

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			
2nd 9 Weeks					
How do I use my voice to sing alone and with others?	Vocal Technique	The student sings songs within a four to six note range (F – D1) using sol, la, mi, re, and do. (R) Demonstrates uses of head tone, posture, and diction. (R)		MU.A.1.1.1	
What skills do I need to sing with an accompaniment or without an accompaniment?	Vocal Application	Echoes simple patterns using sol, la, mi, re, and do accurately maintaining the tonal center. (R) Sings simple unison songs, with and without accompaniment with accurate pitch, accurate rhythm and appropriate tone. (R)		MU.A.1.1.2	
How do I represent other cultures through song?	Vocal Expression	Students will sing and are introduced to 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	
Why is the steady beat important when playing with a group?	Instrumental Technique	The student performs a steady beat on a common group pulse. (R)		MU.A.2.1.1	

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2nd 9 Weeks

<p>How can I change the sound of the instrument I am playing?</p> <p>How does notation relate to what I play or perform?</p> <p>How does music change from in time and place?</p>	<p>Instrumental Application</p> <p>Notation</p> <p>Cultural and Historical Connections</p>	<p>Echos rhythmic patterns using quarter notes, quarter rests, and two eighth notes using body percussion. (I)</p> <p>Performs simple rhythmic and melodic patterns and sound effects on instruments to accompany poems, chants and songs. (I)</p> <p>The student will demonstrates expressive qualities of dynamic and tempo, appropriate to the music, while playing classroom and ethnic instruments. (I)</p> <p>Reads and performs simple rhythmic patterns (quarter notes, quarter rest, and two eighth notes) in response to traditional and nontraditional notation. (I)</p> <p>Knows that music is different in other places and times (R)</p> <p>Recognizes music of contrasting cultures (R)</p> <p>Compares timbres of contrasting examples of world music. (I)</p>		<p>MU.A.2.1.1</p> <p>MU.A.2.1.1</p> <p>MU.A.2.1.2</p> <p>MU.A.3.1.1</p> <p>MU.C.1.1.1</p> <p>MU.C.1.1.2</p>	
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How can I make my body move like the music? How do vocal/instrumental sounds differ? What words do I use describe the music I hear and perform? When I listen to music what do I think of, how do I feel?	Critical Analysis: Movement Critical Analysis: Aural Differentiation Critical Analysis: Vocabulary Application Critical Analysis: Aesthetics	Identifies selected songs that reflect daily life in varied cultures. Responds to selected characteristics of music, including tempo, dynamics, and same and different patterns, through purposeful movement. R Classifies classroom instruments by sound source. R Differentiates between child voice and adult voice (I) Describes specific music characteristics using appropriate vocabulary.(R) Describes feelings and images communicated through music (R)		MU.C.1.1.2 MU.D.1.1.1 MU.D.1.1.2 MU.D.1.1.3 MU.D.1.1.4	
????	Critical Analysis: Performance Evaluation	Uses teacher-specified criteria for evaluating compositions and performances (R)		MU.D.2.1.1	
		Evaluates one's own others' performances and describes what was successful. (R)		MU.D.2.1.2	
In what ways are math and language arts like music?	Applications to Life: Cross-Curricular Connections	Identifies ways in which language arts and mathematics relate to music (R)		MU.E.1.1.2	
How do I use music every day?	Applications to Life: Daily Life	Understands the use of music in daily life. (R)		MU.E.2.1.1	

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2nd 9 Weeks					
When I am at a performance, how should I behave?	Applications to Life: Audience Etiquette	Demonstrates appropriate audience behavior in such settings as classroom and school performances. (R)		MU.E.2.1.2	
Where can I find musicians in my school and my community?	Applications to Life: Role of musicians	Identifies the role of musicians in schools and the community		MU.E.2.1.4	