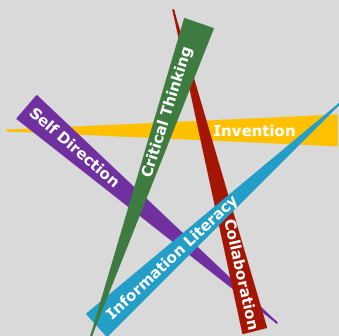


**Curriculum Development Course at a Glance
Planning for 1st Grade Music**

Content Area	Music	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Expressively perform in groups or independently	MU09-GR.1-S.1-GLE.1	
	2. Perform basic rhythmic and melodic patterns	MU09-GR.1-S.1-GLE.2	
2. Creation of Music	1. Demonstrate creation of short, independent musical phrases and sounds alone and with others	MU09-GR.1-S.2-GLE.1	
	2. Identify musical patterns	MU09-GR.1-S.2-GLE.2	
3. Theory of Music	1. Comprehension of gradual changes in dynamics and tempo	MU09-GR.1-S.3-GLE.1	
	2. Aurally identify components of musical form	MU09-GR.1-S.3-GLE.2	
	3. Comprehension of basic vocal and instrumental tone colors	MU09-GR.1-S.3-GLE.3	
	4. Comprehension of basic rhythmic and melodic patterns	MU09-GR.1-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Demonstrate respect for the contributions of self and others in a musical setting	MU09-GR.1-S.4-GLE.1	
	2. Comprehension of basic components of music and musical performance at a beginning level	MU09-GR.1-S.4-GLE.2	
	3. Identify music as an integral part of everyday life	MU09-GR.1-S.4-GLE.3	

Colorado 21st Century Skills



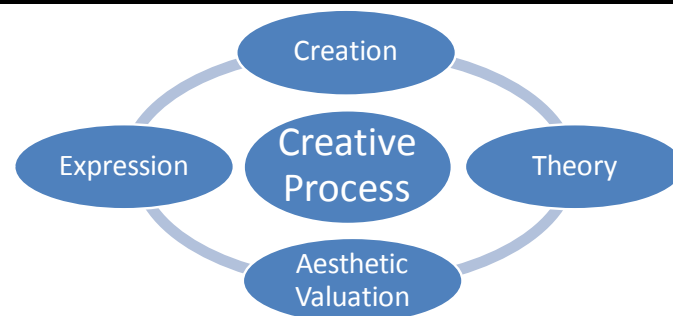
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Shape of Music	Instructor's choice	Instructor's choice
Be a Singing Star	Instructor's choice	Instructor's choice
Music Tells a Story	Instructor's choice	Instructor's choice

**Curriculum Development Overview
Unit Planning for 1st Grade Music**

Unit Title	The Shape of Music		Length of Unit	Instructor Choice
Focusing Lens(es)	Structure and Function Patterns	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.1-S.1-GLE.1, MU09-GR.1-S.1-GLE.2 MU09-GR.1-S.2-GLE.2 MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.2, MU09-GR.1-S.3-GLE.4 MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2, MU09-GR.1-S.4-GLE.3, MU09-GR.1-S.4-GLE.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What makes music interesting to listen to? (MU09-GR.1-S.1-GLE.1,2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.1,2,4) and (MU09-GR.1-S.4-GLE.2,3,4) • Why is it important to learn how to write music? • How are musical phrases similar or different? • What is a pattern? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Composition, Form, Rhythm, Opposites, Expressions, Symbol, Movement			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Music form can influence whether or not an individual likes a particular piece of music. (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE. 2) and (MU09-GR.1-S.3-GLE.2,4) and (MU09-GR.1-S.4 GLE.1,2,3)	What musical characteristics identify the form of the verse/refrain? What characteristics identify AB form?	How does repetition and predictability of patterns in music influence preference?
Patterns function as structure for music. (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.20) and (MU09-GR.1-S.3-GLE.2,4-EO) and (MU09-GR.1-S.4-GLE.1,2,3)	What is the difference between beat and rhythm?	Why are patterns important in music?
Symbols represent the meaning of music so that music can be decoded and shared. (MU09-GR.1-S.1-GLE.2) and(MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4-EO.b, c)	What musical symbols and terms define dynamics and tempo? What symbols represent rhythm? What symbols represent melody?	How can musical compositions be shared with others?

**Curriculum Development Overview
Unit Planning for 1st Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The iconic representation for quarter notes and rests and paired eighth notes. (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4-EO.c) • The difference between verse and refrain (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.1, 2) and (MU09-GR.1-S.3-GLE.2,4) • That musical elements have opposites (MU09-GR.1-S.3-GLE.1,.4) and (MU09-GR.1-S.4-GLE.2,3) • Understand the difference between beat and rhythm (MU09-GR.1-S.1-GLE.1,2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4) 	<ul style="list-style-type: none"> • Perform 4 beat patterns including quarter notes and rests and paired eighth notes (MU09-GR.1-S.1-GLE.1,2) and (MU09-GR.1-S.2-GLE.2) and MU09-GR.1-S.3-GLE.4-EO.c) • Maintain steady beat (MU09-GR.1-S.1-GLE.1) and (MU09-GR.1-S.3-GLE.4-EO.a) • Demonstrate musical opposites (MU09-GR.1-S.3-GLE.1,.4) and (MU09-GR.1-S.4-GLE.2,3) • Aurally identify introduction, phrases, and AB form (MU09-GR.1-S.3-GLE.2) • Discriminate between same and different (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.1,2,4-EO.b, c, d) and (MU09-GR.1-S.4-GLE.2,3) • Create patterns using known rhythms and pitches (MU09-GR.1-S.1-GLE.2) and (MU09-GR.1-S.2-GLE.2) and (MU09-GR.1-S.3-GLE.4-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Beat, rhythm, form, and melody work together to make patterns in music.</i></p>
<p>Academic Vocabulary:</p>	<p>Opposites, pattern, symbol, repeat, same, different</p>
<p>Technical Vocabulary:</p>	<p>Verse/refrain, paired eighth notes (ti-ti), quarter rest, quarter note (ta), AB form, rhythm, beat, solfege (sol and mi), melody</p>

**Curriculum Development Overview
Unit Planning for 1st Grade Music**

Unit Title	Be a Singing Star		Length of Unit	Instructor Choice
Focusing Lens(es)	Exploration	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.1-S.1-GLE.1 MU09-GR.1-S.2-GLE.1 MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.3, MU09-GR.1-S.3-GLE.4 MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2, MU09-GR.1-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What makes a singing voice good? (MU09-GR.1-S.1-GLE.1) and (MU09-GR.1-S.2-GLE.1) and (MU09-GR.1-S.3-GLE.1,3,4) and (MU09-GR.1-S.4-GLE.1,2,3) • What makes voices interesting? • Why and when do you use different voices? • How do different voice qualities contribute to musical experiences? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Technique, Expression, Improvisation, Vocal Tone Color			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Vocal tone colors convey expression (i.e. sing, speak, whisper, shout). (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b) and (MU09-GR.1-S.4-GLE.3-EO.b)	How many voices are illustrated in the song “Peanut Butter” (or insert song here)? Do all voices sound the same? What ways are characters depicted in stories, poems, rhymes?	What makes voices sound different? How does voice tone color convey characters or emotion? Why is it important for different characters to have different vocal tone color?
How a singer produces sound determines vocal tone color. (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3,4)	How does breath control effect voice quality? Can students identify the difference between head voice and chest voice? Can students demonstrate head voice and chest voice?	How do you produce a singing voice? Why do voices sound different?

**Curriculum Development Overview
Unit Planning for 1st Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Ways to produce head voice in singing (MU09-GR.1-S.1-GLE.1-EO.a) • There are multiple vocal tone colors (i.e. speaking, singing, whispering, and shouting). (MU09-GR.1-S.3-GLE.3-EO.b) • Similarities and differences among vocal tone colors (MU09-GR.1-S.3-GLE.3-EO.b) • Know that different characters can have different tone colors (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b) 	<ul style="list-style-type: none"> • Sing with a light, clear sound (head voice) (MU09-GR.1-S.1-GLE.1-EO.a) • Sing a variety of songs using their head voice (MU09-GR.1-S.1-GLE.1, 2) and (MU09-GR.1-S.4-GLE.1) • Demonstrate a variety of vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b) • Compare and contrast vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b) • Watch the conductor to know when to start and stop singing or playing (MU09-GR.1-S.1-GLE.1-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>The voice is an instrument that makes different vocal tone colors.</i>
Academic Vocabulary:	Singing, produce, breath
Technical Vocabulary:	Head voice, chest voice, light voice, instrument, speaking, singing, whispering, shouting

**Curriculum Development Overview
Unit Planning for 1st Grade Music**

Unit Title	Music Tells a Story		Length of Unit	Instructor Choice
Focusing Lens(es)	Play/Exploration	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.1-S.1-GLE.1, MU09-GR.1-S.1-GLE.2 MU09-GR.1-S.2-GLE.1 MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.2, MU09-GR.1-S.3-GLE.3 MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does music tell a story? (MU09-GR.1-S.2-GLE.1) and (MU09-GR.1-S.3-GLE.1,2,3)and(MU09-GR.1-S.4-GLE.2-EO.b) • How does music describe a thought or feeling? • How does music make you feel different? • How does creating something new help you express ideas? • What makes music interesting to listen to? • What specific music elements can change the feelings described? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Tone Color, Phrases, Dynamics, Style, Tempo, Form, Beat, Rhythm, Melody, Improvisation, Movement, Literature			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Performing music elements enables composition and improvisation of feelings and stories. (MU09-GR.1-S.4-GLE.2-EO.b)	What movements would show the difference in characteristics and feelings of the characters in (insert story) (i.e. <u>The Bremen Town Musicians</u>)? How do various tone colors imitate different feelings?	How can a composition, improvisation, movement, speech, singing, and playing instruments communicate a thought or feeling? How are musical phrases and sentences similar or different?
Musical elements translate feelings and stories. (MU09-GR.1-S.4-GLE.2-EO.ab)	What sounds would show the feelings of the main character in (insert story) (i.e. <u>The Old Lady Who Was Not Afraid of Anything</u> ?	How does changing tempo and dynamics change the mood of the music?

**Curriculum Development Overview
Unit Planning for 1st Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • That music tells a story (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.4-GLE.2-EO.b) • Tone colors of voices and instruments are unique (MU09-GR.1-S.3-GLE.3-EO.ab) • Individuals have the ability to make a variety of vocal sounds (MU09-GR.1-S.3-GLE.3-EO.b) • How to behave during a musical performance (MU09-GR.1-S.4-GLE.1-EO.a,b,c) • How an individual contributes to effective music making (MU09-GR.1-S.4-GLE.1-EO.a,b,c) • How the basic elements of music communicate thoughts or emotions (MU09-GR.1-S.4-GLE.2-EO.b) 	<ul style="list-style-type: none"> • Identify and demonstrate singing, speaking, whispering, and shouting voices (MU09-GR.1-S.3-GLE.3-EO-b) • Aurally identify introduction, phrase, AB form, going up/going down, and “s-m-l” or “m-r-d” (MU09-GR.1-S.3-GLE.2,4) • Discriminate between same/different rhythmic and melodic patterns (MU09-GR.1-S.3-GLE.4-EO.d) • Use vocabulary for, and demonstrate with movement, voice, and instruments, getting louder/softer and getting faster/slower (MU09-GR.1-S.3-GLE.1-EO.a,b) • Use developmentally appropriate movements in responding to music (MU09-GR.1-S.4-GLE.3-EO.c) • Display improvisational skills using instruments, voice, and movement. (MU09-GR.1-S.2-GLE.1-EO.a,b) and (MU09-GR.1-S.4-GLE.2-EO.a) • Improvise, create, and perform short phrases using the” l-s-m” or “m-r-d” tone set and/or rhythms (MU09-GR.1-S.2-GLE.1-EO.a,b) • Create instrumental and vocal sounds to accompany poems, rhymes, and stories (MU09-GR.1-S.2-GLE.1-EO.a) • Create movements to music that reflect focused listening, such as changes in dynamics and AB form (MU09-GR.1-S.3-GLE.1-EO.b) and (MU09-GR.1-S.4-GLE.2-EO.a) • Describe how ideas or moods are communicated through music (MU09-GR.1-S.4-GLE.2-EO.b) • Participate appropriately in music activities (including sharing, taking turns, and listening respectfully to the ideas of others) (MU09-GR.1-S.4-GLE.1-EO.a) • Listen to others perform and reflect on their performance (MU09-GR.1-S.4-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Music can tell stories and show feelings of characters.</i>
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Academic Vocabulary:	Beat, opposites, movement, speaking, singing, instruments, same-different, literature, stories, feelings
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Technical Vocabulary:	Quarter Note (ta), Quarter Rest (ta rest), Paired Eighth Notes, (ti-ti) Melody, Sol-Mi-La, Mi-Re-Do, Improvisation, Phrase, Form, Tone Color, fast/slow, loud/soft, 4-beat patterns
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