

First Grade

Elements & National Core Arts Standards	Contents	Skills & Procedures	Assessment Tools	Essential Questions
<p>Expression</p> <p>National Core Arts Standards: 1, 2, 3, 7, 8, 9, 11</p>	<p>Dynamics Tempo Articulation Mood</p>	<p>Loud/soft Getting louder/softer Smooth/connected Short/detached Legato/staccato</p>	<p>Direct observations Sing, say, dance, play</p>	<p>What are different kinds of voices we can use? How do different voices make us feel? When I hear soft slow music, how should I respond with my body?</p>
<p>Rhythm</p> <p>National Core Arts Standards: 4, 8, 10, 11</p>	<p>Beat Duration Meter Pattern</p>	<p>Fast/slow Getting faster/slower Changes in tempo Identify rhythms using quarter notes, eighth notes, and quarter rests Duple and triple meter Ostinato</p>	<p>Direct observation Sing, say, dance, play Visual manipulatives</p>	<p>Can I think the beat/pulse in your head? How can my body show the pattern of this music? (eg. gallop, march) What is the difference between beat and rhythm? Am I keeping time with the group? How do syllable patterns connect to rhythm patterns? How can I use rhythm blocks to build music?</p>
<p>Form</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Phrase Form Section Form</p>	<p>Same and different phrases (ABA etc.) Question/answer Long and short phrases Counting the number of main beats in a phrase Echo (imitation) Call and response Repetition/contrast Stopping/starting</p>	<p>Visuals Movement Mapping Observe motor Planning/timing</p>	<p>How is sound organized to make music? Why does music have so many rhyming words? How can form help me compose music?</p>
<p>Melody</p>	<p>Pitch and</p>	<p>High/low</p>	<p>Sing and play</p>	<p>Why does music move up and down?</p>

Portsmouth School Department: Elementary Music Curriculum Map

<p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Direction Pattern Tonality</p>	<p>Higher/lower Upward/downward Steps, skips and repeated pitches and patterns</p>	<p>Listen Visuals Move Imitate w. accuracy</p>	<p>How can I move my body up and down? How do notes on a staff act like a graph?</p>
<p>Timbre National Core Arts Standards: 1, 10, 11</p>	<p>Environmental Vocal Instrumental</p>	<p>Various tone qualities produced by individuals and groups of voices and instruments</p>	<p>Listen and respond Experiment Playing instruments Singing</p>	<p>Why is it good for me to sound like everyone else when I sing/play with a group? Which instruments are appropriate to help tell a story?</p>
<p>Texture/Harmony National Core Arts Standards: 1, 2, 3, 5, 10</p>	<p>Texture Harmony</p>	<p>Accompaniment/no accompaniment Layers of sound Thick/ thin Play various combinations of percussion instruments Ostinato Bordun</p>	<p>Visuals Playing instruments Listening maps Listen and respond</p>	<p>Does texture mean the same in art class? How many sounds need to be combined to make harmony? How do I sing my part when I am hearing another part?</p>
<p>History/Culture/ Appreciation National Core Arts Standards: 7, 8, 9, 10, 11</p>	<p>Listen to, analyze & describe music</p>	<p>Listen to and identify various vocal styles Seasonal and traditional songs Songs related to core curriculum Sound carpets and sound effects with story books</p>	<p>Discussion/sharing Observations in students' own words</p>	<p>Why is it important for me to listen quietly when someone is performing? Why should I clap at the end of a performance? How can a song tell a story? How do I respond when I hear something unfamiliar?</p>

Creating: Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing: Realizing artistic ideas and work through interpretation and presentation

Presenting: Interpreting and sharing artistic work.

Producing: Realizing and presenting artistic ideas and work.

4. Select, analyze and interpret artistic work for presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work.

Responding: Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.