Vision Statement of Volusia County Schools
Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
The School District of Volusia County

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**Performing Arts Specialist**
Dr. Monty R. Musgrave
Interpreting the Curriculum Maps

**Measurement Topic:** The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes.

**Pacing:** The recommended time period within the year for instruction related to the essential questions to occur.

**Essential Questions:** The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

   A. Endurance: important for the long term
   B. Leverage: applicable to or connected with many academic disciplines or concepts
   C. Readiness for the next level of learning: prepares students for success in the next grade/course
   D. Clarity: provides clear and common understanding
   E. Measurable: able to be assessed

**Concepts/Content:** A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions.

**Learning Targets/Skills:** The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions.

**Benchmarks:** The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page).

**Key Terminology:** The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions.

**Activities and Resources:** A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions.

**Assessment:** A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSSS: C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas, and the concepts associated with them, are taught simultaneously in every lesson (hence the “Spiral Curriculum”). The purpose of delineation into separate sections is for assessment purposes. Teachers are encouraged to use most or all of the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.
A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

**Benchmark Code:**

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:

```
MU.1.C.1.1
```

- **Content Area**: MU (Music)
- **Grade Level**: 1
- **Big Idea**: C (Critical Thinking and Reflection)
- **Enduring Understanding**: 1
- **Standard**: 1

**Big Ideas**

C – Critical Thinking and Reflection  
S – Skills, Techniques, and Processes  
O – Organizational Structure  
H – Historical and Global Connections  
F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.
# ELEMENTARY MUSIC CURRICULUM MAP

## 1st Grade

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC</th>
<th>Exploring Rhythm</th>
<th>PACING</th>
<th>Nine Weeks (Map A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESSENTIAL QUESTIONS:</strong></td>
<td>Maintain a steady beat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student...</td>
<td>Sing and play songs with rhythmic accuracy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize various rhythmic combinations and patterns, both aurally and visually?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CONCEPTS / CONTENT

### Beat

- Sing a song that includes \( \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \)
- Sing a song in 2/4 meter
- Maintain a steady beat while singing

### Duration

- Play an ostinato accompaniment while maintaining a steady beat
- Play an accompaniment on an unpitched instrument

### Meter

- Move to patterns using \( \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \)
- Move to steady beat while singing
- Perform steady beat movements that show the strong and weak beats
- Maintain a steady beat while performing a dance

### Pattern

- Identify steady beat in music
- Listen to simple rhythmic pattern and match to picture or notation pattern. (e.g. apple pie or ti-ti ta)

### Reading

- Identify beat and rhythm patterns by reading iconic notation
- Read from notation and perform patterns that include \( \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \)
- Read notation in 2/4 meter

### Creating

- Improvise a four beat answer to a 4 beat question.
- Create rhythmic accompaniments to songs or stories
- Create body percussion and / or other movement to show steady beat

### Analyzing

- Compare and contrast various rhythm patterns from different songs
- Develop and demonstrate manners and teamwork for music classroom

### Key Terminology

- **Steady beat / no beat**
- **Beat / rhythm**
- **Sound / silence (rest)**
- **Longer / shorter sounds**
- **\( \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \text{\textbf{1}} \text{\textbf{2}} \)**
- **Meter in 2**
- **Repeated patterns**
- **Ostinato**
- **Rhythm Syllables (e.g. ta, ti-ti)**

- **\*MU.1.C.1.1**
- **\*MU.1.S.1.1**
- **\*MU.1.S.3.4**
- **\*MU.1.F.3.1**
- **#MU.1.H.1.1**
- **\*assess**
- **#performing item**
**Elementary Music Curriculum Map**

1st Grade

<table>
<thead>
<tr>
<th>Measurement Topic: Exploring Rhythm</th>
<th>Nine Weeks (Map A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Lessons</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Module 1 - Beat</strong></td>
<td></td>
</tr>
<tr>
<td>Welcome to Music!</td>
<td></td>
</tr>
<tr>
<td>1. Explore the basics of beat, establish rules and procedures for music class.</td>
<td></td>
</tr>
<tr>
<td><strong>Steady Beat</strong></td>
<td></td>
</tr>
<tr>
<td>2. Review the concept of steady beat as it pertains to a variety of music.</td>
<td></td>
</tr>
<tr>
<td><strong>Strong and Weak Beats</strong></td>
<td></td>
</tr>
<tr>
<td>3. Discover strong and weak beats through singing and moving.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Lesson 3 (8.) Beat</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2 - Meter</strong></td>
<td></td>
</tr>
<tr>
<td>Meters of 2 and 4</td>
<td></td>
</tr>
<tr>
<td>4. Understand and experience meters of 2 and 4 through multiple activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Meter of 3</strong></td>
<td></td>
</tr>
<tr>
<td>5. Understand and experience music in a meter of 3.</td>
<td></td>
</tr>
<tr>
<td><strong>Changing Meters</strong></td>
<td></td>
</tr>
<tr>
<td>6. Feel the difference in meters of 2, 3, and 4.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Lesson 6 (7.) Meter</td>
<td></td>
</tr>
<tr>
<td><strong>Module 3 - Rhythm</strong></td>
<td></td>
</tr>
<tr>
<td>Practicing Rhythm</td>
<td></td>
</tr>
<tr>
<td>7. Experience rhythms through moving, singing, and playing instruments along with a steady beat.</td>
<td></td>
</tr>
<tr>
<td><strong>Sing, Play, and Move to Rhythm</strong></td>
<td></td>
</tr>
<tr>
<td>8. Expand students' ability to create and perform rhythm patterns.</td>
<td></td>
</tr>
<tr>
<td><strong>Austin Otto</strong></td>
<td></td>
</tr>
<tr>
<td>9. Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Lesson 9 (7.) Rhythm</td>
<td></td>
</tr>
<tr>
<td><strong>Module 7 - Notes and Rests</strong></td>
<td></td>
</tr>
<tr>
<td>Sound and Rests</td>
<td></td>
</tr>
<tr>
<td>19. Introduce basic notation through singing, playing, and moving.</td>
<td></td>
</tr>
<tr>
<td><strong>Notes and Rests</strong></td>
<td></td>
</tr>
<tr>
<td>20. Reinforce duration by singing, moving, and playing instruments.</td>
<td></td>
</tr>
<tr>
<td><strong>Pitches and Rhythms</strong></td>
<td></td>
</tr>
<tr>
<td>21. Reinforce the difference in notes and rests.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Lesson 21 (7) Notes and Rests</td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark Descriptions**

MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

MU.1.S.1.1 Improvise a four-beat response to a musical question sung or played by someone else.

MU.1.S.3.4 Match simple aural rhythm patterns in duple meter with written patterns.

MU.1.F.3.1 Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

#MU.1.H.1.1 Perform simple songs, dances, and musical games from a variety of cultures

**Notes:**
# ELEMENTARY MUSIC CURRICULUM MAP

## 1st Grade

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>Exploring Tone Color</th>
<th>PACING:</th>
<th>Nine Weeks (Map B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ESSENTIAL QUESTIONS:

- Does the student...
  - Aurally recognize various vocal, instrumental, and environmental sounds and textures?
  - Demonstrate various instrumental playing techniques?
  - Demonstrate various singing techniques?
  - Aurally and visually recognize various musical instruments?
  - Aurally recognize differing textures?

### CONCEPTS / CONTENT | LEARNING TARGETS / SKILLS | STANDARDS | KEY TERMINOLOGY
--- | --- | --- | ---
Timbre | **Singing**
- Sing a song that uses singing, speaking, whispering, and shouting
- Sing with an open, relaxed sound (head voice)
- Sing folk songs from America
- Sing songs and game songs from different cultures

| **Playing**
- Identify different ways to produce sounds on pitched and unpitched percussion instruments
- Play instruments to imitate environmental sounds in a piece of music
- Play a steady beat or strong beat accompaniment to songs in different styles |

| **Moving**
- Use hand movements to show when specific instruments are heard
- Move freely with props or found sounds to show different styles of music |

| **Listening**
- Identify different objects and instruments by the sound they produce |

| **Creating**
- Create an accompaniment using found sounds
- Create different timbres as suggested by words in a poem |

| **Analyzing**
- Compare and contrast two performances of a familiar song.
- Explain the work of a composer |

* Sing, speak, shout, whisper
* Individual and group sounds
* Adult voices, child voices

**Body percussion**
**Classroom percussion**
**Pitched, unpitched percussion**
**Individual and group sounds,**
**Including tympani, clarinet, flute,**
**violin, trombone, mallet percussion**
**Large and small ensembles**

**Nature sounds**
**Found sounds**
**Machine sounds**

**One sound/more than one sound**
**Thick/thin**

*MU.1.C.1.1
*MU.1.C.2.1
*MU.1.C.1.2
*MU.1.C.1.3
*MU.1.C.1.4
MU.1.C.2.1
#MU.1.H.1.1
MU.1.H.1.2
*MU.1.H.2.1
*MU.1.H.3.1
MU.1.F.1.1

*Assess
# Performing item
# ELEMENTARY MUSIC CURRICULUM MAP

## 1st Grade

### Exploring Tone Color

<table>
<thead>
<tr>
<th>Module 4 - Voice</th>
<th>Nine Weeks (Map B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Different Voices</td>
<td><strong>Benchmark Descriptions</strong></td>
</tr>
<tr>
<td>Explore different ways to use the voices and formally begin learning the pitches so and mi.</td>
<td>MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.</td>
</tr>
<tr>
<td>My Voice is an Instrument</td>
<td>MU.1.C.1.2 Respond to music from various sound sources to show awareness of differences in musical ideas</td>
</tr>
<tr>
<td>Exploring the voice through singing and moving.</td>
<td>MU.1.C.1.3 Classify instruments into pitched and unpitched percussion families.</td>
</tr>
<tr>
<td>Sing and Breathe</td>
<td>MU.1.C.1.4 Differentiate between music performed by one singer and music performed by a group of singers.</td>
</tr>
<tr>
<td>Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.</td>
<td><strong>Notes:</strong></td>
</tr>
</tbody>
</table>

**Assessment:** Lesson 12 (8) Voice Assessment

### Module 10 - Instruments

<table>
<thead>
<tr>
<th>String Family Introduction</th>
<th><strong>Assessment:</strong> Lesson 30 (7) Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce the four instrument families of the orchestra, and discover the instruments in the string family.</td>
<td><strong>MU.1.H.1.1 Perform simple songs, dances, and musical games from a variety of cultures.</strong></td>
</tr>
<tr>
<td>All About Percussion</td>
<td><strong>MU.1.H.2.1 Identify and perform folk music used to remember and honor America and its cultural heritage.</strong></td>
</tr>
<tr>
<td>Discover the members of the percussion family.</td>
<td><strong>MU.1.H.3.1 Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants.</strong></td>
</tr>
<tr>
<td>Classroom Percussion Instruments</td>
<td><strong>MU.1.F.1.1 Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.</strong></td>
</tr>
</tbody>
</table>

**Notes:**
# ELEMENTARY MUSIC CURRICULUM MAP

## 1st Grade

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>Exploring Melody, Harmony, and Form</th>
<th>PACING:</th>
<th>Nine Weeks (Map C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## ESSENTIAL QUESTIONS:
- Recognize the difference between high and low sounds visually and aurally?
- Recognize same/different pitch patterns visually and aurally?
- Recognize differences / similarities in musical forms aurally and through movement?
- Demonstrate attempts to sing on pitch with appropriate tone quality?

## CONCEPTS / CONTENT

### Pitch and Direction
- **Singing**
  - Sing songs of various forms
  - Match the contour of a song while singing
  - Sing independently on pitch and show melodic direction
- **Playing**
  - Perform a body percussion ostinato while singing
  - Perform contrasting rhythms to show AB form
- **Moving**
  - Perform locomotor and non-locomotor movements to like and different phrases
  - Move to show contrasting sections, AB, ABA, verse / refrain form
- **Listening**
  - Identify ascending melodic steps, skips, leaps in a melody
  - Listen to simple melodic patterns and point to visual of melodic pattern

### Tonality
- **Pattern**
  - Perform a body percussion ostinato while singing
  - Perform contrasting rhythms to show AB form
  - Perform locomotor and non-locomotor movements to like and different phrases
  - Move to show contrasting sections, AB, ABA, verse / refrain form
  - Identify ascending melodic steps, skips, leaps in a melody
  - Listen to simple melodic patterns and point to visual of melodic pattern

### Harmony
- **Reading**
  - Read iconic notation to identify same and different melodic phrases
  - Sing a song and read from iconic notation that includes so, la, mi, do

### Form
- **Creating**
  - Improvise sections in a speech piece
  - Improvise 4 beat melodic answer to sung or played 4 beat question
  - Create short melodic pattern on pentatonic scale to rhythm of words in short rhyme
- **Analyzing**
  - Compare/Contrast (same / different) in pitches and melodies
  - Compare/Contrast patterns within a simple four measure song or speech piece.

## STANDARDS

- *MU.1.C.1.1*
- MU.1.S.1.2
- **MU.1.S.2.1**
- **MU.1.S.3.1**
- **MU.1.S.2.2**
- **MU.1.S.3.2**
- **MU.1.S.3.3**
- **MU.1.S.3.4**
- **MU.1.S.3.5**
- *MU.1.O.1.1*
- *MU.1.O.1.2*
- *assess*
- # performing items

## KEY TERMINOLOGY

- High / low
- Higher / lower
- Upward / downward
- Skips, steps, repeated notes
- Tonal Center do
- Pentatonic
- Same / different
- la, so, mi, do and combinations

*Echo (imitation)*
*Call & response*
*AB, ABA*
ELEMENTARY MUSIC CURRICULUM MAP
1st Grade

MEASUREMENT TOPIC: Exploring Melody, Harmony and Form

Module 4 - Voice
Four Different Voices
Explore different ways to use the voices and formally begin learning the pitches so and mi.

My Voice is an Instrument
Exploring the voice through singing and moving.

Sing and Breathe
Promote students learning to control their breathing for best singing by using their diaphragm/tummy muscles.

Assessment: Lesson 12 (8) Voice

Module 5 - Lines and Spaces
Intro to Lines and Spaces
Visualize the relationship between so and mi on a two line staff.

We're Getting into Treble Clef
Reinforce the relationship of pitches on the staff, and discover the treble clef.

Pitches and Intervals
Experience the aural and spatial relationship between so, mi and la on a two line music staff.

Assessment: Lesson 15 (9) Lines and Spaces

Module 6 - Melody
Melodic Patterns and Directions
Experience melodic patterns and directions through singing, playing, creating, and moving.

What Is Melody?
Define and experience melody through listening, singing, and playing.

What is a Song?
Introduce the basics of song through listening, singing, and composing.

Assessment: Lesson 18 (9) Melody

Module 11 - Form
AB Form
Experience and gain an understanding of AB form.

ABA Form
Develop a basic understanding of ABA form.

Repeat Sign Mystery
Experience an introduction to the many uses of the repeat sign.

Assessment: Lesson 33 (9) Form

Notes:

Benchmark Descriptions

MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

MU.1.S.1.2 Create short melodic and rhythmic patterns based on teacher

MU.1.S.2.1 Sing or play songs, which may include changes in verses or repeats

MU.1.S.3.1 Sing simple songs in a group, using head voice and maintaining

#MU.1.S.3.2 Play three- to five-note melodies and/or accompaniments on classroom instruments.

#MU.1.S.3.3 Sing simple la-sol-mi patterns at sight.

MU.1.S.3.5 Show visual representation of simple melodic patterns performed by the teacher

MU.1.O.1.1 Respond to contrasts in music as a foundation for understanding structure.

MU.1.O.1.2 Identify patterns of a simple, four-measure song or speech piece.

Notes:
## ELEMENTARY MUSIC CURRICULUM MAP
### 1st Grade

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC</th>
<th>Exploring Expressive Qualities</th>
<th>PACING:</th>
<th>Nine Weeks (Map D)</th>
</tr>
</thead>
</table>
| ESSENTIAL QUESTIONS: | • Recognize the difference between loud and soft sounds?  
  • Recognize the difference between fast and slow sounds?  
  • Recognize the difference between smooth and detached sounds?  
| Does the student... | • Recognize and demonstrate concepts of mood in music aurally or through purposeful movement?  
  • Recognize and demonstrate appropriate musical behaviors (as audience and performer)?  |

<table>
<thead>
<tr>
<th>CONCEPTS / CONTENT</th>
<th>LEARNING TARGETS / SKILLS</th>
<th>STANDARDS</th>
<th>KEY TERMINOLOGY</th>
</tr>
</thead>
</table>
| Dynamics | Singing  
  • Sing songs with contrasting tempos, dynamics, and moods  
  • Perform speech poems getting louder or softer  
| Playing  
  • Perform songs on various pitched and non-pitched instruments with contrasting dynamics and tempos  |
| Tempo | Moving  
  • Move to show louder and softer dynamics by using larger and smaller movements  
  • Move with steady beats that change tempo while listening and singing  |
| Articulation | Listening  
  • Listen to an orchestral work and move to show the changes in tempo and dynamics  |
| n Mood | Creating  
  • Dramatize a song to show dynamics  
  • Create sounds or movement freely with props, instruments, or found sounds  
  • Create a short instrumental piece to accompany familiar rhyme with changing tempo or changing dynamics.  |
| Analyzing |  
  • Describe the differences in mood between two contrasting songs  
  • Compare and contrast songs with differing tempos, dynamics, articulations  
  • Compare and contrast two performances of the same song.  
  • Express thoughts and/or feelings about piece of music  
  • Describe how he/she likes to participate in music  |

*MU.1.C.1.1  
*MU.1.C.2.1  
MU.1.C.3.1  
*MU.1.O.3.1  
*MU.1.F.1.1  
*MU.1.S.1.1  
*MU.1.S.1.2  
*assess  
*assess

Loud/soft  
Getting louder / getting softer  
Fast/Slow  
Getting faster / getting slower  
Short & long sounds  
Variety of moods
<table>
<thead>
<tr>
<th>Module 8 - Tempo</th>
<th>Module 9 - Dynamics</th>
<th>Nine Weeks (Map D)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three Basic Tempos</strong>&lt;br&gt;Experience tempo in music through singing, playing, and listening.</td>
<td><strong>Loud and Soft</strong>&lt;br&gt;Introduce piano and forte through singing.</td>
<td><strong>Benchmark Descriptions</strong>&lt;br&gt;MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.</td>
</tr>
<tr>
<td><strong>Which Tempo is Best?</strong>&lt;br&gt;Understanding the role of tempo through singing, playing, and listening.</td>
<td><strong>Getting Louder, Getting Softer</strong>&lt;br&gt;Recognize the need for dynamic contrast through various activities.</td>
<td>MU.1.C.2.1 Identify the similarities and differences between two performances of a familiar song.</td>
</tr>
<tr>
<td><strong>Getting Faster, Getting Slower</strong>&lt;br&gt;Demonstrate various tempos through singing, playing, and moving.</td>
<td><strong>Dynamics Add Spice</strong>&lt;br&gt;Discover the need for dynamics through listening and playing instruments.</td>
<td>MU.1.C.3.1 Share different thoughts or feelings people have about selected pieces of music.</td>
</tr>
<tr>
<td><strong>Assessment: Lesson 24 (9) Tempo</strong></td>
<td></td>
<td>MU.1.O.3.1 Respond to changes in tempo and/or dynamics within musical examples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MU.1.F.1.1 Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. MU.1.S.1.1 Improvise a four-beat response to a musical question sung or played by someone else.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MU.1.S.1.2 Create short melodic and rhythmic patterns based on teacher-established guidelines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Notes:</strong></td>
</tr>
<tr>
<td>First Nine Weeks</td>
<td>Second Nine Weeks</td>
<td>Third Nine Weeks</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Module 1 - Beat</td>
<td>Module 4 - Voice</td>
<td>Module 7 - Notes and Rests</td>
</tr>
<tr>
<td>Welcome to Music!</td>
<td>Four Different Voices</td>
<td>Sound and Rests</td>
</tr>
<tr>
<td>Explore the basics of beat, establish rules and procedures for music class.</td>
<td>Explore different ways to use the voices and formally introducing the pitches second and mi.</td>
<td>Introduce basic notation through singing, playing, and moving.</td>
</tr>
<tr>
<td>Steady Beat</td>
<td>My Voice is an Instrument</td>
<td>Notes and Rests</td>
</tr>
<tr>
<td>Review the concept of steady beat as it pertains to a variety of music.</td>
<td>Exploring the voice through singing and moving.</td>
<td>Reinforce duration by singing, moving, and playing instruments.</td>
</tr>
<tr>
<td>Strong and Weak Beats</td>
<td>Sing and Breath</td>
<td>Pitches and Rhythms</td>
</tr>
<tr>
<td>Discover strong and weak beats through singing and moving.</td>
<td>Promote students learning to control their breathing for best singing by using their diaphragm/lung muscles.</td>
<td>Reinforce the difference in notes and rests.</td>
</tr>
<tr>
<td>Module 2 - Meter</td>
<td>Module 5 - Lines and Spaces</td>
<td>Module 8 - Tempo</td>
</tr>
<tr>
<td>Motors of 2 and 4</td>
<td>Intro to Lines and Spaces</td>
<td>Three Basic Tempos</td>
</tr>
<tr>
<td>Understand and experience meters of 2 and 4 through multiple activities.</td>
<td>Visualize the relationship between so and mi on a two line staff.</td>
<td>Experience tempo in music through singing, playing, and listening.</td>
</tr>
<tr>
<td>Meter of 3</td>
<td>Were Getting into Treble Clef</td>
<td>Which Tempo is Best?</td>
</tr>
<tr>
<td>Understand and experience music in a meter of 3.</td>
<td>Reinforce the relationship of pitches on the staff, and decipher the treble clef.</td>
<td>Understanding the role of tempo through singing, playing, and listening.</td>
</tr>
<tr>
<td>Changing Meters</td>
<td>Pitches and Intervals</td>
<td>Getting Faster, Getting Slower</td>
</tr>
<tr>
<td>Feel the difference in meters of 2, 3, and 4.</td>
<td>Experience the actual and relative relationship between so, mi, and fa on a two line music staff.</td>
<td>Demonstrate various tempos through singing, playing, and moving.</td>
</tr>
<tr>
<td>Module 3 - Rhythm</td>
<td>Module 6 - Melody</td>
<td>Module 9 - Dynamics</td>
</tr>
<tr>
<td>Practicing Rhythm</td>
<td>Melodic Patterns and Directions</td>
<td>Loude and Soft</td>
</tr>
<tr>
<td>Experience rhythms through moving, singing, and playing instruments along with a steady beat.</td>
<td>Experience melodic patterns and directions through singing, playing, creating, and moving.</td>
<td>Introduce piano and forte through singing.</td>
</tr>
<tr>
<td>Sing, Play, and Move to Rhythm</td>
<td>What is Melody?</td>
<td>Getting Louder, Getting Softer</td>
</tr>
<tr>
<td>Expand students' ability to create and perform rhythmic patterns.</td>
<td>Define and experience melody through listening, singing, and playing.</td>
<td>Recognize the need for dynamic contrast through various activities.</td>
</tr>
<tr>
<td>Austin Otto</td>
<td>What is a Song?</td>
<td>Dynamics Add Spice</td>
</tr>
<tr>
<td>Play ostinatos, and other rhythmic patterns through singing, moving, and playing instruments.</td>
<td>Introduce the basics of song through listening, singing, and composing.</td>
<td>Discover the need for dynamics through listening and playing instruments.</td>
</tr>
</tbody>
</table>

**ELEMENTARY MUSIC CURRICULUM MAP**
Links to Educational Websites

American Orff-Schulwerk Association
http://aosa.org/
Central Florida Orff
http://www.centralfloridaorff.org/
Classics for Kids
http://www.classicsforkids.com/
Dalcroze Society of America
http://www.dalcrozeusa.org/
Dallas Symphony for Kids
http://www.dsokids.com/
Florida Elementary Music Education Association
http://femea.flmusiced.org/
Music is Elementary
http://www.musiciselementary.com/store/
Music K-8
http://musick8.com/
Music Theory
http://www.musictheory.net/lessons
National Association for Music Education
http://www.nafme.org/
New York Philharmonic for Kids
http://www.nyphilkids.org/games/main.phtml?
North Florida Orff
http://www.northfloridaorff.org/
Organization of American Kodaly Educators
http://www.oake.org/
PBS Kids Games
http://pbskids.org/games/music/

Teaching with Orff
http://teachingwithorff.com/
Watch-Know-Learn
West Music
http://www.westmusic.com/

Suggested Resources

CPALMS Access Points (for students with cognitive disabilities)

http://www.cpalms.org/Public/search/AccessPoint#0

Gameplan - Jeff Kriske and Randy DeLelles
Mallet Madness - Artie Almeida
Music Play – Denise Gagne
Silver Burdett - Making Music
Music for Children – Carl Orff
In the Modes – Chris Judith-Lauder
Canya Conga - Chris Judah-Lauder
Hand Drums on the Move - Chris Judah-Lauder
Hot Jams for Recorder – Jim Solomon
Monkey Business – Jim Solomon
Recorder Karate - Teresa and Paul Jennings
Music Moves Me – Wesley Ball
### ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>+ Demonstrates Skills and Concepts Consistently (3.0 PROFICIENT AND/OR ADVANCED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>√ Learning/Developing Skills and Concepts (2.0 BASIC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students’ work lacks an essential understanding of the underlying music concepts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ø Area of Concern (1.0 EMERGING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students’ response is incomplete and exhibits many flaws. Although the students’ response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.</td>
</tr>
</tbody>
</table>
**Course Number:** 5013070  
**Course Path:** TBA

**Course Title:** Music - Grade One  
**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** Music - Grade One  
**Course Length:** Year  
**Course Status:** DRAFT – State Board approval pending

**Course Description:** First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.

**General Note:** All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

**CRITICAL THINKING and REFLECTION:** Critical and creative thinking, self-expression, and communication with others are central to the arts.

<table>
<thead>
<tr>
<th>Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU.1.C.1.1</td>
</tr>
<tr>
<td>MU.1.C.1.2</td>
</tr>
<tr>
<td>MU.1.C.1.3</td>
</tr>
<tr>
<td>MU.1.C.1.4</td>
</tr>
</tbody>
</table>

**Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.**

| MU.1.C.2.1 | Identify the similarities and differences between two performances of a familiar song. |

**The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.**

| MU.1.C.3.1 | Share different thoughts or feelings people have about selected pieces of music. |

**SKILLS, TECHNIQUES, and PROCESSES:** Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

**The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.**

| MU.1.S.1.1 | Improvise a four-beat response to a musical question sung or played by someone else. |
| MU.1.S.1.2 | Create short melodic and rhythmic patterns based on teacher-established guidelines. |

**Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.**

| MU.1.S.2.1 | Sing or play songs, which may include changes in verses or repeats, from memory. |
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

**MU.1.S.3.1** Sing simple songs in a group, using head voice and maintaining pitch.

**MU.1.S.3.2** Play three- to five-note melodies and/or accompaniments on classroom instruments.

**MU.1.S.3.3** Sing simple la-sol-mi patterns at sight.

**MU.1.S.3.4** Match simple aural rhythm patterns in duple meter with written patterns.

**MU.1.S.3.5** Show visual representation of simple melodic patterns performed by the teacher or a peer.

**ORGANIZATIONAL STRUCTURE:** Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

**MU.1.O.1.1** Respond to contrasts in music as a foundation for understanding structure.

**MU.1.O.1.2** Identify patterns of a simple, four-measure song or speech piece.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

**MU.1.O.3.1** Respond to changes in tempo and/or dynamics within musical examples.

**HISTORICAL and GLOBAL CONNECTIONS:** Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

**MU.1.H.1.1** Perform simple songs, dances, and musical games from a variety of cultures.

**MU.1.H.1.2** Explain the work of a composer.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

**MU.1.H.2.1** Identify and perform folk music used to remember and honor America and its cultural heritage.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

**MU.1.H.3.1** Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.

**INNOVATION, TECHNOLOGY, and the FUTURE:** Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

**MU.1.F.1.1** Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

Careers in and related to the arts significantly and positively impact local and global economies.

**MU.1.F.2.1** Describe how he or she likes to participate in music.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**MU.1.F.3.1** Demonstrate appropriate manners and teamwork necessary for success in a music classroom.
ELEMENTARY MUSIC CURRICULUM MAP
1st Grade

Florida Standard Benchmarks

LAFS.1.RL.2 Craft and Structure
LAFS.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DA.1.S.3.4 Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.
DA.1.O.3.1 Create movement phrases to express a feeling, idea, or story.
TH.1.S.1.3 Explain personal preferences related to a performance.
LAFS.1.SL.1 Comprehension and Collaboration
LAFS.1.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.
LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.
MAFS.1.OA.1 Represent and solve problems involving addition and subtraction.
MAFS.K12.MP Mathematical Practices
MAFS.K12.MP.5 Use appropriate tools strategically.
MAFS.K12.MP.6 Attend to precision.
MAFS.K12.MP.7 Look for and make use of structure.
HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.
PE.1.C.2.1 Identify the critical elements of locomotor skills.
PE.1.C.2.2 Identify safety rules and procedures for teacher-selected physical activities.