

## Music

Music: First Grade						
Product Performance						
GLE 1: Develop and apply singing skills to perform and communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Independent Singing</b>	1. reproduce/echo melodies in limited range [sol-mi, la-sol-mi].  2. use a singing voice with a head tone.	FA 1 2.5		Skill/Concept	The students will respond to the teacher singing sol, la, and mi by echoing.	teacher observation/listening
<b>B</b>						
<b>Expressive Singing</b>	demonstrate fast and slow <b>tempo</b> .	FA 1 2.5		Skill/Concept	The students will demonstrate fast and slow tempo.  •use the story of the tortoise and the hare	teacher observation

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<b>C</b>	<i>The students will:</i>					
<b>Repertoire</b>	1. perform a varied repertoire of songs, including:  a. <b>patriotic</b> b. <b>folk</b> c. seasonal d. <b>spirituals.</b>	FA 1 2.5		Skill/Concept	The students will sing a variety of songs, including patriotic, folk, seasonal, and spiritual songs. • holiday programs, character counts, drug free program, constitution theme, multi-cultural, etc.....	teacher observation/listening
<b>F</b>						
<b>Group Singing</b>	perform in groups using a steady beat following the cues of the <b>conductor.</b>	FA 1 2.5		Skill/Concept	The students will sing with an underlying steady beat set by the conductor. • sit or stand tall, sing together, use singing voice, say words clearly.	teacher observation

## Music

Music: First Grade						
Product Performance						
GLE 2: Develop and apply instrumental music skills to perform and communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Instrumental Performance Skills</b>	1. perform a steady beat. 2. echo simple rhythmic patterns.	FA 1 2.5		Skill/Concept	The students will demonstrate the ability to keep a steady beat and echo simple rhythmic patterns.  a. keep steady beat on hand drums b. bounce balls to steady beat c. echo clap teacher rhythms	teacher observation
<b>B</b>						
<b>Expression and Technical Skills</b>	demonstrate fast and slow tempi.	FA 1 2.5		Skill/Concept	The students will demonstrate fast and slow tempi through movement, playing instruments, and body percussion.  a. listen to appropriate listening selections from district adopted textbooks	teacher observation

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Product Performance						
GLE 2: Develop and apply instrumental music skills to perform and communicate through the arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>C</b>	<i>The students will:</i>					
<b>Repertoire</b>	perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles.	FA 1 2.5		Skill/Concept	The students will sing, move to, or accompany on instruments a varied repertoire of music.  a. use rhythm sticks with multicultural songs	teacher observation
<b>D</b>						
<b>Imitation (play by ear)</b>	echo short rhythmic patterns on rhythm instruments and/or body percussion.	FA 1 2.5		Skill/Concept	The students will echo short rhythmic patterns with unpitched percussion instruments and/or body percussion.  a. students echo patterns on classroom instruments clapped by teacher b. students echo melodic patterns dictated in solfege by the teacher on barred instruments	teacher observation
<b>E</b>						
<b>Group Playing</b>	perform in groups using a steady beat following the cues of the conductor.	FA 1 2.5		Skill/Concept	The students will follow a variety of instructions and directions regarding musical activities and performances.  a. follow the cues of the conductor	teacher observation

## Music

Music: First Grade						
Product Performance						
GLE 3: Develop and apply improvisation skills in music to communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Improvisation	improvise short rhythmic patterns.	FA 1 2.5		Skill/Concept	<p>The students will improvise their own short rhythmic pattern.</p> <p>a. students will play a question/answer clapping game with teacher</p>	teacher observation

## Music

Music: First Grade						
Product Performance						
GLE 4: Develop and apply skills to compose, arrange, and create music to communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Composition and Arrangement</b>	create a single tone or non-pitched accompaniment for songs and stories.	FA 1 2.5		Extending Thinking	<p>The student will create a single tone or non-pitched accompaniment for songs and stories.</p> <p>The students will create a sound carpet to accompany a poem or story.</p>	teacher observation

## Music

Music: First Grade						
Elements and Principles of Music						
GLE 1: Develop and apply the knowledge and skills to read and notate music						
FA 2: knowledge of the principles and elements of different art forms						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Rhythmic Notation</b>	1. read simple rhythm patterns (using iconic or standard notation) consisting of: a. quarter note/rest b. eighth-note pairs.	FA 2 1.6		Skill/Concept	The students will read rhythms consisting of quarter notes, eighth note pairs, and rests.  a. rhythm strips of standard notation  b. "Cobble, cobbler, mend my shoe" with shoe icons	teacher observation
<b>B</b>						
<b>Melodic Notation</b>	identify icons for high and low sounds.	FA 2 1.6		Skill/Concept	The students will identify high/low pitch according to placement of picture icons.  a. "Rain, rain, go away" (umbrella icons)	teacher observation
<b>C</b>						
<b>Symbols of Expression</b>	recognize fast and slow tempi.	FA 2 1.6		Skill/Concept	The students will use movement to show the difference between fast and slow.  a. move to tortoise and the hare story	teacher observation

## Music

Music: First Grade						
Artistic Perceptions						
GLE 1: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance						
FA 3: knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theatre, and visual arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
<b>Musical Forms</b>	1. distinguish between music opposites:  a. same/different b. high/low c. fast/slow d. long/short e. smooth/separated f. soft/loud g. up/down.	FA 3 1.6		Skill/Concept	The students will identify music opposites through listening to various music examples.  a. play instruments when the music changes in "La raspa (Mexican Hat Dance)"	teacher and peer observation



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Artistic Perceptions						
GLE 1: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>B</b>	<i>The students will:</i>					
<b>Musical Characteristics, Events, and Descriptors</b>	1. demonstrate through movement musical opposites: <ul style="list-style-type: none"> <li>a. high/low</li> <li>b. fast/slow</li> <li>c. long/short</li> <li>d. smooth/separated</li> <li>e. soft/loud</li> <li>f. same/different</li> <li>g. up/down</li> <li>h. beat/no beat.</li> </ul> 2. differentiate between male, female, and voices.           3. differentiate between accompanied and unaccompanied.	FA 3 1.6		Skill/Concept	The students will identify music opposites through movement: <ul style="list-style-type: none"> <li>a. stand up (high), sit down (low)</li> <li>b. change movements when song changes ("Jim Along Josie")</li> <li>c. students hide and disguise voice, others students guess.</li> </ul>	teacher observation

## Music

Music: First Grade						
Artistic Perceptions						
GLE 2: Develop and apply the knowledge and skills to evaluate music and musical performance						
FA 3: knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theatre, and visual arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Criteria for Musical Performances and Compositions</b>	1. develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: a. appropriate singing voice b. loud/soft c. steady beat d. posture/stage presence.	FA 3 1.6		Skill/Concept	The students will discriminate between appropriate and inappropriate performances.  a. play recordings of quality and non-quality performances	teacher observation
<b>B</b>						
<b>Critique Musical Performances and Compositions</b>	use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories).	FA 3 1.6		Skill/Concept	The students will listen to a music example and formulate images and/or a story to correlate with the music using music vocabulary.  Listen to music example and draw a picture that correlates with it.	teacher observation

## Music

Music: First Grade						
Interdisciplinary Connections						
GLE 1: Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts						
FA 4: knowledge of interrelationships of visual and performing arts and the relationships of the arts to other disciplines						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Connections between Music & Related Arts and Humanities	1. name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different.  2. identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet.	FA 4 1.6		Skill/Concept	Students will use terms common to all artistic disciplines to compare and contrast artistic works.	teacher observation
B						
Connections between Music & Non-Arts Disciplines	1. identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.  2. list common themes found in all subject areas (e.g., repetition.	FA 4 1.6		Skill/Concept	The students will identify ways in which the subject matter of other disciplines are interrelated with those of music.	teacher observation

## Music

Music: First Grade						
Historical and Cultural Contexts						
GLE 1: Develop and apply the knowledge and skills to understand works of art in time and place						
FA 5: knowledge of visual and performing arts in historical and cultural contexts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Genres of Styles</b>	1. identify characteristics of teacher-selected genres or styles: a. western and non-western music b. <b>call and response.</b>  2. recognize music of now and <b>long ago.</b>	FA 5 1.6		Skill/Concept	The students will listen to and compare music examples of teacher selected genres or styles.  • identify country of origin and historical period of musical examples.	teacher observation
<b>B</b>						
<b>Stylistic Practices</b>	1. describe how elements of music are used in teacher-selected examples: a. western and non-western music b. circle games c. call and response.	FA 5 1.5		Skill/Concept	The students will listen to teacher selected examples and determine how the elements of music are used to form that style.	teacher observation

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Historical and Cultural Contexts						
GLE 1: Develop and apply the knowledge and skills to understand works of art in time and place						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>C</b>	<i>The students will:</i>					
<b>Music's Role and Function in Various Cultures</b>	1. describe the function of music in various settings and cultural events: a. Western and non-Western music b. circle games c. call and response.  2. discuss and demonstrate appropriate listening behavior for various types of performances.	FA 5 1.6		Skill/Concept	The students will understand the function of music in various settings and cultural events.  The students will demonstrate appropriate audience behavior.	teacher observation
<b>D</b>						
<b>Careers in Music</b>	identify responsibilities of a music leader and group participants in a classroom setting or performance setting.	FA 5 1.10	W	Skill/Concept	The students will understand the roles of a leader and participant in a music classroom.	teacher observations

## Music

Theatre: First Grade						
Product/Performance						
GLE 1: Develop and apply skills to communicate ideas through theatrical performances.						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>					
<b>Audience Etiquette</b>	model appropriate audience behavior at various performances.	FA1 2.5		Skill/Concept	Students will display appropriate performance and audience etiquette during all types of performances.	teacher observation
<b>F</b>						
<b>Performing</b>	participate in a performance for a class or invited audience.	FA1 2.5		Skill/Concept	Students will participate in a concert performance at the end of each trimester.	teacher observation