

St. Lucie County Scope & Sequence

Music Grade 1



Version 1

June 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

“Every child can learn and each child can learn more than he or she is now learning.”

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

St. Lucie Standardized Benchmark Assessment System

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.

Content of the SLC Scope & Sequence Document

Format:

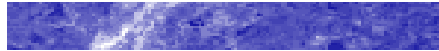
- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

Essential Questions:

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

Working on the Work (WOW) Connections

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.
Lucie County Schools is to
create challenging, engaging
and satisfying work for every
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

Subject Area: Music

Grade 1

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
1st 9 weeks					
How can I use my voice to sing songs?	Vocal Technique	The student sings songs within a four to six note range (F – D1) using sol, la, mi, re, and do. (I) Echoes simple patterns using sol, la, mi, re, and do accurately maintaining the tonal center. (I) Demonstrates uses of head tone, posture, and diction (I)		MU.A.1.1.1	
What helps me sing with my friends?	Vocal Application	Sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm and appropriate tone quality. (R)		MU.A.1.1.2	
	Vocal Expression	Students will sing alone and with others, a diverse repertoire of songs representing various cultures and styles. (R) Demonstrates expressive qualities appropriate to the music, dynamic contrast, and tempo change. (R)		MU.A.1.1.3	

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Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
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Essential Questions	Content	Skills			
1st 9 weeks					
<p>When I move to music what should I listen for?</p> <p>When I listen to a song, how do I know if one person is sing or many people are singing together? What are the words I should use to describe the music I hear?</p> <p>How do I use music every day?</p> <p>When I go to a concert how should I behave?</p>	<p>Critical Analysis: Movement</p> <p>Critical Analysis: Aural Differentiation</p> <p>Critical Analysis: Vocabulary Application</p> <p>Applications to Life: Daily Life</p> <p>Applications to Life: Audience Etiquette</p>	<p>Echoes rhythmic patterns using quarter notes, quarter rest, and two eighth notes on simple rhythm instruments. (R)</p> <p>Responds to selected characteristics of music, including tempo and dynamics through purposeful movement. (R)</p> <p>Differentiates between solo and group performance. (R)</p> <p>Describes specific music characteristics using appropriate vocabulary. (R)</p> <p>Understands the use of music in daily life.</p> <p>Demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance)</p>		<p>MU.A.2.1.1</p> <p>MU.D.1.1.1</p> <p>MU.D.1.1.2</p> <p>MU.D.1.1.3</p> <p>MU.E.2.1.1</p> <p>MU.E.2.1.2</p>	