

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

SINGING AND PERFORMING ALONE AND WITH OTHERS

STANDARD 1: SINGING AND PERFORMING ALONE AND WITH OTHERS

Learners will demonstrate singing, instrument playing, and movement skills alone and with others.

FIRST GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.1 Learners sing and move to a variety of music.</p> <p>Learners will:</p> <p>1.1.1 sing and memorize simple songs with good pronunciation; (Essential)</p> <p>1.1.2 move to music using locomotor and non-locomotor movement; (Essential)</p> <p>1.1.3 use patterned or sequenced movement in simple singing games and action songs. (Essential)</p>	<p>1.1.1 Observe student participation during music class.</p> <p>1.1.2 Student will demonstrate developmentally appropriate locomotor (walk, jog, hop, skip, etc.) and non-locomotor movements (pat, stamp, clap, snap, sway, twist, shake, wiggle, etc.)</p> <p>1.1.3 Students will demonstrate appropriate movement(s) that accompany singing games and actions songs.</p>	<p>Look for appropriate songs in the Kindergarten book of “Share The Music - MacMillian”, “Music and You”, and other textbooks.</p> <p>Use songs from the folk song repertoire such as A-Ticket-A-Ticket, Hot Cross Buns, Blue Bird, etc.)</p> <p>Refer to the movement glossary in the TE of STM and movement skills in the STM classified index.</p> <p>Confer with the PE teacher regarding age appropriate movement skills and activities.</p> <p>Brush Your Teeth, This Old Man, She’ll Be Coming Around The Mountain, Hokey Pokey, Bunny Hop, etc.</p>
<p>1.2 Learners use good posture and vocal sound when singing.</p> <p>Learners will:</p> <p>1.2.1 demonstrate the difference between a speaking voice and a singing voice; (Essential)</p>	<p>1.2.1 Ask student to recite the text of a song as prose or poetry and then to incorporate the text with the song</p>	<p>Use recordings of songs that have children singing so that students can hear good singing being modeled.</p> <p>Use nursery rhymes for speaking and singing; Mother Goose, Humpty Dumpty, Jack Be Nimble, Muffin Man, Little Boy</p>

<p>1.2.2 sing with a relaxed voice quality, not forces or shouted; (Essential)</p>	<p>melody.</p> <p>1.2.2 Observe and evaluate the class as a whole, as well as individually, for vocal tone quality.</p>	<p>Blue, Hickory Dickory Dock, etc.</p> <p>Teacher can model examples of forced singing and relaxed singing; let students identify vocal quality being used.</p>
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SINGING AND PERFORMING ALONE AND WITH OTHERS

First Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.2.3 sing with good posture; (Essential)</p> <p>1.2.4 match pitch in the appropriate vocal range; (Essential)</p> <p>1.2.5 do vocal warm-ups (Expected)</p>	<p>1.2.3 Observe that the student has a straight back and that the head is not bent down.</p> <p>1.2.4 The student will listen and correctly match pitch while singing songs.</p>	<p>Have the students echo sing three to five note patterns in small melodic skips and stepwise scale patterns. Use segments of songs being studied.</p> <p>Use pitch warm-up activities such as exploring vocal range, imitating sirens,</p>
<p>1.3 Learners use variation in voice inflection when reciting chants, poems, and rhymes.</p> <p>Learners will:</p> <p>1.3.1 speak in a high voice, regular voice or a low voice; (Essential)</p> <p>1.3.2 speak in a loud, soft, shouting, and whispering voice; (Essential)</p> <p>1.3.3 demonstrate speech at a fast, medium or slow speed. (Expected)</p>	<p>1.3.1 As part of a story dramatization, have the student speak in a high or low voice to bring life to a character.</p> <p>1.3.2 As part of a story dramatization, have the student speak in a loud or soft voice as appropriate to the story plot.</p> <p>1.3.3 Student can recite chants or sing songs at various tempos.</p>	<p>Use children’s literature that has a variety of characters that the student(s) can dramatize using their voices and different inflections.</p> <p>Refer to Dramatizations/Pantomimes in the classified index of the First Grade TE of STM.</p> <p>Create voices for various puppets.</p> <p>Using a nursery rhyme, let the children decide how to recite each line using high/low, fast/slow, loud/soft as the criteria.</p>

		Use Speech pieces such as Bakery Shop, Cobbler Cobbler, Five Fat Turkeys, Loose Tooth, Two-Four-Six-Eight etc. Chants from “Wee Sing” series.
1.4 Learners develop a steady beat. Learners will: 1.4.1 use locomotor and non-locomotor movement to show a steady beat in songs, chants, and rhymes; (Essential)	1.4.1 Have the student find, or set, the beat in a piece of music or chant and have them demonstrate that beat using their body.	Use marches that emphasize a strong beat, such as the music of John Phillip Sousa. Use speech pieces that have a strong beat.

SINGING AND PERFORMING ALONE AND WITH OTHERS

First Grade Music

1.4.2 develop an awareness that beats can be fast or slow, and can get faster or slower. (Essential)	1.4.2 Have the student identify when a piece of music gets faster or slower.	Use songs and games that speed up and slow down such as Ring Around the Rosy, Motor Boat, Motor Boat, etc. Use stories that contrast fast and slow such as The Tortoise and the Hare, The Little Engine That Could, etc. Use Hungarian Dance #5 - Brahms to demonstrate tempo changes and getting faster and slower.
1.5 Learners participate in appropriate performance opportunities. Learners will: 1.5.1 participate and or perform in appropriate programs and performances; (Essential)	1.5.1 Observe students in appropriate performance situations.	Provide performance opportunities that involve students singing, playing instruments, and moving as a whole group and as soloists. Performance opportunities can be students performing for each other, another class, another grade level, or formal

1.5.2 develop confidence to perform as a soloist or in a small group. (Expected)		presentations for the PTA, etc.
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

CREATING WITH MUSIC

STANDARD 2: CREATING WITH MUSIC

Learners will create with music and through music

FIRST GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Learners compose, arrange, or improvise through music activities.</p> <p>Learners will:</p> <p>2.1.1 create lyrics, sound effects, and movements for chants, poems, rhymes, and music. (Essential)</p>	<p>2.1.1 Observe student(s) creating original words/text, music, movement (locomotor and non-locomotor) to accompany activities and learning situations.</p>	<p>Model examples by creating songs and text for use in daily class routines.</p> <p>Refer to the movement glossary in the First Grade TE of STM and movement skills in the STM classified index.</p> <p>Elicit ideas for new verses to songs the students know or make up new chants using rhyming words.</p>

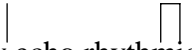


**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

READING AND RESPONDING TO MUSIC

STANDARD 3: READING AND RESPONDING TO MUSIC

Learners will respond visually and aurally to music




FIRST GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Learners respond to simple melodic and rhythmic patterns.</p> <p>Learners will:</p> <p>3.1.1 recognize musical sounds as high or low; (Essential)</p> <p>3.1.2 recognize or indicate melodic direction of simple familiar songs; (Essential)</p> <p>3.1.3 echo/imitate short, simple rhythmic patterns; (Essential)</p> <p>3.1.4 echo/imitate short, simple melodic patterns. (Essential)</p>	<p>3.1.1 Have student verbally indicate if a pitch or sound is high or low.</p> <p>3.1.2 Have student indicate melodic direction using their arm or by drawing a line on a piece of paper.</p> <p>3.1.3 Student will correctly echo rhythmic patterns involving ta () and ti-ti () and one beat rests (Z).</p> <p>3.1.4 Student will correctly echo back short three and four note patterns</p>	<p>Use songs that have clear melodic directions such as: Oh My No More Pie, Twinkle Twinkle, Three Blind Mice.</p> <p>Use melodic direction activities as listed in the STM music classified index under Pitch.</p> <p>Use or make-up pitch and rhythm matching games where students have to correctly echo back patterns in order to gain points, etc.</p> <p>Use pictorial representations of rhythm such as  or  </p>
<p>3.2 Learners identify and respond to volume, tempo, and duration contrasts.</p> <p>Learners will:</p> <p>3.2.1 describe tempo as very fast, fast, very slow, slow; (Essential)</p>	<p>3.2.1 Student will verbally describe the tempo of a piece as very fast, fast or very solo, slow or by moving in the</p>	<p>Use a metronome to demonstrate fast and slow tempo concepts.</p> <p>Play lots of music for reflective listening activities that focus on tempo and dynamics (volume.)</p> <p>Refer to Tempo, Duration/Rhythm, and Dynamics in the classified index of the</p>

<p>3.2.2 describe music as very loud, loud, very soft, soft; (Essential)</p>	<p>correct tempo to a piece of music.</p> <p>3.2.2 Student will verbally describe the volume of a piece of music as very loud, loud or very soft, soft or by moving to show volume levels.</p>	<p>First Grade TE of STM.</p>
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READING AND RESPONDING TO MUSIC

First Grade Music

<p>3.2.3 describe rhythm as short and long notes; (Essential)</p> <p>3.2.4 notate simple rhythm patterns. (Expected)</p>	<p>3.2.3 Given a particular rhythm pattern, the student will visually show the rhythm using long and short lines and/or aurally using long and short sounds on a neutral syllable.</p> <p>3.2.4 Student will correctly write 2 four beat rhythm patterns</p>	<p>Translate word patterns or names into rhythm patterns, i.e.; carrots peas =  </p> <p>strawberry shortcake =  </p> <p>Kay Martin =  </p> <p>Translate short and long sounds of rhythm patterns into movement (e.g. big step and small steps, tip toes and large strides, hand movements, etc.)</p>
<p>3.3 Learners follow and read words in a song.</p> <p>Learners will:</p> <p>3.3.1 follow action in songs through pictures, hand gestures, and games and by recognizing repeated letter and word patterns; (Essential)</p> <p>3.3.2 incorporate musical activities or sounds with stories. (Essential)</p>	<p>3.3.1 Student accurately performs the actions associated with a song; student can describe the general theme or idea of a song text; student can talk about how the text of a song is depicted in a picture associated with a song.</p>	<p>Use actions songs listed in the classified index of the First Grade TE of STM.</p> <p>Have students draw pictures that depict the action in a song text.</p> <p>Have readers find repeated word and letter patterns.</p>

<p>3.4 Learners identify and respond to music form.</p> <p>Learners will:</p> <p>3.4.1 recognize repeated musical phrases in songs. (Essential)</p>	<p>3.4.1 Student(s) will identify repeated phrases in simple songs like Twinkle Twinkle or Itsy Bitsy Spider, Old MacDonald, etc.</p>	<p>Refer to Form in the classified index of the First Grade TE of STM.</p> <p>Discuss refrain and verse (same-different), call and response (same-same), as well as cumulative (verse added to previous verse as in “There’s a Hole in the Bucket”) song forms.</p>

READING AND RESPONDING TO MUSIC

First Grade Music

<p>3.4.2 use visual and movement activities to show whether sections of a song are the same or different (Essential)</p>	<p>3.4.2 As part of a listening activity, students will use a hand movement, or other signals, to indicate like phrases in a piece of music.</p>	<p>The music for the Chicken Dance and La Raspa have clearly delineated sections that students can easily identify.</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

LISTENING, ANALYZING, AND DESCRIBING MUSIC

STANDARD 4: LISTENING, ANALYZING, AND DESCRIBING MUSIC

Learners will listen to, analyze, and describe music.

FIRST GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
4.1 Learners discuss characteristics in a		Play a wide variety of recorded music as

<p>variety of music.</p> <p>Learners will:</p> <p>4.1.1 listen to a variety of music (Essential)</p> <p>4.1.2 discuss musical performances heard (Essential)</p> <p>4.1.3 discuss the mood of a musical selection such as happy, scary, sad, gloomy, exciting. (Expected)</p>	<p>4.1.1 Student will be asked to pick a favorite song or piece of music and tell why they like it while referring back to the piece of music</p> <p>4.1.2 Student will discuss and or highlight at least two aspects of a musical performance such as large or small ensemble group, number of soloists, types of instruments played, or descriptions of music performed (see 4.1.1 above)</p> <p>4.1.3 Student will describe mood or emotions represented in a piece of music.</p>	<p>part of the student’s music lessons, as background music for reflective and non-reflective listening.</p> <p>Play music from many time periods and as well as contemporary styles.</p> <p>Refer to listening lessons and recordings that are part of the First Grade level STM series.</p>
<p>4.2 Learners identify and discuss different types of instruments.</p> <p>Learners will:</p> <p>4.2.1 develop the use of body percussion as part of keeping a steady beat and music-making; (Essential)</p> <p>4.2.2 recognize the singing voice of an adult male, adult female, and a child; (Expected)</p>	<p>4.2.1 Student will keep a steady beat with hands, fingers, and when possible, feet.</p> <p>4.2.2 Student will differentiate between an adult voice and a child’s voice.</p>	<p>Have rhythm band instruments available for students to explore and use in musical activities.</p> <p>Refer to lessons on tone and instruments in the classified index of the First Grade TE of the STM series.</p>

LISTENING, ANALYZING, AND DESCRIBING MUSIC

First Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
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<p>4.2.3 identify, by sight, metal instruments; (Essential)</p> <p>4.2.4 identify, by sight, wood instruments; (Essential)</p> <p>4.2.5 identify various types of drums; (Extended)</p> <p>4.2.6 identify various shaker type instruments.</p>	<p>4.2.3 Student will correctly label a triangle, finger cymbals, cymbals, and jingle bells.</p> <p>4.2.4 Student will correctly label rhythms sticks, wood blocks, claves, sandblocks.</p> <p>4.2.5 Student will correctly identify timpani, hand drums, and various Native American drums (i.e., Taos Drum.)</p> <p>4.2.6 Student will correctly identify maracas, tambourines, and rattles.</p>	
<p>4.3 Learners model appropriate audience behavior.</p> <p>Learners will:</p> <p>4.3.1 be aware of appropriate concert/performance behavior as a listener and as a participant. (Essential)</p>	<p>4.3.1 Observe student exhibiting proper behavior, listening attentively, and actively participating in a performance.</p>	<p>Provide opportunities for students to practice good audience behavior.</p> <p>Review the lesson on concert behavior in the First Grade TE of STM.</p>
<p>4.4 Learners identify form in music.</p> <p>The learner will:</p> <p>4.1.1 use visuals and movement activities to show whether sections of a song are the same or different.</p>	<p>4.4.1 The student will label, with letters or geometric forms, sections of a song that are similar</p>	<p>Refer to Form in the classified index of the First Grade TE of STM.</p> <p>Discuss refrain and verse (same-different), call and response (same-same), as well as cumulative (verse added to previous verse as in “There’s a Hole in the Bucket”) song forms.</p>

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

STANDARD 5: UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Learners will make connections to other content areas through musical activities

FIRST GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Learners demonstrate proper care for musical equipment</p> <p>Learners will: 5.1.1 use proper care with music equipment. (Essential)</p>	<p>5.1.1 Student will demonstrate appropriate care with musical equipment.</p>	
<p>5.2 Learners develop an awareness of other cultures.</p> <p>Learners will: 5.2.1 Listen to and sing songs from various cultures and in other languages with an emphasis on the music of New Mexico (Essential)</p> <p>5.2.2 Listen to and sing songs in a variety of styles (patriotic, lullabies, folk songs, etc.); (Essential)</p>	<p>5.2.1 Observe student singing and listening to songs in other languages and appropriate songs from the cultures in New Mexico (Spanish, Native American, African American.) Discuss similarities and differences to other music they've studied.</p> <p>5.2.2 Student can tell about the subject matter, origin, and/or purpose of song being studied.</p>	<p>Introduce simple songs in other languages such as Frère Jacques, Mi Cuerpo, Kuma San, etc.</p> <p>Refer to the Folk Song, Non-English Languages, and Holiday-Seasonal-Patriotic sections of the classified index of First Grade TE of STM.</p> <p>Patriotic songs to sing would include Yankee Doodle, America; Patriotic songs to listen to would include Star Spangled Banner, America the Beautiful, Stars and Stripes, You're A Grand Old Flag, This Land is Your Land.</p>
<p>5.3 Learners develop an awareness that music is part of daily life.</p> <p>Learners will: 5.3.1 identify where music is found in daily life. (Essential)</p>	<p>5.3.1 Student will identify and at least three places that music is found and used in daily life.</p>	<p>Discuss different music making opportunities found in their lives and in the community. (School, church, home, store, entertainment, movies, TV, etc.)</p>

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

First Grade

<p>5.4 Learners develop an awareness of the connections between music and other content areas.</p> <p>The learner will:</p> <p>5.4.1 incorporate musical concepts with children’s literature</p>	<p>5.4.1 Observe student using poetry and stories as basis for a musical activity or as song text.</p>	<p>Refer to Curriculum Integration in the classified index of the First Grade TE of STM.</p> <p>Use stories such as The Tortoise and the Hare and The Gingerbread Man.</p>
<p>5.5 Learners develop an awareness of the vocational and avocational possibilities in music.</p> <p>Learners will;</p> <p>5.5.1 find examples of people making and using music in grade level literature. (Essential)</p> <p>5.5.2 find examples of people making music in the community</p>	<p>5.5.1 The student will find at least one example of music making in grade level literature</p> <p>5.5.2 The student can cite at least one example of people making music in the community.</p>	<p>Discuss different music making opportunities found in their lives and in the community. (School, church, entertainment, movies, TV, etc.)</p> <p>Refer to the Careers section of the classified index in the First Grade TE of STM.</p>