

# Independent School District of Boise City

## General Music - First Grade

### District Course #110

The Music Department's philosophy is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives children the opportunity to gain self-esteem by learning new skills and talents. It also gives children the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today's increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

To further this purpose, the elementary music curriculum gives children instruction in, and opportunities for, singing, dancing, playing many types of instruments, reading music notation, performing drama pieces, and creating their own music. The music and activities are chosen to teach the rich history and culture of our own country and also of countries around the world. By fully participating in the elementary music curriculum, children will feel the joy and satisfaction that comes from discovering new talents and expanding their cultural horizons.

### Adopted Materials

Title: Share the Music

Publisher: McGraw-Hill, 1996

Unit 1	Singing	Ongoing
Unit 2	Rhythm and Theory	Ongoing
Unit 3	Movement	Ongoing
Unit 4	Instruments	Ongoing
Unit 5	Form	Ongoing
Unit 6	History and Culture	Ongoing
Unit 7	Listening	Ongoing
Unit 8	Integrating Arts	Ongoing

Sept., 2005: Information in **bold** indicated new grade-level material.

<b>General Music – First Grade</b>		<b>District Reference</b>
		110
<b>Unit No 1</b>	<b>Singing</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.01 The students will be able to meet the following singing objectives		N-1: a, b, c, e 872.01a, 872.02a, 872.02a	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Demonstrate difference between singing, speaking and whispering voice	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	Identify proper head tone		TMA, TO
03	Identify and perform high, low and same pitches		TMA, TO
04	Demonstrate inner hearing abilities through various responses		TMA, TO
05	Tunefully sing within a range of major 6 <sup>th</sup> – D <sup>1</sup> -B <sup>1</sup>		TMA, TO
06	Tunefully sing the intervals of So, La, and Mi alone and with others		TMA, TO
07	Read hand signs of So, La, and Mi		TMA, TO
08	Demonstrate between loud/soft and fast/slow		TMA, TO
09	Respond to phrasing as a musical sentence		TMA, TO

<b>General Music – First Grade</b>		<b>District Reference</b>
		110
<b>Unit No 2</b>	<b>Rhythm and Theory</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.02: The students will be able to meet the following objectives in rhythm and theory:		N-2:a,b,d; 5 b, d; 6:c, e; 872.01a, 872.02a. 872.03a, 872.03a, 872.03a	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Demonstrate the ability to match the steady beat of a piece of music	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	<b>Differentiate between steady beat and rhythm.</b>		TMA, TO
03	Demonstrate the ability to pat simple rhythmic word patterns, i.e. simple nursery rhymes		
04	<b>Read, notate and perform quarter note, quarter rest, and two eighth notes, using a syllabic system (i.e. ta, ti-ti).</b>		TMA, TO

05	<b>Rhythmically read and respond to 2/4 meter.</b>		TMA, TO
06	Trace the melodic contour, left to right and up/down, in a variety of ways, i.e. physically, visually, aurally		TMA, TO
07	<b>Read So, Mi, and La on the staff in the key of C, F, and G</b>		TMA, TO
08	Describe and respond to music in terms of loud/soft and fast/slow		TMA, TO
09	<b>Name and notate: staff, lines, spaces, note heads, and note stems</b>		TMA, TO

<b>General Music – First Grade</b>		<b>District Reference</b> 110
<b>Unit No 3</b>	<b>Movement</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.03 The students will be able to meet the following objectives through movement		N-6: a,b,e 868.02a, 870.01a, 872.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	<b>Move to a steady beat, with locomotor and non-locomotor movement</b>	1. “Share the Music” Teacher’s Editions 2. Boise Music Curriculum “Teacher’s Resource Guide”	
02	Perform movement to a song. Add manipulatives and props as appropriate.		TMA, TO
03	Respond physically to changes in tempo, dynamics, and high and low		TMA, TO
04	Improvise movement to various styles of music		TMA, TO
05	Function in free and organized formations, <b>with locomotor and non-locomotor sequences</b>		
06	<b>Respond physically to specific changes in sections, i.e. to phrasing or to AB and ABA form</b>		

<b>General Music – First Grade</b>		<b>District Reference</b> 110
<b>Unit No 4</b>	<b>Instruments</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.04 The students will be able to meet the following objectives while playing instruments.		N-2a,b,d,e,f 872.01a, 872.03a	
No.	Performance Objective	Resource Reference	Assessment

			<b>Correlation</b>
01	<b>Identify tone color of unpitched and pitched instrument groups: skins, shakers, metals, woods and Orff instruments</b>	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	<b>Explore high and low sounds ("up and down"), imitate short melodic and rhythmic patterns on pitched instruments, employing quarter note, quarter rest and two eighth notes</b>		TMA, TO
03	Play unpitched and <b>pitched</b> instruments to steady beat, alone and with others, <b>using bordun</b> (hands together)		TMA, TO
04	Play unpitched and <b>pitched</b> instruments as rhythmic accompaniment, alone and with others		TMA, TO
05	Correctly name and properly play each instrument used in class.		TMA, TO

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		110
<b>Unit No 5</b>	<b>Form</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.05 The students will be able to meet the following objectives in analyzing form.		N-6a 870.01a	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Respond to phrasing as a musical sentence	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	<b>Perform modeled rhythmic and melodic motives and phrases (echo process)</b>		TMA, TO
03	Recognize and respond to <b>AB and ABA form</b>		TMA, TO

<b>General Music – First Grade</b>		<b>District Reference</b>
		110
<b>Unit No 6</b>	<b>History and Culture</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.06 The students will be able to meet the following Humanities objectives.		N-6d; 9a,b 868.01a, 868.02a, 870.01a, 870.03a, 872.02a	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Sing and recite nursery rhymes.	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	Sing, play, listen and move to music of varied cultures.		TMA, TO
03	<b>Sing and play traditional folk songs and games of America.</b>		TMA, TO

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		110
<b>Unit No 7</b>	<b>Listening</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.07 The students will be able to meet the following listening objectives.		N-6d,e; 9e 868.02a, 870.01a, 870.02a, 870.03a	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	<b>Identify</b> orchestral instrument family groups.	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide"	TMA, TO
02	Respond to <b>and distinguish between</b> various styles of orchestral music through movement, manipulation of props, story-telling, and dramatization.		TMA, TO
03	<b>Demonstrate appropriate listening behavior for a concert setting.</b>		

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		110
<b>Unit No 8</b>	<b>Integrating Arts</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
110.08 The students will be able to integrate other art forms in the music classroom.		N-8b 868.02a, 870.03a	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recognize through picture books, dramatize and perform nursery rhymes.	1. "Share the Music" Teacher's Editions 2. Boise Music Curriculum "Teacher's Resource Guide".	TMA, TO
02	<b>Dramatize simple songs.</b>		
03	<b>Express the feelings and style of music with movement, using appropriate props and manipulatives.</b>		
04	<b>Create original works of art inspired by listening examples.</b>		