

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			
4th 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. (M) Echoes simple patterns using sol, la, mi, re, and do accurately maintaining the tonal center. (M) Demonstrates uses of head tone, posture, and diction (R)		MU.A.1.1.1	
What types of songs can I sing with my friends?	Vocal Application	The student sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment. (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, using phrasing, (R)		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)		MU.A.2.1.1	
		The student performs a steady beat on a common group pulse. (M)		MU.A.2.1.1	

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When I play an instrument how do I get a good sound out of it?	Instrumental Technique	Performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments and pitched instruments. (R)		MU.A.2.1.1	
How can I change the sound of the instrument I am playing?	Instrumental Application	The student will demonstrates expressive qualities of dynamic and tempo, appropriate to the music, while playing classroom and ethnic instruments. (R)		MU.A.2.1.2	
How does notation relate to what I play or perform?	Notation	Reads and performs simple rhythmic patterns (quarter notes, quarter rest, and two eighth notes) in response to traditional and nontraditional notation. (R)		MU.A.3.1.1	
When I hear rhythmic patterns, can I use notation to write it down?	Dictation	Notates rhythmic patterns (quarter notes, quarter rest, and two eight notes), using manipulatives, that have been performed by someone else. (I)		MU.A.3.1.3	
How can I make my own music?	Improvisation Q & A	The student improvises a four – beat rhythmic pattern in response to a musical prompt. (R)		MU.B.1.1.1	
How can I make my body move like the music?	Critical Analysis: Movement	Responds to selected characteristics of music, including, melodic contour, and same and different patterns, through purposeful		MU.D.1.1.1	

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		movement. (R)			
????	Critical Analysis: Aural Differentiation	Identifies selected instruments when presented visually and aurally. (R)		MU.D.1.1.2	
What words do I use describe the music I hear and perform?	Critical Analysis: Vocabulary Application	Describes specific music characteristics using appropriate vocabulary. (R)		MU.D.1.1.3	
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	
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	
What types of music do I like and why do I like it?	Applications to Life: Musical Appreciation	Identifies a personal preference for a specific type of music. (R)		MU.E.2.1.3	
Where are the musicians in my school and community and what do they do?	Applications to Life: The Role of the musician	Identifies the role of musicians in schools and the community (R)		MU.E.2.1.4	