

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** General Music – Grade 1

**Course Number:** 08183

**Course Prerequisites:** None

**Course Description:** Each year, students will build upon prior knowledge with emphasis placed on singing, playing, moving, listening, and creative activities that build musical excellence as well as confidence and pride in their musical abilities. First grade students will understand and apply the music elements of duration through identification of long and short sounds and reading/performing quarter note and eighth note pairs, and pitch through reading/performing la-so-mi patterns. They will demonstrate understanding of the music principles of design through classification of AB and ABA form in musical examples, and tone color through discovery of different ways to use voice and identification of percussion instrument families. They will further explore the music principles of expressive qualities by demonstrating expressive movement to music, and cultural context through the realization that music is all around us.

**Suggested Grade Level:** Grade 1

**Length of Course:** Two Semesters

**Units of Credit:** None

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 55 – Music Education

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

☐ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

**GPA Type:** ☒ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society  
☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

**State Course Code:** 05131

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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#### **TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

##### **Board Approved Textbooks, Software, and Materials:**

**Title:** Quaver Music  
**Publisher:** QuaverEd, Inc.  
**ISBN #:** N/A  
**Copyright Date:** 2022  
**WCSD Board Approval Date:** N/A

**Supplemental Materials:** N/A

#### **Curriculum Document**

**WCSD Board Approval:** 6/27/2022  
**Date Finalized:** 5/20/2022  
**Date Approved:** 6/27/2022  
**Implementation Year:** 2022-2023

#### **SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise.
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms.
- 9.1.D – Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

Skills:

- Keep a steady beat in a song
- Review use and care of rhythm instruments
- Define Strong Beat and Weak Beat
- Move to a meter of two by marching
- Move to a meter of four by walking
- Move to a meter of three by waltzing or swaying.
- Identify the difference between meters of two, three and four
- Play percussion instrument in meters of two, three, and four.
- Listen and imitate patterns on rhythm instruments
- Describe the purpose of bar lines
- Define ostinato
- Play a simple ostinato within a song

Content:

- Steady Beat
- Measure
- Strong and Weak Beat
- Meter of 2
- Meter of 3
- Meter of 4
- Rhythm
- Ostinato
- Meter

## **Marking Period 2**

### Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise.
- 9.1.G – Recognize the function of rehearsals and practice sessions
- 9.1.H – Handle materials, equipment and tools safely at work and performance spaces.

### Skills:

- Identify and use the four voices within a song (Whisper, Talk, Shout, and Sing)
- Define pitch
- Sing pitches *sol* and *mi*
- Describe how vibrations affect the chest and face when using the voice
- Recall that notes are placed on lines and in spaces
- Recognize that when *sol* is on a line, *mi* is on the line below it.
- Recognize the treble clef and that it is used to notate high notes.
- Sing notes *sol*, *mi*, and *la* in a song.
- Recognize that melodies can move up , down or stay the same
- Demonstrate melodic direction by singing and moving to a piece of music
- Define melody
- Define song
- Recall that melodies have both pitch and rhythm

### Content:

- Four Different Voices (Whisper, Talk, Shout, and Sing)
- Pitch
- Vocal Chords
- Vibrations and the Voice
- *Sol*, *mi* and *la*
- Lines and Spaces
- Treble Clef
- Pitches and Intervals
- Melodic Direction

### **Marking Period 3**

#### Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise.
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms.
- 9.1.D – Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

#### Skills:

- Recognize that rests represent silence in music
- Recognize that notes and rests can have different lengths
- Recognize a quarter rest
- Recall that notes show pitch and rhythm
- Recall that rests show silence and rhythm
- Describe: slow, medium, fast
- Define: tempo, Largo, Moderato, Presto
- Recognize through playing, singing, and moving that music can speed up and slow down.
- Define Dynamics
- Define: forte, piano

#### Content:

- Silence and Rests
- Pitches and Rhythms
- Tempo: Largo, Moderato, Presto
- Fast and Slow
- Dynamics: Loud and Soft
- Forte and Piano

### **Marking Period 4**

#### Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise.
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms.
- 9.1.D – Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

#### Skills:

- Name the four instrument families
- Aurally and visually identify the members of the string family
- Define percussion and identify 2 instruments of the percussion family
- Describe the difference between pitched and non-pitched percussion instruments
- Define form
- Describe song sections using letters (AB) or words (verse/chorus)
- Explain ABA form
- Recall and apply definitions of keywords learned throughout the year
- Sing, move and play instruments to selected favorite songs

#### Content:

- Instrument Families
- Members of String Family – Violin, Viola, Cello, Bass
- Percussion – Pitched, Non-Pitched
- Form
- AB Form
- ABA (Ternary) Form
- Duration, Tempo, Melody, Form, Rhythm

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**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
<b>9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities</b>		
Name objects that produce a steady Beat	9.1.A	MP 1
Move to show meters of two, three, and four	9.1.A	MP 1
Demonstrate recognition of treble clef lines and spaces	9.1.A	MP 2
Demonstrate recognition of melodic direction	9.1.A	MP 2
Demonstrate recognition that notes and rests can have different lengths	9.1.A	MP 2
Recall that notes show pitch and rhythm	9.1.A	MP 3
Describe slow, medium and fast tempos	9.1.A	MP 3
Demonstrate recognition of dynamics in music	9.1.A	MP 3
Signal to show recognition of different sections within a musical selection	9.1.A	MP 4
Describe song sections using letters (AB) or words (verse/chorus)	9.1.A	MP 4
Signal to show recognition of ABA form	9.1.A	MP 4
<b>9.1.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts</b>		
Play percussion instruments in meters of two, three, and four	9.1.B	MP 1
Listen and imitate rhythm patterns on percussion instruments	9.1.B	MP 1
Play simple ostinato within a song	9.1.B	MP1
Sing pitches <i>sol</i> and <i>mi</i>	9.1.B	MP 2
Demonstrate recognition that music getting softer can add suspense	9.1.B	MP 3
Demonstrate recognition that music getting louder can create excitement and anticipation	9.1.B	MP 3
<b>9.1.B.2 Music: sing – play an instrument – read and notate music – compose and arrange - improvise</b>		
Demonstrate proper mallet technique	9.1.B.2	MP 2
Sing notes <i>sol</i> , <i>mi</i> , and <i>la</i> in a song	9.1.B.2	MP 2
Demonstrate different dynamics by playing instruments in a song	9.1.B.2	MP 3
<b>9.1.C Recognize and use fundamental vocabulary within each of the arts forms</b>		
Describe the purpose of bar lines	9.1.C	MP 1
Define measure	9.1.C	MP 1
Define pitch	9.1.C	MP 2
Define melody	9.1.C	MP 2
Acknowledge and understand that rests represent silence in music	9.1.C	MP 3
Define tempo	9.1.C	MP 3
Define dynamics	9.1.C	MP 3
Name the four instrument families of the orchestra	9.1.C	MP 4

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## ASSESSMENTS

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:**

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**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:**