

Grade 1 Music

Diary map is based on the 2011-2012 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - Sept.	<p><b>Dynamics</b> How can I creatively move to the music I'm hearing?</p> <p><b>Rhythm</b> Why is a steady beat important to music?  How can I show that music has no beat?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p> <p><b>Tempo</b> How can I tell the</p>	<p><b>Dynamics</b> -Loud and soft</p> <p><b>Rhythm</b> -Steady beat and no steady beat</p> <p><b>Music History and Culture</b> -Count Basie -Johann Pachelbel -Integration</p> <p><b>Tempo</b> -Fast and slow</p>	<p><b>Dynamics</b> -Show the difference between loud and soft by making statues, singing songs and moving around the room -Learn the terminology, forte and piano, for soft and loud</p> <p><b>Rhythm</b> -Show a steady beat while playing instruments, using body percussion, and playing games -Show no steady beat using scarves -March around the room -Perform body movement</p> <p><b>Music History and Culture</b> -Gain knowledge on the home life and style of composers -Move to show style of music -Use scarves to interpret style -Perform musical activities relating to holidays and thematic units</p> <p><b>Tempo</b> -Show the difference</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Drums -Lummi Sticks -Egg Shakers</p>	<p>-Wikipedia -YouTube -Smart Board</p>

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	<p>difference between slow and fast?</p> <p><b>Duration</b> How can I tell long sounds from short sounds?</p>	<p><b>Duration</b> -Long and short sounds</p>	<p>between fast and slow using movement and pointing to pictures</p> <p><b>Duration</b> -Echo-sing long and short sounds -Move to long and short sounds</p>			
Oct.	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p>	<p><b>Rhythm</b> -Steady beat and no steady beat</p> <p><b>Music History and Culture</b> -Georges Bizet -Integration</p>	<p><b>Rhythm</b> -Show a steady beat while playing instruments, using body percussion, and playing games -Show no steady beat using scarves -March around the room -Perform body movement</p> <p><b>Music History and Culture</b> -Gain knowledge on the home life and style of a composer -March and spin to interpret style -Use scarves to interpret style -Listen to musical examples -Perform musical activities relating to holidays and thematic units</p>	<p>-Teacher Observation -Pupil Performance</p>	<p>-McGraw-Hill Share <i>the Music</i> -<i>Music K-8</i> magazine -Classroom instruments</p>	<p>-Wikipedia -YouTube -Smart Board</p>

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	<p><b>Tempo</b> How can I tell the difference between slow and fast?</p> <p><b>Melody</b> How do different pitches affect a song?</p>	<p><b>Tempo</b> -Fast and slow -Accelerando and Rallentando</p> <p><b>Melody</b> -High pitches and low pitches</p>	<p><b>Tempo</b> -Show the difference between fast and slow using movement and pointing to pictures -Listen to a story demonstrating getting faster (accelerando) and slowing down (rallentando)</p> <p><b>Melody</b> -Listen to animal sounds showing the difference between high and low sounds -Play high and low sounds on barred instruments</p>			
Nov.	<p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Tone Color</b> How can you vary your vocal and instrumental timbre?</p>	<p><b>Rhythm</b> -Steady beat and no steady beat</p> <p><b>Tone Color</b> -Singing -Whispering -Talking -Shouting</p>	<p><b>Rhythm</b> -Show a steady beat while playing instruments, using body percussion, and playing games -Perform body movement</p> <p><b>Tone Color</b> -Show the difference between singing, speaking, shouting and whispering voices using games, poems and songs -Echo using different voices</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill Share <i>the Music</i></p> <p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<p><b>Melody</b> How do different pitches affect a song?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p>	<p><b>Melody</b> -High pitches and low pitches</p> <p><b>Music History and Culture</b> -Scott Joplin -Integration</p>	<p>-Identify what voice is being used -Determine if voices are being used -Play instruments to show the difference in tone color</p> <p><b>Melody</b> -Identify the difference between high and low pitches -Identify the sounds of a tuba and piccolo -Play high and low sounds on barred instruments</p> <p><b>Music History and Culture</b> -Gain knowledge on the home life and style of composers -Move to show style of music -Use drums, rhythm sticks and shakers to show style and steady beat -Listen to musical examples -Perform musical activities relating to holidays and thematic units</p>			
Dec.	<p><b>Rhythm</b> Why is a steady beat</p>	<p><b>Rhythm</b> -Steady beat and no</p>	<p><b>Rhythm</b> -Show a steady beat</p>	-Teacher Observation	-McGraw-Hill Share <i>the Music</i>	-Wikipedia -YouTube

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	<p>important to music?</p> <p><b>Tone Color</b> How can you vary your instrumental timbre?</p> <p><b>Music History and Culture</b> How do composers vary in style?</p>	<p>steady beat</p> <p><b>Tone Color</b> -Instrumental timbre</p> <p><b>Music History and Culture</b> -Edvard Greig -Integration</p>	<p>while playing instruments, using body percussion and playing games -Perform body movement</p> <p><b>Tone Color</b> -Echo using different voices -Determine if voices are being used -Play instruments to show the difference in tone color</p> <p><b>Music History and Culture</b> -Gain knowledge on the home life and style of composers -Move to show style of music -Demonstrate different tempo by playing a ball passing game -Listen to musical examples -Perform musical activities relating to holidays and thematic units -March and spin to interpret style</p>	<p>-Pupil Performance</p>	<p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p>	<p>-Smart Board</p>
Jan.	<p><b>Music History and Culture</b> How do composers vary</p>	<p><b>Music History and Culture</b> -Percy Grainger</p>	<p><b>Music History and Culture</b> -Gain knowledge on the</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p>	<p>-Wikipedia -YouTube -Smart Board</p>

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	<p>in style?</p> <p><b>Rhythm</b> Why is a steady beat important to music?</p> <p><b>Tone Color</b> How can you vary your instrumental timbre?</p> <p><b>Melody</b> How do different pitches affect a song?</p>	<p>-Integration</p> <p><b>Rhythm</b> -Steady beat and no steady beat</p> <p><b>Tone Color</b> -Instrumental timbre</p> <p><b>Melody</b> -High pitches and low pitches</p>	<p>home life and style of composers -Dance to show style of music -Listen to musical examples -Perform musical activities relating to holidays and thematic units</p> <p><b>Rhythm</b> -Show a steady beat while playing instruments</p> <p><b>Tone Color</b> -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and scrapers</p> <p><b>Melody</b> -Identify the difference between high and low pitches -Identify the sounds of a tuba and piccolo -Play high and low sounds on barred instruments</p>		<p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Classroom Connection: 100th Day Songs</p>	
Feb.	<p><b>Music History and Culture</b> How do composers vary</p>	<p><b>Music History and Culture</b> -Giochino Rossini</p>	<p><b>Music History and Culture</b> -Gain knowledge on the</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill Share <i>the Music</i></p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<p>in style?</p> <p><b>Tone Color</b> How can you vary your instrumental timbre?</p> <p><b>Rhythm</b> Why is a steady beat important to music?</p>	<p>-Integration</p> <p><b>Tone Color</b> -Instrumental timbre</p> <p><b>Rhythm</b> -Steady beat and no steady beat</p>	<p>home life and style of composers</p> <p>-Watch pictures to help set the scene for musical examples</p> <p>-Listen to musical examples</p> <p>-Use scarves to interpret style</p> <p>-Perform musical activities relating to holidays and thematic units</p> <p><b>Tone Color</b> -Play instruments to show the difference in tone color</p> <p>-Show the difference in sound between drums, woods, shakers and scrapers</p> <p>-Explore the different timbres of many different instruments</p> <p>-Explore the different ways to play instruments</p> <p><b>Rhythm</b> -Show a steady beat while playing instruments</p> <p>-Echo patterns on instruments</p>		<p>-<i>Music K-8</i> magazine</p> <p>-Classroom instruments</p> <p>-Various CD's</p> <p>-Mallet Madness</p>	
March	<p><b>Tone Color</b> How can you vary your instrumental timbre?</p>	<p><b>Tone Color</b> -Instrumental timbre</p>	<p><b>Tone Color</b> -Play instruments to show the difference in</p>	<p>-Teacher Observation</p> <p>-Pupil Performance</p>	<p>-McGraw-Hill <i>Share the Music</i></p>	<p>-Wikipedia</p> <p>-YouTube</p> <p>-Smart Board</p>

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	<b>GRANDPARENT DAY REHEARSALS</b>	<b>GRANDPARENT DAY REHEARSALS</b>	tone color -Show the difference in sound between drums, woods, shakers and scrapers -Explore the different timbres of many different instruments -Explore the different ways to play instruments		- <i>Music K-8</i> magazine -Classroom instruments -Various CD's -Mallet Madness	
April	<b>GRANDPARENT DAY REHEARSALS</b>  <b>Tone Color</b> How can you vary your instrumental timbre?	<b>GRANDPARENT DAY REHEARSALS</b>  <b>Tone Color</b> -Instrumental timbre	<b>GRANDPARENT DAY REHEARSALS</b>  <b>Tone Color</b> -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and scrapers -Explore the different timbres of many different instruments -Explore the different ways to play instruments	-Teacher Observation  -Individual and group performance	- <i>Music K-8</i> magazine -Various CD's -Classroom instruments -Mallet Madness  -Classroom Connection: Mother's Day Songs	-SmartBoard -YouTube
May	<b>Tone Color</b> How can you vary your instrumental timbre?	<b>Tone Color</b> -Instrumental timbre	<b>Tone Color</b> -Play instruments to show the difference in tone color -Show the difference in sound between drums, woods, shakers and	-Teacher Observation  -Individual performance	-McGraw-Hill Share <i>the Music</i>  - <i>Music K-8</i> magazine -Classroom instruments	-Wikipedia -YouTube -SmartBoard



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	<p><b>Rhythm</b> Why is a steady beat important to music?</p>	<p><b>Rhythm</b> -Steady Beat -Notation</p>	<p>scrapers -Explore the different timbres of many different instruments -Explore the different ways to play instruments</p> <p><b>Rhythm</b> -Show a steady beat while playing a game -Show the difference between 1 sound, 2 sounds and no sound to a beat using rhythmic -Echo speak a poem in rhythm</p>		<p>-Various CD's  -Mallet Madness  -Classroom Connection: Mother's Day Songs</p>	