

<b><i>Singing, alone and with others, a varied repertoire of music:</i></b>	
M1.1.1	<p><b>Differentiate between the speaking and singing voice.</b></p> <ul style="list-style-type: none"> <li>➤ Students sing songs and play games using informal assessments such as cards, raised hands, etc. to show knowledge of differences between male, female, and child voices</li> </ul>
M1.1.2	<p><b>Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.</b></p> <ul style="list-style-type: none"> <li>➤ Students echo songs using pitches in the range of D<sup>2</sup>-D<sup>1</sup>, and use songs consisting of S-M-L.</li> <li>➤ Students will explore vocal sounds, such as animal and siren sounds, and sing using the head voice.</li> <li>➤ Perform with accuracy pitch, tempo, rhythm, phrasing, and dynamics. perform and identify instrumental and vocal music by reproducing new pitches, body movements and hand signs.</li> </ul>
M1.1.3	<p><b>Perform with accuracy, pitch, tempo, rhythm, phrasing and dynamics.</b></p> <ul style="list-style-type: none"> <li>➤ Students will continue kindergarten skills with pitches of sol and mi, high and low, gradually getting higher and lower, and going up and down using scale songs, such as “Ebenezer Scrooge,” “Freddy Flea,” and “Snow Man.”</li> <li>➤ Students will use body movements to indicate high/low and sol/mi.</li> <li>➤ Introduce pitches of sol, mi, la and use of hand signs.</li> </ul>
M1.1.4	<p><b>Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from “The World’s Largest Concert”)</b></p> <ul style="list-style-type: none"> <li>➤ Students will sing and/or play songs from other countries and folk songs, spirituals, musicals, and songs for occasions (patriotic, holidays, etc.)</li> <li>➤ Students will learn folk dances to accompany songs.</li> <li>➤ Students will create instrumental accompaniments on classroom Orff instruments or recorders.</li> </ul>
M1.1.5	<p><b>Sing or play rounds ostinato and partner songs.</b></p> <ul style="list-style-type: none"> <li>➤ Sing or play rounds ostinato and partner songs.</li> </ul>
M1.1.6	<p><b>Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal settings.</b></p> <ul style="list-style-type: none"> <li>➤ Students will participate in programs and include blending the voice such as not sings too loud or soft and on correct pitch.</li> <li>➤ Student(s) perform(s) occasional solos</li> </ul>
<b><i>Create, compose, arrange and improvise music as developmentally appropriate:</i></b>	
M1.2.1	<p><b>Create short rhythmic and melodic patterns.</b></p> <ul style="list-style-type: none"> <li>➤ Students will improvise “answers” in the same style to given rhythmic and melodic phrases.</li> <li>➤ The teacher will play on an instrument (sticks) and students will answer on a different instrument (drum).</li> </ul>
M1.2.2	<p><b>Improvise simple rhythmic and melodic ostinato patterns.</b></p>
M1.2.3	<p><b>Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</b></p> <ul style="list-style-type: none"> <li>➤ Students will create rhythmic and melodic variations.</li> </ul>

M1.2.4	<p><b>Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sound.</b></p> <ul style="list-style-type: none"> <li>➤ Students will create and select various sounds and/or instruments of rain to accompany the song “Rain, Rain,” or other rain sounds such as pitter patter, drop, thunder, lightning, pouring, shower, etc</li> </ul>
M1.2.5	<p><b>Create and arrange music to accompany selections from children’s literature.</b></p> <ul style="list-style-type: none"> <li>➤ Using a book such as Possum Come A-knocking’ by Nancy Van Laan, students will create sounds to represent each character in the book.</li> </ul>
M1.2.6	<p><b>Improvise movement to songs or instrumental pieces when appropriate.</b></p> <ul style="list-style-type: none"> <li>➤ Students create movement to dramatize songs such as “See Saw,” “We Are Playing in the Forest,” “Paw Paw Patch,” “Mail Myself to You,” and “Animals in the Zoo.”</li> </ul>
<b><i>Read and Notate Music:</i></b>	
M1.3.1	<p><b>Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</b></p> <ul style="list-style-type: none"> <li>➤ Students continue experiencing steady beat and rhythm as in kindergarten.</li> <li>➤ Students learn the way a beat looks and the name of the beat, i.e., ta.</li> <li>➤ Students practice saying and tapping in rhythm to name songs and games, i.e., “Names in a Circle.</li> <li>➤ Students learn concept of rests(s) by looking at a beat drawn on the board and discover places where there are no words on a beat in songs.</li> <li>➤ Practice writing beats and rests using Popsicle sticks and show rests by bringing hands apart.</li> </ul>
M1.3.2	<p><b>Read simple meter signatures correctly.</b></p> <ul style="list-style-type: none"> <li>➤ Students will continue to experience different rhythms and to build a song repertoire of various meters such as 2, 3, and 4.</li> <li>➤ Students will continue to move to songs in different meters.</li> </ul>
M1.3.3	<p><b>Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</b></p> <ul style="list-style-type: none"> <li>➤ Students continue kindergarten concepts and skills and use syllable (high note sol and low note mi) to learn notes</li> <li>➤ Introduce hand signs.</li> </ul>
M1.3.4	<p><b>Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</b></p> <ul style="list-style-type: none"> <li>➤ Teacher will use appropriate musical terminology for simple music concepts, such as piano/forte.</li> </ul>
<b><i>Analyze, describe and evaluate music and musical performances:</i></b>	
M1.4.1	<p><b>Identify phrases and sections of music that are the same, similar, or different.</b></p> <ul style="list-style-type: none"> <li>➤ Students identify sections of music that are the same, similar, or different by using shapes (P, U, T, etc.) such as gloves/mittens, cats/dogs, boy/girl, etc.</li> </ul>
M1.4.2	<p><b>Identify music forms AB, ABA, and Rondo</b></p> <ul style="list-style-type: none"> <li>➤ Students listen to/or sing music and identify simple forms.</li> </ul>
M1.4.3	<p><b>Describe aural examples of music and music performances</b></p> <ul style="list-style-type: none"> <li>➤ Students write to express mood and movement after performing a music selection.</li> </ul>

M1.4.4	<p><b>Identify instrument families, individual instruments within the families, and recognize adult male, adult female, and children’s voices.</b></p> <ul style="list-style-type: none"> <li>➤ Students will experience/identify by sight and sound the “families” of instruments (woodwind, brass, strings, percussion).</li> <li>➤ Students will continue identifying vocals – adults, children—by listening to members of the class.</li> </ul>
<b><i>Relate to music from diverse cultures, society, history and other arts and disciplines.</i></b>	
M1.5.1	<p><b>Students will continue identifying vocals – adults, children—by listening to members of the class.</b></p> <ul style="list-style-type: none"> <li>➤ Students continue to learn American and Pennsylvania folk songs, e.g., “Acta Backa,” “Charlie Over the Ocean,” “Doggie Doggie,” and “Lucy Lockit.”</li> </ul>
M1.5.2	<p><b>Children should know the lyrics to our National Anthem. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</b></p> <ul style="list-style-type: none"> <li>➤ Students will learn patriotic songs including “America,” “You’re a Grand Old Flag,” and “Battle Hymn of the Republic.”</li> <li>➤ Students explore music of American composers such as George M. Cohan (“You’re a Grand Old Flag”) and Libby Larson (“The Settling Years”).</li> </ul>
M1.5.3	<p><b>Identify music from various periods, composers and cultures.</b></p> <ul style="list-style-type: none"> <li>➤ Students contrast style in music from “Jeux d’enfants” (Georges Bizet) and “March of the Toys” from Babes in Toyland (Victor Herbert). Others might include “Kum Ba Yah” (African), “All Night, All Day” (African-American), and “La Raspa” (Mexican).</li> </ul>
M1.5.4	<p><b>Sing/play songs and play musical games from diverse cultures.</b></p> <ul style="list-style-type: none"> <li>➤ Students play/sing a song as well as play games from diverse cultures.</li> </ul>
M1.5.5	<p><b>Participate in musical activities that correlate with other disciplines.</b></p> <ul style="list-style-type: none"> <li>➤ Students will learn songs and write about topics taught by grade one teachers, e.g., body – “One Finger, One Thumb”; reading – “I Know an Old Lady Who Swallowed a Fly” and “Is Your Mama a Llama”; counting – “Number One,” “This Old Man,” and “Who Built the Ark?”</li> </ul>
M1.5.6	<p><b>Identify connections between music and the other arts, including similar terms, historical periods, and styles.</b></p> <ul style="list-style-type: none"> <li>➤ Students continue concepts from kindergarten</li> </ul>
M1.5.7	<p><b>Sing sacred songs of the Mass</b></p> <ul style="list-style-type: none"> <li>➤ Students will sing sacred songs that can be used for Mass</li> </ul>
M1.5.8	<p><b>Sing service music from the Mass</b></p> <ul style="list-style-type: none"> <li>➤ Students will sing service music that can be used during Mass.</li> </ul>