# HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS MUSIC CURRICULUM GRADE 1 GENERAL MUSIC AUGUST 2019

## Grade 1 General Music Course Overview

First Grade General Music is a year-long course for all first grade students. The class meets for 40 minutes, once every six days for a total of about 30 classes per year.

The first grade General Music Curriculum provides our students with entry level music experience and content knowledge. This includes a strong focus in the areas of steady beat and rhythm, melody and vocal production, expression, and instruments. All first grade students are provided the opportunity to perform in a district sponsored performance once a year.

The curriculum is aligned with the National Core Arts Standards and New Jersey Core Curriculum Standards as follows:

#### **National Core Arts Standards**

#### Creating

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

#### **Performing**

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard Notation.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

#### Responding

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

#### Connecting

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

#### **New Jersey Core Curriculum Standards**

#### Visual and Performing Arts

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

# 2019 HTPS Performing Arts Curriculum Map – Grade 1 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Rhythm and		MU:Cr1.1.1a,	How do	Musicians' creative	Identify and	Teacher will	Literacy - Ask	9.1.4.A.1
Beat			musicians make	choices are influenced by	perform steady	assess students	and answer	Recognize a
		MU:Cr1.1.1b,	creative	their expertise, context,	beat.	understanding	questions about	problem and
			decisions?	and expressive intent.		of rhythmic	key details in a	brainstorm ways
		MU:Cr2.1.1a,			Differentiate	concepts	text read aloud or	to solve the
			How do	Musicians evaluate, and	between steady	through	information	problem
		MU:Cr2.1.1b,	musicians	refine their work through	beat and	performance	presented orally	individually or
			improve the	openness to new ideas,	rhythm.	assessments	or through other	collaboratively.
		MU:Cr3.1.1a,	quality of their	persistence, and the		utilizing verbal	media.	
			creative work	application of appropriate	Identify the	and kinesthetic		9.1.4.A.2 Evaluate
		MU:Cr3.2.1a,	and/or their	criteria.	tempo of songs	responses.	Science -	available
			performance?		and listening		Actively	resources that can
		MU:Re7.2.1a,		Musicians' presentation of	examples.		participate in	assist in solving
			How do	creative work is the			discussions about	problems.
			performers	culmination of a process	Identify and		student data,	
			interpret	of creation and	perform		questions and	9.1.4.A.5 Apply
			musical works?	communication	rhythms		understandings	critical thinking
					notated through			and problem-
			How does	Performers make	visual		Health - Respond	solving skills in
			understanding	interpretive decisions	representations.		in movement to	classroom and
			the structure	based on their			changes in	family settings.
			and context of	understanding of context	Identify and		tempo, beat,	
			music inform a	and expressive intent.	perform rhythm		rhythm, or	9.1.4.B.1
			response?		patterns using		musical style	Participate in
				Musicians judge	quarter notes,			brainstorming
			How do we	performance based on	paired eighth		Social Studies -	sessions to seek
			judge the	criteria that vary across	notes and		Learn about and	information, ideas,
			quality of	time, place, and cultures.	quarter rests.		respect other	and strategies that
			musical work(s)	The context and how a			cultures within	foster creative
			and	work is presented	Perform		the classroom and	thinking.
			performance(s)?	influence the audience	rhythms and		community	014615
			** 1	response.	rhythm patterns			9.1.4.C.1 Practice
			How does		in a variety of			collaborative skills
			developing our	Response to music is	contexts.			in groups and
			sense of beat	informed by analyzing				explain how these
			and rhythmic	context (social, cultural,				skills assist in

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	skills make us	and historical) and how	Aurally and		completing tasks
	stronger	creators and performers	kinesthetically		in different
	musicians?	manipulate the elements	respond to		settings (at home,
		of music.	rhythmic		in school, and
	How does our		concepts in		during play).
	knowledge of	Musicians connect their	various styles,		
	rhythm impact	personal interests,	cultures and		9.1.4.D.1 Use
	our aural	experiences, ideas, and	genres.		effective oral and
	experience?	knowledge to creating,			written
	1	performing, and			communication in
	How do	responding.			face-to-face and
	musicians use				online interactions
	rhythm to	Rhythm is one of the			and when
	express their	building blocks for the			presenting to an
	ideas?	creation of music.			audience.
	ideas:	creation of music.			audichee.
		The manipulation of			9.1.4.D.3
		elements allows the			Demonstrate an
		musician to create			awareness of
					one's own culture
		meaningful music.			and other cultures
		Maria har daylar addid			
		Music has rhythm which			during interactions
		can be felt, perceived,			within and outside
		performed and notated.			of the classroom.
		Music has its own			9.1.4.F.2 Establish
		accepted vocabulary that			and follow
		provides a means to			performance goals
		discuss, analyze, and			to guide progress
		evaluate it.			in assigned areas
		C variatio It.			of responsibility
					and accountability
					during classroom
					projects and extra- curricular
					activities.
					CRP1. Act as a
					responsible and
					contributing

		citizen and employee.
		CRP4. Communicate clearly and effectively and with reason.
		CRP6. Demonstrate creativity and innovation.
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Melody and		MU:Cr1.1.1a,	How do	Musicians' creative	Differentiate,	Teacher will	Literacy - Ask	9.1.4.A.1 Recognize a
Vocal			musicians make	choices are influenced	identify and	assess students	and answer	problem and
Production		MU:Cr1.1b,	creative	by their expertise,	perform	understanding	questions about	brainstorm ways to
			decisions?	context, and	melodies with	of melodic	key details in a	solve the problem
		MU:Cr2.1.1a,		expressive intent.	various	concepts	text read aloud or	individually or
			How do		contours.	addressed	information	collaboratively.
		MU:Cr2.1.1b,	musicians	Musicians evaluate,		through	presented orally	
			improve the	and refine their work	Perform while	performance	or through other	9.1.4.A.2 Evaluate
		MU:Cr3.1.1a,	quality of their	through openness to	singing alone	assessments	media.	available resources
			creative work	new ideas, persistence,	and with other	utilizing		that can assist in
		MU:Cr3.2.1a,	and/or their	and the application of	songs from a	verbal and	Science -	solving problems.
			performance?	appropriate criteria.	variety of	kinesthetic	Actively	
		MU:Re7.2.1a			cultures and	responses.	participate in	9.1.4.A.5 Apply
			How do	Musicians'	historical		discussions about	critical thinking and
			performers	presentation of	periods.		student data,	problem-solving skills
			interpret	creative work is the			questions and	in classroom and
			musical works?	culmination of a	Audiate simple		understandings.	family settings.
				process of creation and	melodies of			
			How does	communication.	songs and		<i>Health</i> - Respond	9.1.4.B.1 Participate
			understanding		patterns.		in movement to	in brainstorming
			the structure and	Performers make			changes in	sessions to seek
			context of music	interpretive decisions	Match pitch in		tempo, beat,	information, ideas,
			inform a	based on their	songs and		rhythm, or	and strategies that
			response?	understanding of	patterns.		musical style.	foster creative
				context and expressive				thinking.
			How do we	intent.	Develop music		Social Studies -	
			judge the quality		literacy through		Learn about and	9.1.4.C.1 Practice
			of musical	Musicians judge	visual		respect other	collaborative skills in
			work(s) and	performance based on	representations.		cultures within	groups, and explain
			performance(s)?	criteria that vary			the classroom and	how these skills assist
				across time, place, and	Use appropriate		community.	in completing tasks in
			How does	cultures. The context	terminology			different settings (at
			developing our	and how a work is	when describing			home, in school, and
			melodic skills	presented influence	melody and			during play).
			make us	the audience response.	voice.			

stronger	Response to music is		9.1.4.D.1 Use
musicians?	informed by analyzing		effective oral and
	context (social,		written
How does our	cultural, and		communication in
knowledge of	historical) and how		face-to-face and
melody impact	creators and		online interactions and
our aural	performers manipulate		when presenting to an
experience?	the elements of music.		audience.
How do	Musicians connect		9.1.4.D.3 Demonstrate
musicians use	their personal		an awareness of one's
melody to	interests, experiences,		own culture and other
express their	ideas, and knowledge		cultures during
ideas?	to creating,		interactions within and
	performing, and		outside of the
	responding.		classroom.
	Melody is one of the		9.1.4.F.2 Establish and
	building blocks for the		follow performance
	creation of music.		goals to guide
			progress in assigned
	The manipulation of		areas of responsibility
	melodic elements		and accountability
	allows the musician to		during classroom
	create meaningful		projects and extra-
	music.		curricular activities.
	Music has melody		CRP1. Act as a
	which can be felt,		responsible and
	perceived, performed		contributing citizen
	and notated.		and employee.
	Music has its own		CRP4. Communicate
	accepted vocabulary		clearly and effectively
	that provides a means		and with reason.
	to discuss, analyze,		· · · · · · · · · · · · · · · · · · ·
	and evaluate music.		CRP6. Demonstrate
			creativity and
			innovation.

				CRP8. Utilize critical
				thinking to make sense
				of problems and
				persevere in solving
				them.

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Expression		MU:Pr4.1.1a,	How do	Musicians' creative	Perform,	Teacher will	Literacy - Ask	9.1.4.A.1
			musicians make	choices are influenced	identify various	assess students	and answer	Recognize a
		MU:Pr4.2.1a,	creative	by their expertise,	tempos of	understanding of	questions about	problem and
			decisions?	context, and expressive	songs and	expressive	key details in a	brainstorm ways
		MU:Pr4.2.1b,		intent.	listening	concepts	text read aloud or	to solve the
			How do		selections	through	information	problem
		MU:Pr4.3.1a,	musicians	Musicians evaluate,		performance	presented orally	individually or
			improve the	and refine their work	Perform,	assessments	or through other	collaboratively.
		MU:Pr5.1.1a,	quality of their	through openness to	identify various	utilizing verbal	media.	•
			creative work	new ideas, persistence,	dynamics of	and kinesthetic		9.1.4.A.2 Evaluate
		MU:Pr5.1.1b,	and/or their	and the application of	songs and	responses.	Science -	available
			performance?	appropriate criteria.	listening	•	Actively	resources that can
		MU:Pr6.1.1a	•	•	selections		participate in	assist in solving
			How do	Musicians'			discussions about	problems.
		MU:Pr6.1.1b,	performers	presentation of creative	Evaluate and		student data,	•
			interpret	work is the culmination	identify		questions and	9.1.4.A.5 Apply
		MU:Re8.1.1a,	musical works?	of a process of creation	instrumental		understandings	critical thinking
				and communication.	and vocal			and problem-
		MU:Re9.1.1a,	How does		timbres.		<b>Health</b> - Respond	solving skills in
			understanding	Performers make			in movement to	classroom and
		MU:Re7.1.1a,	the structure	interpretive decisions	Reflect and		changes in	family settings.
			and context of	based on their	analyze moods		tempo, beat,	
		MU:Cn10.0.1a	music inform a	understanding of	and styles of		rhythm, or	9.1.4.B.1
			response?	context and expressive	repertoire.		musical style	Participate in
			•	intent.	1			brainstorming
			How do we				Social Studies -	sessions to seek
			judge the	Musicians judge			Learn about and	information, ideas,
			quality of	performance based on			respect other	and strategies that
			musical work(s)	criteria that vary across			cultures within	foster creative
			and	time, place, and			the classroom and	thinking.
			performance(s)?	cultures. The context			community	<i>5</i>
			•	and how a work is				9.1.4.C.1 Practice
			How does our	presented influence the				collaborative
			knowledge of	audience response.				skills in groups
			expressive	1				and explain how
			qualities make					these skills assist

us stronger	Response to music is		in completing
musicians?	informed by analyzing		tasks in different
	context (social,		settings (at home,
How does our	cultural, and historical)		in school, and
knowledge of	and how creators and		during play).
expressive	performers manipulate		
qualities	the elements of music.		9.1.4.D.1 Use
impact our aural			effective oral and
experience?	Musicians connect		written
	their personal interests,		communication in
How do	experiences, ideas, and		face-to-face and
musicians use	knowledge to creating,		online interactions
expressive	performing, and		and when
qualities to	responding.		presenting to an
express their			audience.
ideas?	Expression is one of		
	the building blocks for		9.1.4.D.3
	the creation of music.		Demonstrate an
			awareness of
	The manipulation of		one's own culture
	elements allows the		and other cultures
	musician to create		during interactions
	meaningful music.		within and outside
			of the classroom.
	Music has expressive		
	qualities which can be		9.1.4.F.2 Establish
	felt, perceived, notated		and follow
	and performed.		performance goals
			to guide progress
	Music has its own		in assigned areas
	accepted vocabulary		of responsibility
	that provides a means		and accountability
	to discuss, analyze, and		during classroom
	evaluate music.		projects and extra-
			curricular
			activities.
			CRP1. Act as a
			responsible and
			contributing

		citizen and employee.
		CRP4. Communicate clearly and effectively and with reason.
		CRP6. Demonstrate creativity and innovation.
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Instruments		MU:Pr4.1.1a,	How do	Musicians' creative	Demonstrate	Teacher will	Literacy - Ask	9.1.4.A.1
			musicians make	choices are	proper playing	assess students	and answer	Recognize a
		MU:Pr4.2.1a,	creative	influenced by their	technique on a	understanding of	questions about	problem and
			decisions?	expertise, context,	variety of	expressive	key details in a	brainstorm ways to
		MU:Pr4.2.1b,		and expressive intent.	classroom	concepts	text read aloud or	solve the problem
			How do		instruments.	through	information	individually or
		MU:Pr4.3.1a,	musicians	Musicians evaluate,		performance	presented orally	collaboratively.
			improve the	and refine their work	Develop	assessments	or through other	
		MU:Pr5.1.1a,	quality of their	through openness to	ensemble skills	utilizing verbal	media.	9.1.4.A.2 Evaluate
			creative work	new ideas,	through playing	and kinesthetic		available resources
		MU:Pr5.1.1b,	and/or their	persistence, and the	classroom	responses.	Science -	that can assist in
		MID 611	performance?	application of	instruments in		Actively	solving problems.
		MU:Pr6.1.1a,	** 1	appropriate criteria.	small and large		participate in	0144541
		NOTE OF THE	How do	36	group settings.		discussions about	9.1.4.A.5 Apply
		MU:Pr6.1.1b,	performers	Musicians'	C1 : : : : : 1		student data,	critical thinking
		MUD 011	interpret	presentation of	Classify the		questions and	and problem-
		MU:Re8.1.1a,	musical works?	creative work is the	classroom		understandings	solving skills in
		MILDOLLIO	IIam dasa	culmination of a	instruments by		Haulth Dannand	classroom and
		MU:Re9.1.1a,	How does understanding	process of creation and communication	playing		<b>Health</b> - Respond in movement to	family settings.
		MU:Re7.1.1a,	the structure	and communication	technique (strike, shake		changes in	9.1.4.B.1
		MO.Re7.1.1a,	and context of	Performers make	and scrape).		tempo, beat,	Participate in
		MU:Cn10.0.1a	music inform a	interpretive decisions	and scrape).		rhythm, or	brainstorming
		MO.CIIIO.U.1a	response?	based on their	Demonstrate		musical style	sessions to seek
			response:	understanding of	proper care and		illusical style	information, ideas,
			How do we	context and	use of classroom		Social Studies -	and strategies that
			judge the	expressive intent.	instruments.		Learn about and	foster creative
			quality of	expressive intent.	mstraments.		respect other	thinking.
			musical work(s)	Musicians judge	Perform beat,		cultures within	tilliking.
			and	performance based on	quarter and		the classroom and	9.1.4.C.1 Practice
			performance(s)?	criteria that vary	paired eighth		community	collaborative skills
			F(b).	across time, place,	note rhythm			in groups and
			How does	and cultures. The	patterns and			explain how these
			developing our	context and how a	simple melodies			skills assist in
			instrumental	work is presented	on a variety of			completing tasks in
			skills make us	1				different settings

stronger musicians?	influence the audience response.	classroom instruments.		(at home, in school, and during play).
musicians:	audience response.	mstruments.		and during play).
How does our	Response to music is			9.1.4.D.1 Use
knowledge of	informed by			effective oral and
instrumental	analyzing context			written
music impact	(social, cultural, and			communication in
our musical	historical) and how			face-to-face and
experience?	creators and			online interactions
	performers			and when
How do	manipulate the			presenting to an
musicians use	elements of music.			audience.
rhythm to				
express their	Musicians connect			9.1.4.D.3
ideas?	their personal			Demonstrate an
	interests, experiences,			awareness of one's
	ideas, and knowledge			own culture and
	to creating,			other cultures
	performing, and			during interactions within and outside
	responding.			of the classroom.
	Instrumental music			of the classiooni.
	enhances our musical			9.1.4.F.2 Establish
	experience.			and follow
	схрененее.			performance goals
	The manipulation of			to guide progress in
	instrumental music			assigned areas of
	allows the musician			responsibility and
	to create meaningful			accountability
	music.			during classroom
				projects and extra-
	Music has its own			curricular
	accepted vocabulary			activities.
	that provides a means			
	to discuss, analyze,			CRP1. Act as a
	and evaluate music.			responsible and
				contributing citizen
				and employee.
				CRP4.
				Communicate

			clearly and effectively and with reason.
			CRP6. Demonstrate creativity and innovation.
			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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Dalcroze Eurhythmics in Today's Music Classroom by Virginia Hoge Mead.

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The Music Connection series, Published by Silver, Burdett and Ginn

#### **WEBLIOGRAPHY**

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www.classicsforkids.com/games/ (Music Games)

www.creatingmusic.com

www.dsokids.com (Dallas Symphony Orchestra Kids)

www.onlinesequencer.net

www.sfskids.org (San Francisco Symphony Orchestra)

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www.agame.com/games/music/music.html (Music Creation Game)

# 2019 HTPS Performing Arts Curriculum Map – Grade 1 General Music

# ASSOCIATED JOBS LIST BY UNIT

Topic I: Rhythm and Beat	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,	
<b>Topic II:</b> Melody and Vocal Production	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,	
<b>Topic III:</b> Expression Performer, Instrument Repair, Music Historian, Ethnomusicolo theorist, Composer, Music critic, Music Teacher,		
Topic IV: Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher	

## **COMMON ASSESSMENT**

Students will be assessed while pointing to the steady beat on a chart of 16 beat icons using repertoire containing quarter and paired eighth notes.

	3	2	1
Steady Beat	Student performs consistent steady beat throughout	Student performs with a mostly consistent steady beat throughout	Student performs without a consistent steady beat

