

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**  
**HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS**  
**MUSIC CURRICULUM**  
**GRADE 1 GENERAL MUSIC**  
**AUGUST 2019**

# Grade 1 General Music

## Course Overview

First Grade General Music is a year-long course for all first grade students. The class meets for 40 minutes, once every six days for a total of about 30 classes per year.

The first grade General Music Curriculum provides our students with entry level music experience and content knowledge. This includes a strong focus in the areas of steady beat and rhythm, melody and vocal production, expression, and instruments. All first grade students are provided the opportunity to perform in a district sponsored performance once a year.

The curriculum is aligned with the National Core Arts Standards and New Jersey Core Curriculum Standards as follows:

### National Core Arts Standards

#### Creating

**MU:Cr1.1.1a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

**MU:Cr1.1b** With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

**MU:Cr2.1.1a** With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

**MU:Cr2.1.1b** With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

**MU:Cr3.1.1a** With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

**MU:Cr3.2.1a** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

#### Performing

**MU:Pr4.1.1a** With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

**MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

**MU:Pr4.2.1b** When analyzing selected music, read and perform rhythmic patterns using iconic or standard Notation.

**MU:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

**MU:Pr5.1.1a** With limited guidance, apply personal, teacher, and peer feedback to refine performances.

**MU:Pr5.1.1b** With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

**MU:Pr6.1.1a** With limited guidance, perform music for a specific purpose with expression.

**MU:Pr6.1.1b** Perform appropriately for the audience and purpose.

#### Responding

**MU:Re7.1.1a** With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

**MU:Re7.2.1a** With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

**MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

**MU:Re9.1.1a** With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

#### Connecting

**MU:Cn10.0.1a** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

**MU:Cr2.1.1a** With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

**MU:Cr3.2.1a** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

**MU:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

**MU:Re7.1.1a** With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

### New Jersey Core Curriculum Standards

#### Visual and Performing Arts

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

2019 HTPS Performing Arts Curriculum Map – Grade 1 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Rhythm and Beat</b>		MU:Cr1.1.1.a, MU:Cr1.1.1.b, MU:Cr2.1.1.a, MU:Cr2.1.1.b, MU:Cr3.1.1.a, MU:Cr3.2.1.a, MU:Re7.2.1a,	How do musicians make creative decisions?  How do musicians improve the quality of their creative work and/or their performance?  How do performers interpret musical works?  How does understanding the structure and context of music inform a response?  How do we judge the quality of musical work(s) and performance(s)?  How does developing our sense of beat and rhythmic	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Musicians’ presentation of creative work is the culmination of a process of creation and communication  Performers make interpretive decisions based on their understanding of context and expressive intent.  Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.  Response to music is informed by analyzing context (social, cultural,	Identify and perform steady beat.  Differentiate between steady beat and rhythm.  Identify the tempo of songs and listening examples.  Identify and perform rhythms notated through visual representations.  Identify and perform rhythm patterns using quarter notes, paired eighth notes and quarter rests.  Perform rhythms and rhythm patterns in a variety of contexts.	Teacher will assess students understanding of rhythmic concepts through performance assessments utilizing verbal and kinesthetic responses.	<i>Literacy</i> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <i>Science</i> - Actively participate in discussions about student data, questions and understandings  <i>Health</i> - Respond in movement to changes in tempo, beat, rhythm, or musical style  <i>Social Studies</i> - Learn about and respect other cultures within the classroom and community	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.2 Evaluate available resources that can assist in solving problems.  9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in

		<p>skills make us stronger musicians?</p> <p>How does our knowledge of rhythm impact our aural experience?</p> <p>How do musicians use rhythm to express their ideas?</p>	<p>and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Rhythm is one of the building blocks for the creation of music.</p> <p>The manipulation of elements allows the musician to create meaningful music.</p> <p>Music has rhythm which can be felt, perceived, performed and notated.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate it.</p>	<p>Aurally and kinesthetically respond to rhythmic concepts in various styles, cultures and genres.</p>		<p>completing tasks in different settings (at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing</p>
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								<p>citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Melody and Vocal Production		MU:Cr1.1.1a, MU:Cr1.1b, MU:Cr2.1.1a, MU:Cr2.1.1b, MU:Cr3.1.1a, MU:Cr3.2.1a, MU:Re7.2.1a	How do musicians make creative decisions?  How do musicians improve the quality of their creative work and/or their performance?  How do performers interpret musical works?  How does understanding the structure and context of music inform a response?  How do we judge the quality of musical work(s) and performance(s)?  How does developing our melodic skills make us	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Musicians’ presentation of creative work is the culmination of a process of creation and communication.  Performers make interpretive decisions based on their understanding of context and expressive intent.  Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Differentiate, identify and perform melodies with various contours.  Perform while singing alone and with other songs from a variety of cultures and historical periods.  Audiate simple melodies of songs and patterns.  Match pitch in songs and patterns.  Develop music literacy through visual representations.  Use appropriate terminology when describing melody and voice.	Teacher will assess students understanding of melodic concepts addressed through performance assessments utilizing verbal and kinesthetic responses.	<p><b>Literacy</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Science</b> - Actively participate in discussions about student data, questions and understandings.</p> <p><b>Health</b> - Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p><b>Social Studies</b> - Learn about and respect other cultures within the classroom and community.</p>	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.2 Evaluate available resources that can assist in solving problems.  9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

			<p>stronger musicians?</p> <p>How does our knowledge of melody impact our aural experience?</p> <p>How do musicians use melody to express their ideas?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Melody is one of the building blocks for the creation of music.</p> <p>The manipulation of melodic elements allows the musician to create meaningful music.</p> <p>Music has melody which can be felt, perceived, performed and notated.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>				<p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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								CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Expression</b>		MU:Pr4.1.1a, MU:Pr4.2.1a, MU:Pr4.2.1b, MU:Pr4.3.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Pr6.1.1a MU:Pr6.1.1b, MU:Re8.1.1a, MU:Re9.1.1a, MU:Re7.1.1a, MU:Cn10.0.1a	How do musicians make creative decisions?  How do musicians improve the quality of their creative work and/or their performance?  How do performers interpret musical works?  How does understanding the structure and context of music inform a response?  How do we judge the quality of musical work(s) and performance(s)?  How does our knowledge of expressive qualities make	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Musicians’ presentation of creative work is the culmination of a process of creation and communication.  Performers make interpretive decisions based on their understanding of context and expressive intent.  Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Perform, identify various tempos of songs and listening selections  Perform, identify various dynamics of songs and listening selections  Evaluate and identify instrumental and vocal timbres.  Reflect and analyze moods and styles of repertoire.	Teacher will assess students understanding of expressive concepts through performance assessments utilizing verbal and kinesthetic responses.	<p><b>Literacy</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Science</b> - Actively participate in discussions about student data, questions and understandings</p> <p><b>Health</b> - Respond in movement to changes in tempo, beat, rhythm, or musical style</p> <p><b>Social Studies</b> - Learn about and respect other cultures within the classroom and community</p>	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.2 Evaluate available resources that can assist in solving problems.  9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist

			<p>us stronger musicians?</p> <p>How does our knowledge of expressive qualities impact our aural experience?</p> <p>How do musicians use expressive qualities to express their ideas?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Expression is one of the building blocks for the creation of music.</p> <p>The manipulation of elements allows the musician to create meaningful music.</p> <p>Music has expressive qualities which can be felt, perceived, notated and performed.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>				<p>in completing tasks in different settings (at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing</p>
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								<p>citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Instruments</b>		MU:Pr4.1.1a, MU:Pr4.2.1a, MU:Pr4.2.1b, MU:Pr4.3.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Pr6.1.1a, MU:Pr6.1.1b, MU:Re8.1.1a, MU:Re9.1.1a, MU:Re7.1.1a, MU:Cn10.0.1a	How do musicians make creative decisions?  How do musicians improve the quality of their creative work and/or their performance?  How do performers interpret musical works?  How does understanding the structure and context of music inform a response?  How do we judge the quality of musical work(s) and performance(s)?  How does developing our instrumental skills make us	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Musicians’ presentation of creative work is the culmination of a process of creation and communication  Performers make interpretive decisions based on their understanding of context and expressive intent.  Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented	Demonstrate proper playing technique on a variety of classroom instruments.  Develop ensemble skills through playing classroom instruments in small and large group settings.  Classify the classroom instruments by playing technique (strike, shake and scrape).  Demonstrate proper care and use of classroom instruments.  Perform beat, quarter and paired eighth note rhythm patterns and simple melodies on a variety of	Teacher will assess students understanding of expressive concepts through performance assessments utilizing verbal and kinesthetic responses.	<p><b>Literacy</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Science</b> - Actively participate in discussions about student data, questions and understandings</p> <p><b>Health</b> - Respond in movement to changes in tempo, beat, rhythm, or musical style</p> <p><b>Social Studies</b> - Learn about and respect other cultures within the classroom and community</p>	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.  9.1.4.A.2 Evaluate available resources that can assist in solving problems.  9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.  9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.  9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings

			<p>stronger musicians?</p> <p>How does our knowledge of instrumental music impact our musical experience?</p> <p>How do musicians use rhythm to express their ideas?</p>	<p>influence the audience response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Instrumental music enhances our musical experience.</p> <p>The manipulation of instrumental music allows the musician to create meaningful music.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>	<p>classroom instruments.</p>			<p>(at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate</p>
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								<p>clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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### **BIBLIOGRAPHY**

150 American Folk Songs to Sing, Read, and Play by Katalin Komlos

150 Rounds for Singing and Teaching by Edward Bolkovac and Judith Johnson

American Folk Songs for Children by Ruth Crawford Seeger

Conversational Solfege Level I by John M. Feierabend

Dalcroze Eurhythmics in Today's Music Classroom by Virginia Hoge Mead.

Making Music series, published by Silver, Burdett and Ginn

The Music Connection series, Published by Silver, Burdett and Ginn

### **WEBLIOGRAPHY**

[www.classicsforkids.com](http://www.classicsforkids.com)

[www.classicsforkids.com/games/](http://www.classicsforkids.com/games/) (Music Games)

[www.creatingmusic.com](http://www.creatingmusic.com)

[www.dsokids.com](http://www.dsokids.com) (Dallas Symphony Orchestra Kids)

[www.onlinesequencer.net](http://www.onlinesequencer.net)

[www.sfskids.org](http://www.sfskids.org) (San Francisco Symphony Orchestra)

[www.sphinxkids.org](http://www.sphinxkids.org)

[www.oyunlar1.com/musicgames.asp](http://www.oyunlar1.com/musicgames.asp) (Music Games)

[www.agame.com/games/music/music.html](http://www.agame.com/games/music/music.html) (Music Creation Game)

**ASSOCIATED JOBS LIST BY UNIT**

<b>Topic I:</b> Rhythm and Beat	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
<b>Topic II:</b> Melody and Vocal Production	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
<b>Topic III:</b> Expression	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
<b>Topic IV:</b> Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher



**COMMON ASSESSMENT**

Students will be assessed while pointing to the steady beat on a chart of 16 beat icons using repertoire containing quarter and paired eighth notes.

	<b>3</b>	<b>2</b>	<b>1</b>
<b>Steady Beat</b>	Student performs consistent steady beat throughout	Student performs with a mostly consistent steady beat throughout	Student performs without a consistent steady beat

