

**Effective Date:** 2011-2012

## **Hamburg Area School District**

**Name of Course:** 1<sup>st</sup> Grade  
**Department:** General Music

**Grade Level:** 1

**Instructional Time:**

**Length of Course:** All Year

**Period Per Cycle:** 1

**Length of Period:** 45 minutes

**Texts and Resources:**

Spotlight on Music: Macmillan/McGraw-Hill

Teacher-generated materials

CDs

DVDs

**Assessments:**

Observation

Group singing

Individual singing

Group instrument playing

Individual instrument playing

Question and Answer

**Hamburg Area School District  
Course Plan  
Music**

**Course Name: Grade 1  
Unit: Steady Beat**

**Time Line: Ongoing**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Feeling the Beat  Instrument Playing  Movement  Tempo	Imitate and label steady beat  Identify and demonstrate steady beat and no steady beat through movement and instrument playing  Identify and label tempos as fast and slow	1.2.A, 1.2.F 1.6.C, 1.6.E

**Hamburg Area School District  
Course Plan  
Music**

**Course Name: Grade 1  
Unit: Rhythm**

**Time Line: Ongoing**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Long vs. Short Sounds  Instrument Playing  Moving with the rhythm	Aurally identify long and short sounds  Perform basic 1 and 2 sound rhythms using rhythm syllables  Perform movements that coordinate with one and two sounds to a beat	1.2.A, 1.2.B, 1.2.D, 1.2.E, 1.2.F 1.3.A 1.6.E

**Hamburg Area School District  
Course Plan  
Music**

**Course Name: 1<sup>st</sup> Grade  
Unit: Pitch**

**Time Line: Ongoing**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
High/Low Pitch  Movement  Pitch Production	Sing with accurate pitch  Perform movements that coordinate with high and low pitches  Use proper vocal muscles to produce head voice  Use correct vocal directions when responding to an example or visual	1.1.A, 1.1.E 1.5.B 1.6.E

**Hamburg Area School District  
Course Plan  
Music**

**Course Name: 1<sup>st</sup> Grade  
Unit: Tone Color**

**Time Line: Ongoing**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Vocal vs. Instrumental Tone Color  Loud vs. Soft Sounds  Instrument Playing	Recognize tone colors of classroom rhythm instruments  Explore tone colors of various body percussion sounds  Distinguish between songs and speech pieces  Aurally identify loud and soft sounds  Create loud and soft sounds with voices and instruments	1.6.B, 1.6.C, 1.6.D 1.7.B 1.9.C, 1.9.E

**Hamburg Area School District  
Course Plan  
Music**

**Course Name: 1<sup>st</sup> Grade  
Unit: Expressive Qualities**

**Time Line: Ongoing**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Dynamics  Movement  Tempo	Imitate movements reflecting loud and soft dynamic levels  Imitate movements reflecting different tempos  Describe levels of musical excitement based on tempo	1.6.B, 1.6.C, 1.6.E 1.7.B

**Hamburg Area School District  
Course Plan  
Music**

**Course Name: Grade 1  
Unit: Cultural Context**

**Time Line: Ongoing**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Music from diverse cultures	Sing music from other cultures Listen to music in different languages Aurally recognize different languages in selections Aurally recognize different uses of voices in selections	1.1.C 1.6.D 1.7.B 1.9.B, 1.9.C, 1.9.D, 1.9.E