

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW  REVISED CURRICULUM

DATE: JULY 2012

CONTENT AREA: FINE & PERFORMING ARTS – ELEMENTARY – GENERAL MUSIC,  
GRADE 1

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Lisa Reifschneider
	Megan Jadro

**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

Yes

No (please explain)

**OTHER COMMENTS:**

**APPROVAL DATES:**

LMA 11/23/14 Approved by Assistant Superintendent

JJA 11/13/14 Approved by Education Committee

Board of Educ. Approved  
11/24/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
FINE & PERFORMING ARTS

**GENERAL MUSIC**  
**GRADE 1**

JULY 2012

# Course Overview

General Music – Grade 1 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.

This course is an extension of the skills learned in the Kindergarten and/or Transitional Primary General Music Curricula and includes a strong focus in the areas of Vocal Use/Singing, Listening/Responding, Classroom Instruments, Movement, and Reading Music. Instructional materials and literature are selected to specifically build upon and develop musical skills and solidify understandings. All First Grade students are given the opportunity to participate in an evening concert performance during the year.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 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.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 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.
- **Standard 1.4 Aesthetic Responses and 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.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Music gives us a way to communicate and express ourselves.</li> <li>2. Humans can make music in a variety of ways.</li> <li>3. A person needs to listen carefully in order to understand music.</li> <li>4. Singing, moving and playing instruments are vehicles for enjoying and learning about music.</li> <li>5. Participating with care and respect are necessary to learning.</li> <li>6. Performing music can help people feel good about themselves.</li> <li>7. History and culture influence music.</li> </ol>
<b>Days</b>	<b>Unit/Skill: Vocal Use/Singing</b> 10
<b>NJCCCS</b>	<p><b>1.1. The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or works of art in dance, music, theater and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment and analysis to works of art in dance, music, theater and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate appropriate vocal production/vocal placement and breathing technique.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
<b>Essential Questions</b>	<p>Why do people sing?</p> <p>How can I use my voice to make sounds and music?</p> <p>How can I change the sound of my voice to match the sounds I hear in music?</p> <p>What do I need to do to make high and low sounds with my voice?</p>
<b>Skills</b> <b>The Student Will...</b>	<p>Use their voices to imitate sounds in nature and non-musical activities.</p> <p>Practice using their speaking, singing, whispering and shouting voices in poems and songs.</p> <p>Practice using their singing voice performing songs with high and low pitches.</p> <p>Practice using their singing voice performing songs with loud and soft dynamics.</p>
<b>Assessment</b>	<p>Teacher observation of students identifying and performing different uses of the voice (like whisper, speak, sing and shout).</p> <p>Teacher observation of students singing songs learned in class.</p> <p>Student success singing high and low pitches as observed by the teacher and recorded on rubric.</p> <p>Student success singing loud and soft dynamics as observed by the teacher and recorded on rubric.</p>
<b>Literacy Integration</b>	<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>

Science Integration	5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments. 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
Social Studies Integration	
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

	<b>Unit/Skill: Listening and Responding</b>
Days	6
NJCCCS	<p><b>1.1. The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creation, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> 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.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community from various historical periods and world cultures.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines.</p>
Essential Questions	<p>When do every day sounds become music?</p> <p>How does the dynamic level of music change the way we feel and/or think about that piece of music?</p> <p>How does the tempo of a song or piece of music make us feel and/or think about it?</p> <p>Why and how does music affect how we feel?</p> <p>How can music tell a story?</p>
Skills The Student Will...	<p>Analyze and compare songs that are loud, soft and/or medium.</p> <p>Analyze and compare songs that are fast, slow or medium.</p> <p>Analyze songs and pieces of music which have high and low sounds.</p> <p>Analyze songs with same and different phrases.</p> <p>Compare songs and pieces of music representing different cultures.</p> <p>Identify the themes of songs about families, friendships, animals, and holidays, cultural traditions, weather and the seasons.</p> <p>Dramatize examples of stories told with music, for example “Carnival of the Animals” or “The Nutcracker”. Discuss ways the composers tell the story using music.</p> <p>Appraise classroom and stage performances through class discussion.</p>

	Constructively criticize a performance in class discussion.
<b>Assessment</b>	Identify whether music is fast, slow or medium tempo using pictures and or words on checklist designed by the teacher. Label loud, soft and medium sounds by using pictures or gross motor movements as observed by the teacher. Identify high and low sounds in music verbally, using iconic symbols and by using body movement as observed by the teacher. Mime a story either alone or in a small group while music is playing as performed live, in recordings, videos or on-line with feedback by peers and teacher. Discuss and share how a piece of music makes students feel as observed by the teacher. Draw a picture or choose an existing picture to describe how a piece of music makes them feel using LCD Projected displays. Share a story that might be told by the music as performed live, in recordings, videos or on-line as observed by the teacher.
<b>Literacy Integration</b>	SL.1.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and tests with peers and adults in small and larger groups.
<b>Mathematics Integration</b>	1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
<b>Health &amp; Phys. Ed Integration</b>	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
<b>Science Integration</b>	5.1.4.B.3 Formulate explanations from evidence.
<b>Social Studies Integration</b>	6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<b>Technology Integration</b>	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.D.2 Express needs, wants and feelings appropriately in various situations.

	<b>Unit/Skill: Playing Instruments</b>
<b>Days</b>	4
<b>NJCCCS</b>	<p><b>1.1 The Creative Process:</b> 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.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creation, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> 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.</p>
<b>NJCCS CPI</b>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>

	1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theater and visual art).
<b>Essential Questions</b>	What would the world be like if everything had the same sound? How does the way instruments are held affect the sound made with those instruments?
<b>Skills</b>	Practice playing the steady beat and short rhythmic patterns to accompany songs representing different cultures on classroom instruments.
<b>The Student Will...</b>	Practice accompanying songs about families, friendships, animals, and holidays, cultural traditions, weather and the seasons using classroom instruments. Echo and improvise short rhythmic patterns containing quarter notes, paired eighth notes and quarter rests. Match classroom instruments to characters or events in a story based on the instrument's timbre.
<b>Assessment</b>	Teacher observation of student accompanying songs playing classroom instruments. Echo and improvise short rhythmic patterns on classroom instruments as observed by the teacher. Teacher observation of student performing rhythm patterns on classroom instruments. Peer and teacher discussion of student's choice of classroom instruments to represent characters or events in a story.
<b>Literacy Integration</b>	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>Health &amp; Phys. Ed Integration</b>	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
<b>Mathematics Integration</b>	1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
<b>Science Integration</b>	5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.
<b>Social Studies Integration</b>	6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school and during play).

	<b>Unit/Skill: Movement</b>
<b>Days</b>	7
<b>NJCCCS</b>	<b>1.1 The Creative Process:</b> 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. <b>1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures. <b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creation, performing, and/or presenting works of art in dance, music, theatre, and visual art. <b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> 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.
<b>NJCCS CPI</b>	1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of

	<p>family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.1 Clap, sing or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics and tempo.</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts d music, theater and visual art).</p>
<b>Essential Questions</b>	<p>How do people move to music? How can I move to show what music sounds like?</p>
<b>Skills</b>	<p>Identify loud, soft and medium sounds by using gross motor movements.</p> <p>Identify whether music is fast, slow or medium tempo with fine and gross motor movement.</p> <p>Listen to and perform songs with repeated and or contrasting sections.</p> <p>Distinguish between same and different phrases in a song.</p> <p>Move to various songs representing different cultures.</p> <p>Move to songs about families, friendships, animals, and holidays, cultural traditions, weather and the seasons.</p>
<b>Assessment</b>	<p>Teacher observation of student identifying loud, soft and medium sounds using gross motor movements.</p> <p>Teacher observation of student identifying whether music is fast, slow or medium tempo with fine and gross motor movement.</p> <p>Label repeated or contrasting sections in a piece of music or a song and create different movements for each section as observed by the teacher.</p> <p>Teacher observation of student ability to distinguish between same and different phrases of a song using hand signs or pictures.</p>
<b>Literacy Integration</b>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Health &amp; Phys. Ed Integration</b>	<p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p>
<b>Science Integration</b>	<p>5.1.4.B.3 Formulate explanations from evidence.</p>
<b>Social Studies Integration</b>	<p>6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.4.D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.</p>
	<b>Unit/Skill: Reading Music</b>
<b>Days</b>	3
<b>NJCCCS</b>	<p><b>1.1 The Creative Process:</b> 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.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creation, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.</p>



<p><b>NJCCS CPI</b></p>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.                  1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.                  1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.                  1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>
<p><b>Essential Questions</b></p>	<p>What is the difference between the beat and the rhythm?                  How does the rhythm of a song sound different from the beat?                  How can pictures show how music sounds?</p>
<p><b>Skills</b>  <b>The Student Will...</b></p>	<p>Identify sounds and music as having a steady beat or no beat.                  Identify visual representation of the steady beat.                  Recognize long and short sounds using iconic symbols for quarter and paired eighth notes and quarter rest.                  Recognize one beat/one sound as a quarter note.                  Recognize one beat/ two sounds as eighth notes.                  Recognize one beat/ no sound as a quarter rest.                  Distinguish visual icons representing melodic register.                  Distinguish visual icons representing melodic direction.                  Distinguish visual representations using pictures, words and icons for songs about families, friendships, animals, and holidays, cultural traditions, weather and the seasons and songs representing different cultures.</p>
<p><b>Assessment</b></p>	<p>Teacher observation of student reading a visual representation of the steady beat and performing.                  Teacher observation of student reading familiar rhythm patterns.                  Teacher observation of student reading visual representation of melodic register and direction.                  Write a four beat rhythm pattern using known rhythms and share composition with the class.</p>
<p><b>Literacy Integration</b>  <b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                  9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p>

# Bibliography

*150 American Folk Songs to Sing, Read, and Play* by Katalin Komlos.

*150 Rounds for Singing and Teaching* by Edward Bolkovac, and Judith Johnson.

*Come On Everybody, Let's Sing!* By Lois Birkenshaw-Fleming

*Conversational Solfege Level I* by John M. Feierabend

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

*Discovering Orff: A Curriculum for Music Teachers* by Frazee, Jane and Kreuter, Kent.

*First Steps in Music for Preschool and Beyond* by John M. Feierabend.

*Making Music* Music Series, published by Silver, Burdett, Ginn.

*Mallet Madness* By Artie Almeida

*Move It!: Expressive movements with classical music* John K. Feierabend and Peggy Lyman.

*The Music Connection* Music Series, Published by Silver, Burdett, Ginn.

*The Remarkable Farkle McBride* by John Lithgow.

*Wee Sing Fun and Folk.*, by Pamela Deall and Susan Nipp.

*Wee Sing and Play* by Pamela Deall and Susan Nipp.

*Wee Sing Around the Campfire* by Pamela Deall and Susan Nipp.

*Wee Sing Silly Songs* by Pamela Deall and Susan Nipp.

# Webliography

<http://www.classicsforkids.com>

<http://www.creatingmusic.com/>

<http://www.dsokids.com> (Dallas Symphony Orchestra Kids)

<http://www.nyphilkids.org> (The New York Philharmonic Kidzone)

<http://www.sfskids.org> (San Francisco Symphony Orchestra)

<http://www.sphinxkids.org/>

<http://www.classicsforkids.com/games/> (Music Games)

<http://www.oyunlar1.com/musicgames.asp> (On-line Music Games)

<http://www.musictheory.net/index.html> (Interactive Music Theory)

<http://www.agame.com/games/music/music.html> (Music Creation Game)