

Stockton Unified School District
Curriculum Map

General Music

Grade 1

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
	First Six Weeks			
1	I. RHYTHM A. Beat Bonding in a Variety of Ways 1. Beat accompaniment 2. Beat imitation	Pre-assessment of beat-awareness	Teacher Observation "Little Shoemaker" - RM #3 "A Tisket, a Tasket" - STM Grade 1 "Sliding" - RM #1	<u>Language Arts</u> : poetry, following directions
1	II. MELODY A. Speaking and Singing 1. Rhymes and finger plays 2. Recognition signal B. Group and Solo Singing 1. Songs with narrow range 2. Echo-sing III. HARMONY			<u>Language Arts</u> : rhymes, sequencing
2	IV. FORM A. Beginning and Ending 1. Moment of stillness			<u>Language Arts</u> : poetry, organizing information
1	V. EXPRESSIVE QUALITIES A. Unpitched Instruments 1. Triangle, cymbal, tambourine, woodblock, guiro 2. Aural discrimination			<u>Language Arts</u> : following directions, like/unlike sounds
1	VI. ANALYSIS			

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	Second Six Weeks			
1	I. RHYTHM A. Beat Bonding in a Variety of Ways 1. Beat accompaniment 2. Beat imitation B. Locomotor Movement – Walk, Jog 1. Shared space 2. In tempo			<u>Language Arts</u> : following directions, poetry
1	II. MELODY A. High and Low 1. Movement 2. Speaking voices 3. Orff instruments 4. Ascending and descending melodic patterns B. Pitch-Matching 1. Echo-sing	Pre-Assessment of pitch-matching	“Cuckoo” – SR “Hoo, Hoo!” – STM Grade 1	<u>Language Arts</u> : poetry, fluency, shared/choral reading, building vocabulary
1	III. HARMONY A. Beat Accompaniment 1. Mallet technique IV. FORM			<u>Language Arts</u> : following directions
1, 3	V. EXPRESSIVE QUALITIES A. Movement In Levels 1. Body shapes B. Unpitched Instrument Technique 1. Correct technique C. Dramatization of Story 1. Movement and/or instruments	Visual and aural identification of unpitched instrument timbres	Unpitched Orff instruments	<u>Math</u> : spatial relationship <u>Language Arts</u> : following directions, dramatization

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3	<p style="text-align: center;">Second Six Weeks</p> <p>VI. ANALYSIS A. Unpitched Timbres 1. Aural identification of triangle, woodblock, drum, tambourine, guiro, cymbal</p>			<p><u>Language Arts</u>: listening for a purpose <u>Science</u>: sounds</p>
1	<p style="text-align: center;">Third Six Weeks</p> <p>I. RHYTHM A. Beat Bonding in a Variety of Ways 1. Beat, body percussion B. Locomotor Movement – Jump, Hop 1. Poem, song, listening</p>	<p>Performance assessment of beat-competency Performance assessment of vocal pitch-matching</p>	<p>“A-Rovin” - STM Grade 3 “Yankee Doodle” - RM #2 “Little Red Bird” (Appendix)</p>	<p><u>Language Arts</u>: following directions, poetry <u>Math</u>: spatial relationship</p>
1	<p>II. MELODY A. Solfege and Hand Signs for Sol and Mi Pitches 1. Pentatonic songs 2. Solfege and hand signs 3. Pitch Awareness 4. Icons B. Pitch-Matching 1. Solo singing</p>			<p><u>Language Arts</u>: organizing information, shared/choral reading</p>
1	<p>III. HARMONY A. Accompaniment 1. No accompaniment 2. Accompaniment B. Chord Bordun Accompaniment 1. Pentatonic song</p> <p>IV. FORM</p>			<p><u>Language Arts</u>: building vocabulary, following directions, fluency</p>

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1, 3	<p style="text-align: center;">Fourth Six Weeks</p> <p>V. EXPRESSIVE QUALITIES</p> <p>A. Loud and Soft Dynamic Levels</p> <ol style="list-style-type: none"> 1. Poem 2. Movement <p>B. Mirror Movement</p> <ol style="list-style-type: none"> 1. Teacher imitation <p>C. Dramatization of a Folktale</p> <ol style="list-style-type: none"> 1. Movement and instruments 			<p><u>Language Arts</u>: following directions, poetry, dramatization</p> <p><u>Math</u>: spatial relationship</p>
1, 2, 3	<p>VI. ANALYSIS</p> <p>A. Description/Movement Responses to Dynamics</p> <ol style="list-style-type: none"> 1. Differences in dynamics 2. Movement 			<p><u>Language Arts</u>: critical listening</p> <p><u>Science</u>: make observations</p>
1	<p style="text-align: center;">Fifth Six Weeks</p> <p>I. RHYTHM</p> <p>A. Beat Bonding in a Variety of Ways</p> <ol style="list-style-type: none"> 1. Beat accompaniment <p>B. Rhythm of the Words (Poems, Rhymes, Songs)</p> <ol style="list-style-type: none"> 1. Syllabication <p>C. 4-Beat Echo Patterns</p> <ol style="list-style-type: none"> 1. 2/4, 6/8 <p>D. Locomotor Movement – Gallop</p> <ol style="list-style-type: none"> 1. Movement 			<p><u>Language Arts</u>: following directions, syllabication, sequencing, poetry, rhymes</p> <p><u>Math</u>: spatial relationship</p>
1	<p>II. MELODY</p> <p>A. Simple Vocal Question and Answer</p> <ol style="list-style-type: none"> 1. Improvisation <p>B. Pitch-Matching</p> <ol style="list-style-type: none"> 1. Solo singing 			<p><u>Language Arts</u>: questions/answers, making decisions</p>

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	Fifth Six Weeks			
1	III. HARMONY			
2	IV. FORM A. Sections 1. Contrasting sections 2. Movement	Performance of a piece with contrasting sections (AB, ABA)	“Rig a Jig Jig” - STM Grade 1 “Rain, Rain, Go Away” – STM Grade 1 “Rain on the Green Grass” (Appendix)	<u>Language Arts</u> : comparison/contrast <u>Math</u> : sequencing
	V. EXPRESSIVE QUALITIES			<u>Math</u> : visual reasoning <u>Language Arts</u> : compare/contrast
2, 3	VI. ANALYSIS A. Visual Identification of Icons 1. Iconic representation			
	Sixth Six Weeks			
1	I. RHYTHM A. Beat vs. Rhythm 1. Song/poem B. Traditional Notation (Quarter Note and Rest) 1. Echoing 2. Body percussion and unpitched instruments C. Locomotor Movement – Skip, Gallop 1. Movement 2. Directional change	Performance assessment of maintenance of beat accompaniment Performance assessment of locomotor skills – response to verbal cues - hop, jump, gallop, skip	“Jack and Jill” - <i>Tyme for a Rhyme</i> , Randy DeLelles and Jeff Kriske	<u>Language Arts</u> : segmentation, syllabication, poetry <u>Math</u> : classifying, spatial relationship

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1	II. MELODY A. Pitch-Matching 1. Solo singing B. Pentatonic Songs 1. Vocal tone	Performance assessment of pitch-matching	"Little Tommy Tucker" - STM Grade 1	<u>Language Arts</u> : fluency <u>Math</u> : using models
1	III. HARMONY A. Broken Chord Bordun Accompaniment 1. Pentatonic song			<u>Language Arts</u> : following directions
2, 3	IV. FORM V. EXPRESSIVE QUALITIES A. Vocal vs. Instrumental Music 1. Labeling 2. Song/poem			<u>Language Arts</u> : classifying, audience awareness, poetry, critical listening
2, 3	VI. ANALYSIS A. Mood Description 1. Feelings			<u>Language Arts</u> : description, expressing point-of-view

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