

## Boise Elementary Music Teachers - 1<sup>st</sup> grade Resources

### Unit #1 Singing

#	Performance Objectives-Singing	Resources
01	Demonstrate difference between singing, speaking, and whispering voice	<ol style="list-style-type: none"> <li>1. Use voice inflections through poems, nursery rhymes, simple children's stories</li> <li>2. Singing conversations</li> <li>3. Give classroom directions in different voices</li> <li>4. Mimic animal sounds</li> <li>5. "Listen to my Voice" T- 48-50; BB 14, RL CD 1:34</li> </ol>
02	Demonstrate the ability to sing high and low sounds	<ol style="list-style-type: none"> <li>1. "Reach Up and Down" – T-44 Vocal Development</li> <li>2. Use stories and poems - "The Three Bears"</li> <li>3. Sing songs in varying keys</li> <li>4. Echo sing high and low pitches</li> <li>5. "Melody Shapes" – T-140 (<i>high and low</i>)</li> </ol>
03	Demonstrate inner hearing skills through various responses	<ol style="list-style-type: none"> <li>1. "Bingo" – T-300</li> <li>2. Use any simple song, nursery rhymes, or simple story – leave out a phrase but continue to use actions and inner hearing</li> </ol>
04	Tunefully sing within a range of major 6 <sup>th</sup> – D-B	<p>**See "Pitch Resource" index - T-378; "Limited Tone Songs" index - T- 375; Echo songs - "Recorded Lessons - pitch" index T-379</p> <ol style="list-style-type: none"> <li>1. Individuals echo sing instructor</li> <li>2. Individuals sing response when asked name, favorite food, animal, etc. on so and mi "My name is _____"</li> <li>3. "All Around the Kitchen" T-4</li> <li>4. "I know an Old Lady" T-62</li> </ol>
05	Tunefully sing and recognize hand signs of the intervals of So, La, Mi	<p>**See "Pitch" index - T-382 (<i>so la mi songs</i>); "Pitch" index - T-378</p> <ol style="list-style-type: none"> <li>3. "Doggie, Doggie" – T-286, BB 118</li> <li>4. "Engine, Engine #9" - T-281, BB 118</li> <li>5. "Lucy Locket" T-284, BB 116</li> <li>6. "Acka Backa" T-154; BB 56</li> <li>7. "We Are Playing in the Forest" T-160; BB 63</li> </ol>
06	Differentiate loud/soft & fast/slow	<p>**See "Dynamics" index - T-373; "Tempo" index - T-380</p> <ol style="list-style-type: none"> <li>1. "Circus Performers" T-20; BB 4; RL CD 1:13</li> <li>2. Listening Selection – "Radetzky March" CD 1:7</li> </ol>

		<ol style="list-style-type: none"> <li>3. "Flight of the BumbleBee" – T-75; BB 22</li> <li>4. "Hunt the Cows" – T-41</li> </ol>
07	Respond to phrasing as a musical sentence	<ol style="list-style-type: none"> <li>1. "Two, Four, Six, Eight" – T-142; BB 48</li> <li>2. "I have a Loose Tooth" – T-287; BB 119</li> <li>3. Respond to music of instructor's choice with movement</li> <li>4. "I Made a Valentine" – T-271; BB-104</li> </ol>

## Unit #2 – Rhythm/Theory

#	Performance Objectives-Rhythm/Theory	Resources
		Consult "Pitch and rhythm" index T-382
01	Demonstrate the ability to match the steady beat of a piece of music	<p><b>**See "Duration/Rhythm- Steady Beat" index T-372</b></p> <ol style="list-style-type: none"> <li>1. Students move to instructor's beat on drum, with varying tempos</li> <li>2. Students pat to piece of music on various parts of the body</li> <li>3. Students match steady beat of piece of music with unpitched instruments</li> <li>4. "Cobbler, Cobbler" – T-78; BB 24</li> <li>5. "You're a Grand Old Flag" – T-233; BB 85</li> <li>6. "Santa's Helpers" T-257; BB 97</li> <li>7. "Bakery Shop" – T-50</li> </ol>
02	<b>Differentiate between steady beat and rhythm</b>	<p><b>**See "Rhythm" index – T-372</b></p> <ol style="list-style-type: none"> <li><b>1. "Cobbler, Cobbler" – T-78-79; BB 24 &amp; 25</b></li> <li><b>2. "Lucy Locket" – T-284 *use beat icons (circles, hearts, lines) to show one sound or two sounds on beat.</b></li> </ol>
03	Demonstrate the ability to pat simple rhythmic word patterns	<p><b>**See "Duration/Rhythm" index T-372</b></p> <ol style="list-style-type: none"> <li>1. Use nursery rhymes, poems, fingerplays</li> <li>2. Pat student names, favorite foods, etc. using body percussion and unpitched instruments</li> <li>3. "Jelly in the Bowl" – T-168 (poem only)</li> <li>4. "2, 4, 6, 8" – T-93</li> </ol>
04	<b>Read, notate and perform quarter note, quarter rest, and two eighth notes, using a syllabic system (i.e. ta, ti-ti).</b>	<p><b>**See "Reading Notation/Rhythm" – T-379</b></p> <ol style="list-style-type: none"> <li><b>1. "2, 4, 6, 8" – T-93; BB-29</b></li> <li><b>2. "Jelly in the Bowl" – T-168; BB 60-61 (introduce rest)</b></li> <li><b>3. "Cobbler, Cobbler" – T-92; BB-28</b></li> <li><b>4. "The Clock Store" – T-189; BB-66</b></li> <li><b>5. "One Sound" – T-196; BB 72-73</b></li> </ol>

		<p><b>6. “Hey Mister” – T-198; BB 74-75</b></p> <p><b>7. Check “Resource Masters” pgs 58, 59</b></p>
05	<b>Rhythmically read and respond to 2/4 meter.</b>	<p><b>**See “Meter” index – T-372</b></p> <p><b>1. “Hey, Mr. Monday” – T-199; BB-75</b></p> <p><b>2. “Jelly in the Bowl” – T-168; BB 60-61</b></p> <p><b>3. “2, 4, 6, 8” – T- 142; BB-48</b></p> <p><b>4. “We Are Playing in the Forest” – T-160; BB-63</b></p>
06	Trace the melodic contour, left to right and up/down in a variety of ways, i.e. physically, visually, aurally	<p><b>**See “Pitch” index T-378</b></p> <p>1. Draw voice maps on white boards</p> <p>2. Create scale songs to use with body movement (<i>see “Snowman Song”, K T-237</i>)</p> <p>3. “Rain, Rain” – T-117; BB-39</p> <p>4. “Melody Shapes” T-140; BB-46</p> <p>5. “Acka, Backa” – T-154; BB-56-57</p>
07	<b>Read so, mi, and la on the staff in the key of C, F, and G</b>	<p><b>**See “The Music Library” BB 110-118; “Pitch &amp; Rhythm” index T-382</b></p> <p><b>1. “Name the pitches” – T-130; BB-42</b></p> <p><b>2. “Tinker, Tailor” – T-131; BB-43</b></p> <p><b>3. “2, 4, 6, 8” – T-142-143; BB-48-49</b></p> <p><b>4. “A New Pitch” – T-62-63</b></p>
08	Describe and respond to music in terms of loud/soft and fast/slow	<p><b>**See “Dynamics” index - T-373; “Tempo” index - T-380</b></p> <p>1. “Grizzly Bear” – T-6</p> <p>2. Listening Selection – “Radetzky March” CD 1:7</p> <p>3. “Flight of the BumbleBee” – T-75; BB 22</p> <p>4. “Hunt the Cows” – T-41</p> <p>5. “Old Gray Cat” – T-19</p> <p>6. “Mail Myself to You” – T-273</p>
09	<b>Name and notate: staff, lines, spaces, note heads, and note stems</b>	<p><b>1. “Staff picture” – T-57; BB-19</b></p> <p><b>2. Use manipulatives – felt staves, white boards, paper &amp; pencil</b></p> <p><b>3. Check “Resource Masters” for visuals pg. 22, 29</b></p>

### Unit #3 - Movement

#	Performance Objectives-Movement	Resources
01	<b>Move to a steady beat with locomotor and non-locomotor movement</b>	<p><b>**See “Creative Activities” index – T-370; “Duration/Rhythm” index – T-372</b></p> <p><b>1. Students move to instructor’s beat on drum, with</b></p>

		<p>varying tempos</p> <ol style="list-style-type: none"> <li>2. Students patsch to piece of music on various parts of the body</li> <li>3. Students match steady beat of piece of music with unpitched instruments</li> <li>4. “All Around the Kitchen” – T-4</li> <li>5. “Little Bird Dance” – T-96</li> <li>6. “Bow Wow Wow” – T-293</li> <li>7. “La Raspa” – T-71</li> </ol>
02	Perform movement to a song. Add manipulatives and props as appropriate.	<p>**See “Movement/Creative” index T-376; “Creative Activities/Pantomiming” index -T-370; “Action Songs” index - T-369</p> <ol style="list-style-type: none"> <li>1. “Bakery Shop” T-50</li> <li>2. “All Around the Kitchen” – T-4</li> <li>3. “I’ve got the Rhythm in my Head” – T-305</li> <li>4. “Rig-a-Jig Jig” – T-164</li> <li>5. “She’ll Be Comin’ Round the Mountain” – T-309</li> <li>6. “Rags”, “Head &amp; Shoulders” &amp; “Peanut Butter” Sharon, Lois, and Bram (music library)</li> </ol>
03	Respond physically to changes in tempo, dynamics, and high and low	<p>**See “Creative Activites/Tempo &amp; Pitch &amp; Fast/Slow” index T-370; “Dynamics” index – T-373</p> <ol style="list-style-type: none"> <li>1. “Old Gray Cat” – T-19 (<i>tempo</i>)</li> <li>2. “The Tortoise and the Hare” – T-28 (<i>tempo</i>)</li> <li>3. “Hungarian Dance” – T-30; BB-8-9 (<i>tempo</i>)</li> <li>5. “Grizzly Bear” – T-6 (<i>dynamics</i>)</li> <li>7. “Upward &amp; Downward” – T-204; BB-76 (<i>high &amp; low</i>)</li> <li>8. “Wishy Washy” – T-57 (<i>high &amp; low</i>)</li> <li>9. “Melody Shapes” – T-140 (<i>high &amp; low</i>)</li> </ol>
04	Improvise movement to various styles of music	<p>**See “Movement/Creative” index – T376; “Listening Selections” index - T-394</p> <ol style="list-style-type: none"> <li>1. Phyllis Weikart Early Childhood materials (library)</li> <li>2. Move to “Music Moves Me” – T-70; BB 20-21. Show rocking, marching, tiptoeing, etc.</li> <li>3. Improvise to loud/soft, slow/fast and discuss appropriate movements.</li> <li>4. “Carnival of the Animals,” – T-113</li> <li>5. “March of the Toys,” – T-257</li> <li>6. “Galop and March” – T-327</li> </ol>
05	Function in free and organized formations <b>with locomotor and non-</b>	<p>**See “Movement/Patterned” index - T-377; “Action Songs” index – T-369</p> <ol style="list-style-type: none"> <li>1. Phyllis Weikart Early Childhood materials (library)</li> </ol>

	<b>locomotor sequences</b>	<ol style="list-style-type: none"> <li>2. <b>“La Raspa” – T-192</b></li> <li>3. <b>“Little Bird Dance” – T-96</b></li> <li>4. <b>“All Around the Kitchen” – T-4</b></li> <li>5. Consult Sharon, Lois and Bram materials in the music library.</li> </ol>
<b>06</b>	<b>Respond to specific changes in sections</b>	<p><b>**See “Form/AB &amp; ABA” index – T-374</b></p> <ol style="list-style-type: none"> <li>1. <b>“La Raspa” – T-192; BB 70-71</b></li> <li>2. <b>“Little Bird Dance” – T-96</b></li> <li>3. <b>“Rig a Jig Jig” – T-179</b></li> </ol>

### Unit #4 - Instruments

#	Performance Objectives-Instruments	Resources
<b>01</b>	<b>Identify tone color of unpitched and pitched instrument groups: skins, shakers, metals, woods and Orff instruments.</b>	<p><b>**See “Instruments/Playing” index - T-375; “Percussion/Pitched &amp; Unpitched” – T-375</b></p> <ol style="list-style-type: none"> <li>1. <b>Hide and Guess Game: Hide instruments behind piano, have a student play an instrument, have other students guess instrument.</b></li> <li>2. <b>“What Will you Play?” – T-132; BB-44</b></li> <li>3. <b>“Make Rain Sounds” – T-120; BB-40</b></li> </ol>
<b>02</b>	<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>	<p><b>**See “Instruments/Playing/Percussion-pitched” – T-375</b></p> <ol style="list-style-type: none"> <li>1. <b>Check music library “Mr. Wiggle/Mr. Waggle”</b></li> <li>2. <b>Consult “Music Library” section of BB – 110-119 for melodic reading patterns</b></li> </ol>
03	Play unpitched and <b>pitched</b> instruments to steady beat, alone and with others, <b>using bordun</b> (hands together)	<p><b>**See “Instruments/Playing/Percussion-pitched” – T-375; “Instruments/Playing/Unpitched”</b></p> <ol style="list-style-type: none"> <li>1. <b>Consult “Music Library” section of BB – 110-119</b></li> <li>2. <b>“Rain, Rain Go Away” – T-118</b></li> <li>3. <b>“Doggie, Doggie” – T-286</b></li> <li>4. <b>“Lucy Locket” – T-284</b></li> </ol>
04	Play unpitched instruments as <u>rhythmic</u> accompaniment, alone and with others	<p><b>**See “Reading Notation/Rhythm” – T-379</b></p> <ol style="list-style-type: none"> <li>1. <b>“2, 4, 6, 8” – T-93; BB-29</b></li> <li>2. <b>“Jelly in the Bowl” – T-168; BB 60-61 (introduce rest)</b></li> <li>3. <b>“Cobbler, Cobbler” – T-92; BB-28</b></li> <li>4. <b>“The Clock Store” – T-189; BB-66</b></li> </ol>
05	Correctly name and	<b>**See “Instruments/Identifying” – T-374;</b>

	properly play each instrument used in class	“Instruments/Playing” – T-375 Instruct and monitor as needed.
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## Unit #5 – Form

#	Performance Objectives- Form	Resources
01	Respond to phrasing as a musical sentence	**See “Form/Phrases” index – T-374 1. “I Made a Valentine” – T-271 2. “All Night, All Day” – T-306 3. “Something Funny Outside” – T-243
02	Perform modeled rhythmic and melodic motives and phrases (echo process) (recognizing “same/different)	**See “Form/Sections/Same & different” index – T-374 1. Echo clap rhythmic patterns 2. Echo sing short phrases (4 count phrases) 3. Sing, play or clap short phrases – students identify if they are same or different 4. “Pease Porridge Hot” – T-283 5. “Rig a Jig Jig” – T-179
03	Recognize and respond to AB and ABA form	**See “Form/AB & ABA” index – T-374 1. “La Raspa” – T-192; BB 70-71 2. “Little Bird Dance” – T-96 3. “Rig a Jig Jig” – T-179, 70-71 .

## Unit #6 – History and Culture

#	Performance Objectives- History and Culture	Resources
01	Sing and recite nursery rhymes	**See “Folk Music/American & English” – T-373 1. Check your school library and school reading specialist 2. “Little Tommy Tucker” – T-285; BB-117 3. “Pease Porridge Hot” – T-283; BB-115 4. “Tinker, Tailor” – T-129; BB-43
02	Sing, play, listen and move to music of varied cultures	**See “Multicultural Materials” index - T-377; “Folk Music” index – T-375; “Non English Selections” – T-378 1. “Burn, Little Candles” – T-255 2. “Sambalele” – T-310 3. “Juan Pierulero” – T-292 4. “Los Pollitos” – T-294

		5. "Sail, Silver Moon Boat" – T-311
<b>03</b>	<b>Sing and play traditional folk songs and games of America</b>	<b>**See "Folk Music/American" – T-373; "Multicultural Materials/European American" index - T-377</b> <b>1. "A Tisket A Tasket" – T-15</b> <b>2. "Bingo" – T-300</b> <b>3. "I know an Old Lady" – T-62</b> <b>4. "She'll Be Comin' Round" – T-309</b> <b>5. "This Old Man" – T-297</b>

### Unit #7 Listening

#	Performance Objectives-Listening	Resources
01	<b>Identify</b> orchestral instrument family groups by sound.	<b>**See "Instruments, Identifying" index - T-374</b> 1. Check the videos from the elementary music library. 2. Check music library for sets of instrument pictures 3. "Carnival of the Animals" – T-113 4. "Tubby the Tuba" – T-317; BB 120-121
02	Respond to <b>and distinguish between</b> various styles of orchestral music through movement, manipulation of props, story-telling, and dramatization.	<b>**See "The Listening Selections" index – T-394</b> 1. "Carnival of the Animals" – T-113 2. "Tubby the Tuba" – T-317; BB 120-121 3. "Spring – The Four Seasons" – T-275 Other available resources: "Farkel McBride" & "Carnival of the Animals" narrated by John Lithgow, CDs & books
<b>03</b>	<b>Demonstrate appropriate listening behavior for a concert setting</b>	<b>Instruct, practice and monitor.</b> <b>1. "Going to the Orchestra" – T-316; BB-120</b>

### Unit #8 – Integrating the Arts

#	Performance Objectives-Integrating the Arts	Resources
01	Dramatize and perform nursery rhymes <b>and simple songs</b> , using picture books	<b>**See "Folk Music/American &amp; English" – T-373</b> 1. Check your school library and school reading specialist <b>2. "Little Tommy Tucker" – T-285; BB-117</b> <b>3. "Pease Porridge Hot" – T-283; BB-115</b> <b>4. "Tinker, Tailor" – T-129; BB-43</b> 5. Other nursery rhymes: Three Little Kittens, Sing a Song of Six Pence, Little Jack Horner, Jack and Jill, This Little Went to Market, Three Blind Mice 6. Books: to use "Rain Talk", "Where the Wild Things

		Are”, “Drummer Hoff,” “Click Clack Moo.”
<b>02</b>	<b>Express the feelings and style of music through movement using props and manipulatives</b>	<b>**See “Listening Selections” index – T-394</b> <b>1. “Carnival of the Animals” – T-113</b> <b>2. “Flight of the Bumblebee” – T-75</b> <b>3. “Hungarian Dance” – T-30</b> <b>4. “Gallop and March” – T-327</b> <b>5. “March of the Toys” – T-257</b>
<b>03</b>	<b>Create original works of art inspired by listening examples</b>	<b>**See “Listening Selections” index – T-394</b> <b>1. “Spring – The Four Seasons” – T-275</b> <b>2. “A Tisket A Tasket” – T-271 (“What are you going to put in your basket?!”)</b> <b>3. “Entry of the Gladiators (circus music!) – T-325</b> <b>4. “Gallop and March” – T-327</b>

You have successfully completed the 1st curriculum. Go have a cookie!