

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 1 Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence

Content Area	Music	Course Title/Grade Level:	1st Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Singing and Vocal Performance	Throughout the year
<u>Topic/Unit #2</u>	Listening, Responding, and Moving to Music	Throughout the year
<u>Topic/Unit #3</u>	Instrumental Performance	December - June
<u>Topic/Unit #4</u>	Reading and Writing Music Notation	December - June

Topic/Unit 1 Title	Singing/Vocal Performance	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>ELA SL 1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Social studies integration 6.1.P.A.1 - Demonstrate an understanding of Rules by following most classroom routines.</p> <p>World Language integration 7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>Activity: Students will learn a song in Spanish</p>		<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>Activity: Discuss the role and expectations of a performer throughout the year and practice being a performer during the grade level concert.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments</p> <p>Activity: Students will use fligrid to record themselves singing</p>		<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	

CRP12. Work productively in teams while using cultural global competence.

Activity: Practice concert etiquette by watching other classes perform.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Why do people sing?
How can I use my voice to make sounds and music?
How can I change the sound of my voice to match the sounds I hear in music?
What do I need to do to make high and low sounds with my voice?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:
How to appropriately use their singing voice and show range in regards to pitch and volume.

Students will be able to:
Use their voices to imitate sounds and nature and non-musical activities.
Practice using their speaking, singing, whispering and shouting voices in poems and songs.
Practice using their singing voice performing songs with high and low pitches.
Practice using their singing voice performing songs with loud and soft dynamics.

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

Rubric
Notes
worksheets
Performance at grade level concert

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist/ performance self evaluation</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Projects Group work Aural/visual assessment and observation Class performances</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>
RESOURCES	
<p>Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series</p>	
<p>Supplemental materials: songs in iTunes Activate magazine Music K-8 magazine social media</p>	
Modifications for Learners	
<p>See appendix</p>	

Topic/Unit 2 Title	Listening, Responding and Moving to Music	Approximate Pacing	Throughout the Year
STANDARDS			
NJSLS VPA - Music			
<p>A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.</p> <p>1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>ELA SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Health and Phys. Ed. 2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm or musical style.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: Students learn how to move their body in different ways in response to music which helps them learn how to dance, which could be a future career.</p>	

<p>2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Science 5.1.4.B.3 - Formulate explanations from evidence.</p> <p>Social Studies 6.1.P.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world. 6.1.P.D.3 - Express individuality and cultural diversity (e.g. through dramatic play). 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Activity: Students will learn moves and perform dances to corresponding songs.</p>	
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students listen to a variety of music and record their answers about tempo, dynamics, and emotions on Flipgrid.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>Activity: Students create their own moves while listening to music.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>When do everyday sounds become music? How does the music change the way we feel and/ or think about that piece of music question?</p>	

How does the tempo of a song or piece of music make us feel and/ or think about it?
 Why and how does music affect how we feel?
 How can you tell a story?
 How do people move to music?
 How can I move to show what music sounds like?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: How to listen, respond, and move to music using appropriate vocabulary.</p>	<p>Students will be able to: Analyze and compare songs that are loud, soft and/ or medium. Analyze and compare songs that are fast, slow or medium. Analyze songs and pieces of music which have high and low sounds. Analyze songs with same and different phrases. Compare songs and pieces of music representing different cultures. Identify the themes of songs about family, friendships, animals, and holidays, cultural Traditions, weather and the seasons. Dramatized examples of stories told with music, for example “Carnival of the animals” or “The Nutcracker” and discuss ways the composers tell the story using music. Appraise classroom and stage performances through class discussion. Constructively criticize a performance in class discussion. Identify loud, soft and medium sounds by using gross motor movements. Identify whether music is fast, slow or medium tempo with fine and gross motor movement. Listen to and perform songs with repeated and or contrasting sections. Distinguish between same and different phrases in a song. Move to various songs representing different cultures. Move to songs about family, friendships, animals, and holidays, cultural traditions, weather and the seasons.</p>

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records teacher-created worksheets Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: John Feierabend's Move It and Move It 2 DVD's social media youtube	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Instrumental Performance	Approximate Pacing	Throughout the Year
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>ELA SL 1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Math 1.G.1 - Distinguish between defining attributes (e.g. triangles are closed and three sided) versus non-defining attributes (e.g. color, orientation, overall size); build and draw shapes to possess defining attributes.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: By learning how to successfully play classroom instruments (rhythm sticks, egg shakers, tambourines, etc), students are learning skills needed to play band or orchestra instruments.</p>	

<p>Health and physical education 2.5.2.A.3 - Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>Social Studies 6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>Activity: Students demonstrate how to move slowly and how to move fast while listening to a variety of music.</p>	
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students play rhythm patterns to songs on youtube.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. .</p> <p>Activity: Students learn and practice how to play and take care of instruments.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What would the world be like if everything had the same sound? How does the way instruments are held affect the sound made with those instruments?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: How to play a variety of classroom instruments. How to properly use and care for the classroom instruments.</p>	<p>Students will be able to: Practice playing the steady beat and short rhythmic patterns to accompany songs representing different cultures on classroom instruments.</p>

Practice accompanying songs about families, friendships, animals, and holidays, cultural traditions, weather and the seasons using classroom instruments.
 Echo and improvise shorty rhythmic patterns containing quarter notes, paired eighth and quarter rests.
 Match classroom instruments to characters or events in a story based on the instrument's timbre.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.

RESOURCES

Core instructional materials:
 Silver Burdett Music Connections Series
 Silver Burdett Making Music Series

Supplemental materials:

social media youtube
Modifications for Learners
See appendix

Topic/Unit 4 Title	Reading and Writing Music Notation	Approximate Pacing	December-June
STANDARDS			
NJSLS VPA - Music			
1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.			
Interdisciplinary Connections:		21st Century Skills:	
RF.1.2 - Demonstrate understanding of spoken words, syllables and sounds (phonemes). Activity: Compare and contrast reading and writing words to reading and writing music		9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Activity: Students read rhythmic visual icons in a song as a precursor to reading notes on a musical staff	
Technology Standards:		Career Ready Practices:	
8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.	

Activity: Students listen and dictate simple rhythms on jamboard.	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>Activity: Students will self assess while remaining on task in classroom activities.</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

What is the difference between the beat and the rhythm.
 How does the rhythm of a song sound different from the beat?
 How can pictures show how music sounds?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: How to read rhythms using visual icons. How to read melody using visual icons.</p>	<p>Students will be able to: Identify sounds and music as having a steady beat or no beat. Identify visual representation of the steady beat. Recognize long and short sounds using iconic symbols for quarter and paired eighth notes and quarter rest. Recognize one beat/one sound as quarter note. Recognize one beat/two sounds as eighth notes. Recognize one beat/no sound as a quarter rest. Distinguish visual icons representing melodic register. Distinguish visual icons representing melodic direction Distinguish visual representations using pictures, words and icons for songs about families, friendships, animals and holidays, cultural traditions, weather and the seasons and songs representing different cultures.</p>

ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes</p>
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Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: social media teacher-created worksheets	
Modifications for Learners	
See appendix	