

## **PERFORMING ARTS DEPARTMENT**

## **GRADE 1 CLASSROOM MUSIC**

### **Contact Information**

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### **The Department's Educational Philosophy**

Education in the Arts plays a major role in three general areas of education. Students gain knowledge of events and historical movements that shaped society. The arts help to develop critical and creative thinking skills. The arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

### **Guiding Principles**

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning and present a sequence of experiences.

## **GRADE 1 CLASSROOM MUSIC**

**Course Frequency:** Meeting a total of 45 minutes per week. Scheduled once per week.

**Credits Offered:** NA

**Prerequisites:** None

### **Background to the Curriculum**

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning and present a sequence of experiences.

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

The competency should provide for a musically educated person. A musically educated person can be defined as one who has the ability to perceive, assimilate, and sort musical stimuli intelligently and to participate independently in a musical experience. This individual usually finds ways to use music in his life functionally, either as an active participant or as an intellectually active listener.

In music, as in any other academic discipline, the students will have differing interests and aptitudes, which will affect the level of competency that they will achieve.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening, and creating music.

Ultimately, positive learning should result in the student's ability to:

- a. Perform music alone and with others.
- b. Improvise and create music.
- c. Use the vocabulary and notation of music.
- d. Respond to music with aesthetic judgments.
- e. Continue the music learning experience independently.
- f. Perform and/or respond to music of ever-widening variety.
- g. Continue musical participation out of school as both a performer and a consumer.

### **Core Topics/Questions/Concepts/Skills**

The Acton-Boxborough Elementary Music Department offers a sequential model of musical learning to its students. Throughout the students' experience in the K-6 music classroom, musical knowledge is added to and built upon. The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening and creating music.

- Singing - Students will learn songs by rote; echo singing; matching tones and expand voice range; sing songs with expression and in tune; awareness of high/low, loud/soft, etc.
- Playing - Students will use rhythm instruments; Orff-Schulwerk instruments coordinated with Orff materials; improvise rhythm patterns and sound effects.
- Moving - Students will use fundamental movements (walk, run, march, skip, etc.); explore body movement (stretch, tension-release); respond to musical cues through movement; dramatizations.
- Music reading - Students will use rote songs with scale syllables, words and/or hand signs; music notation as per Orff-Kodaly; Threshold to Music Experience Charts.
- Listening - Students will identify musical aspects of sound (long/short, up/down, high/low, soft/loud, fast/slow); melody patterns; tone color; form (same/different).
- Creating - Students will create body movement to music and rhythm; accompaniments using rhythm and melodic instruments; dances; additional verses to songs; dramatizations of songs, moods, stories, etc.

### **Course-end Learning Objectives**

<b><u>Learning objective</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
<b>a]</b> Singing - Students will learn songs by rote; echo singing; matching tones and expand voice range; sing songs with expression and in tune; awareness of high/low, loud/soft, etc.	Standard 1 – singing
<b>b]</b> Playing - Students will use rhythm instruments; Orff-Schulwerk instruments coordinated with Orff materials; improvise rhythm patterns and sound effects.	Standard 3 – Playing Instruments
<b>c]</b> Moving - Students will use fundamental movements (walk, run, march, skip, etc.); explore body movement (stretch, tension-release); respond to musical cues through movement; dramatizations.	Standard 5 – critical response
<b>d]</b> Music reading - Students will use rote songs with scale syllables, words and/or hand signs; music notation as per Orff-Kodaly; Threshold to Music Experience Charts.	Standard 2 – Reading and Notation

<p>e] Listening - Students will identify musical aspects of sound (long/short, up/down, high/low, soft/loud, fast/slow); melody patterns; tone color; form (same/different).</p>	<p>Standard 5 - critical response</p>
<p>f] Creating - Students will create body movement to music and rhythm; accompaniments using rhythm and melodic instruments; dances; additional verses to songs; dramatizations of songs, moods, stories, etc.</p>	<p>Standard 4 – Improvisation and Composition</p>

**Assessment**

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself

**Materials and Resources**

Wide variety of songs with various educational value, discussions of future uses of music in our lives, well-known composers, units and/or activities from teacher requests.

Orff-Kodaly materials.

Threshold to Music Experience Charts, Mary Helen Richards, Lear Siegler, Inc./Fearon Publishers.