions
 Tiered Assignments
 Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

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 Science
 Social Science
 World Culture
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Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

First Grade Performance

Learning Goals

Behavioral

Students will be able to sing, move, dance, and play with a growing sense of confidence.

Students will show expression in voices, movement, and instrument playing during classroom performances.

Cognitive

Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

Experiential

Students will explore and improvise during class and solo performances.

Students will express their feelings and ideas through musical performances.

Students will experience the differences, both technical and in expression, between class and solo performances.

Students will participate in the planning, structure, and design of in-class performances.

Constructivist

Students will apply their knowledge of various musical elements to enhance and improve their performances.

Students will develop vocal agility, dexterity, coordination, and technique during class and solo performances.

Students will develop creative decision-making skills so that technical understanding can be applied to other areas in future educational and professional pursuits.

Students will develop analytical skills through performance critique.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes a great performance?
- What does this music mean to you?
- What does this music mean to others in our families, communities, and around the world?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr4a, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7a, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will reflect upon and improve personal and class performance.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Discuss using voices, instruments, and movement expressively
2. Read and perform songs and stories
3. Critique performances together
4. Demonstrate appropriate audience behavior

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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Interdisciplinary Connections

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World Culture

ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

First Grade Solfege

Learning Goals

Behavioral

Students will create, perform, and respond using the pentatonic scale.

Students will sing new and familiar songs using the pentatonic scale.

Cognitive

Students will identify, understand, and explain the differences among the notes in the pentatonic scale.

Students will identify and name the pentatonic scale hand signs.

Experiential

Students will explore and improvise using the pentatonic scale.

Students will experience the differences, both technical and in expression, among the notes in the pentatonic scale.

Constructivist

Students will develop vocal agility, dexterity, coordination, and technique using the pentatonic scale.

Students will develop creative and descriptive skills through use of proper terminology regarding solfege.

Students will develop analytical skills through use of proper terminology regarding solfege.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes up the music we sing?
- How does each solfege syllable sound?
- What are the hand signs that go along with the solfege syllables in the pentatonic scale?
- How does solfege help us learn to sing?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr5e, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will compose songs using the pentatonic scale.

Students will correctly identify the notes in the pentatonic scale aurally and with hand signs.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Decode songs using the pentatonic scale.
2. Sing new and familiar songs using the pentatonic scale.
3. Compose and perform new songs using the pentatonic scale.
4. Play Poison Pattern and other solfege games.
5. Watch and play along with Music K8's Whacky Do Re Mi's.
6. Watch and play along with the Do Re Mi clip from *The Sound of Music*.

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

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