

Subject Area: Music

Grade 1

Content & Substance			Organization of Knowledge Recommended Lessons with Supporting Resources	Sunshine State Standards Addressed & Mastery Level Indicator Introduce - I Reinforce - R Master - M	Clear & Compelling Standards Assessment
What students will know and be able to do					
Essential Questions	Content	Skills			

3rd 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) Echoes simple patterns using sol, la, mi, re, and do accurately maintaining the tonal center. (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	Sing simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality. (R)		MU.A.1.1.2	
What is phrasing and how does it affect the way I sing a song?	Vocal Expression	Demonstrates expressive qualities appropriate to the music, <u>using phrasing</u> . (I)		MU.A.1.1.3	
How can I use instruments to create an accompaniment for songs, poems, etc.?	Instrumental Technique	Performs simple rhythmic patterns and sound effects on instruments to accompany poems, rhymes, chants and songs. (R) The student performs a steady beat on a common group pulse. (R)		MU.A.2.1.1	

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3rd 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 can I make my body move like the music?</p> <p>????</p> <p>What words do I use describe the music I hear and perform?</p> <p>In what ways are math and language arts like music?</p> <p>When I am at a performance, how should I behave?</p>	<p>Instrumental Application</p> <p>Notation</p> <p>Critical Analysis: Movement</p> <p>Critical Analysis: Aural Differentiation</p> <p>Critical Analysis: Vocabulary Application</p> <p>Applications to Life: Cross Curricular Connections</p> <p>Applications to Life: Audience Etiquette</p>	<p>The student will demonstrates expressive qualities of dynamic and tempo, appropriate to the music, while playing classroom and ethnic instruments. (R)</p> <p>Reads and performs simple rhythmic patterns (quarter notes, quarter rest, and two eighth notes) in response to traditional and nontraditional notation. (R)</p> <p>Responds to selected characteristics of music, including, <u>melodic contour</u>, and same and different patterns, through purposeful movement. (I)</p> <p>Identifies selected instruments when presented visually and aurally. (I)</p> <p>Describes specific music characteristics using appropriate vocabulary. (R)</p> <p>Identifies ways in which language arts and mathematics relate to music</p> <p>Demonstrates appropriate audience behavior in such settings as classroom and school performances. (R)</p>		<p>MU.A.2.1.2</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.1.1.1</p> <p>MU.E.2.1.2</p>	