## HINSDALE MUSIC CURRICULUM

**GRADE LEVEL/COURSE:** First Grade  
**STANDARD:** 1. Sing, alone and with others, a varied repertoire of music.

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| a. Students sing independently, on pitch and in rhythm, with diction and posture, and maintain a steady tempo. | -Remind students how to use proper posture while singing  
-Remind kids how to listen to one another and keep a steady beat while singing  
-Play singing games with solos to get students to sing by themselves and listen for singing on pitch and rhythm. | -Poster of proper posture  
-Variety of songs, keeping a steady beat.  
-Singing Games  
-Silver Burdett Making Music Book Grade 1 | -Observation of students keeping proper posture.  
-Teacher observation of students singing independently on pitch and rhythm while keeping a steady beat. |
| b. Students sing expressively with appropriate dynamics.                          | -Learn songs using different dynamic markings.  
-Play games using dynamic markings and having to play or sing those dynamics. Ex. Piano and Forte  
-Listen to a song with different dynamics and have them move or hold up a card showing the different dynamics piano and forte. | -Recordings  
-Piano and Forte flashcards (or other dynamics you would like to teach)  
-Songs using dynamics piano and forte  
-Silver Burdett Making Music Grade 1 Book | -Teacher observation of whether or not students understand the difference between loud and soft (piano and forte) |
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| a. Perform on pitch, in rhythm and maintain a steady beat. | -Have rhythms on a chart or board and have them learn the rhythms and be able to play on a classroom instrument.  
-Keep a steady beat with a song using body percussion, rhythm percussion, and/or melodic instruments. | -Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones  
-Charts with rhythms  
-Silver Burdett Making Music Grade 1  
-Songs that are easy to keep a steady beat with  
-Boomwhackers Curriculum Book | -Teacher observation of whether or not students can internalize a steady tempo using instruments. |
| c. Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. | -Students learn a variety of songs: multicultural, folk songs, lullabies, patriotic, holiday tunes, etc. | -Silver Burdett Making Music  
-Music K-8 magazine  
-other music resources or books | - Observation of students’ performance of songs learned |
| d. Sing and respond to the cues of a conductor. | -Practice with students coming in with just cues from teacher and when to stop from just cues.  
-Play a game with conducting cues and asking what you are conducting or sing on a pitch or improvising using that cue conducted. Ask other children to conduct using those same types of cues. | -Teacher  
-Students voices  
-Instruments | -Teacher observation of students’ responses to cues. |

STANDARD: 2. **Play instruments, alone and with others, a varied repertoire of music.**
| b. Perform easy rhythmic, melodic patterns accurately and independently on rhythmic, melodic classroom instruments. | - Play simple rhythms on appropriate instruments as an introduction to a song and along with the song.  
- Good example: “Starlight, Starbright” learn how to notate then play on Boomwhackers or xylophones  
- Another example: “Pussy Willow” song you can use to learn scale and perform rhythms independently on their given note. | - Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones  
- Silver Burdett Making Music Grade 1  
- Boomwhackers Curriculum Book  
- Teacher observation of students’ being able to play a simple rhythm accurately in a song.  
- Self assessment with a recording of class performance of the task given. |  |
| d. Echo short rhythms and melodic patterns. | - Teacher plays a rhythm and students echo pattern on instruments.  
- Use call and response songs with simple rhythms and have students echo one another.  
- Have students come up with words: like favorite color, instrument that they learned about, name, etc and have them say and play the rhythm of the word on their rhythm instrument and have the class echo what the student played. Or with body percussion or a rhythm clapping echo game. | - Call and response songs or songs with simple rhythm patterns  
- Silver Burdett Making Music Grade 1 (pg 117 has a good example)  
- Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones  
- Boomwhackers Curriculum Book  
- Teacher observation of students being able to echo patterns accurately |
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| a. improvise “answers” in the same style given rhythmic and melodic phrases. | -Learn about the pentatonic scale when you talk about songs from different cultures, and have them improvise using the pentatonic scale.  
-Give them guidelines of improvising using certain rhythms. Have students improvise on rhythm instruments /improvise along with a call and response song. | -Silver Burdett Making Music Grade 1: Examples on pgs. 39, 93  
-Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones | -Teacher observation of students understanding of how to improvise “answers” and gradually feeling more comfortable.  
-Call and response songs |
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<td>a. Students create music to accompany reading or dramatizations.</td>
<td>- Have students create sounds to stories or poems using classroom instruments.</td>
<td>- Various classroom instruments, stories and poems.</td>
<td>- Teacher observation of sources students choose for stories.</td>
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</table>
| b. Students improvise simple rhythmic accompaniments. | - Have students play classroom rhythm instruments during the breaks of songs.  
- Play a game where students have to say a rhythm or melody different from you.  
- They could also say their name in a rhythmic pattern using body percussion or a percussion instrument.  
- Sing a song where you have to add or improvise the melody or lyrics. | - Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones  
-Silver Burdett Making Music Grade 1 | - Teacher observation of students’ ability and willingness to improvise a simple rhythm accompaniment to songs. |
| d. Students improvise short songs using a variety of sound sources. | - Have students come up with a short rhythmic pattern using body percussion and have the class echo in a call and response style.  
- Create a rock composition through improvisation of rhythms played by everyone using rocks. | - Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones  
-Rocks | - Teacher observation of students’ willingness and gradual comfort with creating or improvising short songs. |

STANDARD: 4. Compose and arrange music within specified guidelines
c. Students use a variety of sound sources when composing.

- Students’ choose items that are not normal classroom rhythm or melodic instruments to accompany stories or songs.
- Have students think of instruments or other sounds sources that could imitate different sound words in songs.

STANDARD: 5. Read and notate music

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| a. Students read whole, half, quarter and eighth notes and rests in 2/4, 3/4, 4/4 | - Learn songs in 2/4, 3/4, 4/4 and learn how to read the rhythms using a system such as numbers, names, or ta-ti’s and ta’s.  
- Read rhythm charts and different patterns to get used to seeing them in different ways. Also try playing on classroom instruments | - Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones  
- Rhythm Charts  
- Songs in 2/4, 3/4, 4/4 meters | - Teacher observation of whether or not students’ understand the rhythm system and how to read simple rhythm patterns in various meters.  
- Quiz verbally |
| b. Use a system to read simple pitch notation in the treble clef in major keys. | - Learn solfege and scale degrees in “Pussy Willow” song and play on instruments reading notes on staff.  
- Good activities to learn notes | - Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones  
- Boomwhackers Curriculum | - Teacher observation of whether student understands music staff and what happens to pitch going up and down the staff; and also starting to understand different pitch |
- Have the students think of the music staff as a ladder and as you climb up the ladder the pitches sound higher and as you climb down they sound lower.

**Books**  
- The Music Book Grade 1  
- Silver Burdett *Making Music* Grade 1

**c. Students identify symbols and traditional terms referring to dynamics.**

- Have the students learn different dynamic markings piano and forte and how they sound and the difference between them.

- Create movements showing piano and forte and show them while listening to recording or live performance.

- Listen to live performance or recording and hold up cards referring to the dynamics being played or sung.

- Look at a piece of music and be detectives and find different dynamic markings.

- Play different dynamics on classroom instruments.

- Classroom instruments: Ex. Rhythm sticks, hand drums, Boomwhackers, body percussion, xylophones

- Recordings

- Piano and forte flashcards

- Sheet music with piano and forte dynamic markings

**-Teacher observation of students’ ability to notice dynamic markings in a piece of music.**

**-Teacher observations of being able to play different dynamics shown in a piece of music or chart.**

**-Quiz verbally**
### STANDARD: **6. Listen to, analyze, and describe music**

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| a. Students identify simple forms when presented aurally. | -Listen to a call and response song and ask the kids what they heard voice wise. Did you hear many voices all at once or one then many, etc? Then discuss call and response and how it usually is one person singing then another group responds with the same thing back. Have them raise their hand whenever they hear the response.  
-Listen to recordings with same and different patterns. Ask the students what lines were the same or were there passages that were the same? Or different? Ask them to create a pattern for the song, as a class, using pictures to show the pattern | -Silver Burdett Making Music Grade 1  
-Call and response songs and other simple form songs  
-Recordings  
-Pictures to show same and different patterns that will go along with the songs | -Teacher assessment through responses to different activities. |
| b. Demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures | -Students move to music examples showing piano/forte, fast/slow and other skills they have learned. They could also create different movements as a class to show different sections in music to show the | -Silver Burdett Making Music Grade 1  
-Call and response songs and other simple form songs  
-Pictures to show same and | -Teacher observation of students’ purposeful movement. |
| c. Students use appropriate terminologies in explaining music, music instruments and voices. | -Take a sound walk and have kids describe the sounds they hear, and have them describe them.  
-Listen to the story of “Peter and the Wolf”, or another story with orchestral instruments, and ask the children to tell you the instruments they hear in different sections and what you think those instruments are describing in the story.  
-Listen to different selections and ask the timbres that they hear in the music. Voices (male, female, children, adult?), different instruments, etc. | -Silver Burdett Making Music Grade 1  
-“Peter and the Wolf” or other story with orchestral instruments  
-Recordings with different instrument timbres, and characteristics  
-Pictures of different instruments | -Teacher assesses through responses of students to questions asked about different pieces.  
-Verbally quiz them on what they hear, or have them write in a journal what they heard. Ask them to write responses about dynamics they heard and tempo. |
| d. Students identify sounds of different instruments, including many orchestral and band instruments, as well as children’s voices and male and female voices. | -Listen to sound excerpts and have the students look at a picture and describe or identify the sound that they are hearing by looking at the picture and text. | -Silver Burdett Making Music Grade 1 (good example on pg. 72)  
-“Peter and the Wolf” or other | -Teacher assessment through verbal questions and students responses |
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<th>female adult voices.</th>
<th>pointing out what they heard.</th>
<th>story with orchestral instruments</th>
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<td>-Listen to the story of “Peter and the Wolf”, or another story with orchestral instruments, and ask the children to tell you the instruments they hear in different sections and what you think those instruments are describing in the story.</td>
<td>-Recordings with different instrument timbres, and characteristics</td>
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<td>-Listen to different selections and ask the timbres that they hear in the music. Voices (male, female, children, adult?), different instruments, etc.</td>
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<td>e. Students respond through purposeful movement to selected prominent features in a piece of music.</td>
<td>-Show dynamics, moods, tempo, etc through their movement while listening to pieces of music or while teacher plays piano/other instrument.</td>
<td>-Silver Burdett Making Music Grade 1</td>
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<td>- Listening to an example students have to move to show what they think is going on in the music</td>
<td>- Recorded performances, live performances</td>
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<td>-Observe students movement to different selections and activities and notice successes.</td>
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| a. Devise criteria for evaluating performances. | -Discuss the best movements for loud and soft, or slow and fast. Have the class split up and watch each other perform their movements to a recording and evaluate each other and discuss if the movements peers made were suitable to what was going on in the piece.  
-Record a performance of a song they sung or played and have them listen to it. Ask them what they thought about it, and why they think certain things about their performance. Make them realize that people do evaluate performances and think these things. Talk about what they think people look for in a performance. | -Recordings  
-Tape recorder  
-Chart paper to write down criteria for evaluating  
-Silver Burdett Making Music Grade 1 | -Students evaluate each other  
-Teacher observation of students’ evaluations |
| b. Explain personal preferences for instruments/movements for specific musical works and styles of music. | -Have students explain what kind of movements or motions best fit certain things in music. Ex: loud, soft, fast, slow, different moods (mad/sad/angry). | -Silver Burdett Making Music Grade 1 (good examples on pgs. 37, and 197)  
-Recordings: “Peter and the Wolf” is a great recording | -Teacher observation  
-Verbal Quizzes |
Listen to different music and be able to pick out instrument timbres and tell you the instrument, especially after learning about the different instrument families. Peter and the Wolf is a great story and recording to use.

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| a. Identify similarities and differences of common terms used in the various arts. | -Talk about how artists use color to show moods in their paintings. Look at a picture that is similar to a song they will listen to. Ask what they think is going on in the picture and then listen to a song. Using different timbres or tone colors (instrument sounds) can create a mood in a piece of music.  
-Talk about how patterns are all around us. Look at a picture that has patterns, and discuss how music has patterns also. Look at a song that has a repeated pattern. | -Silver Burdett Making Music Grade 1 (good examples pgs. 143, 213)  
-Songs with repeated patterns  
-Picture(s) with repeated pattern  
-Pictures depicting mood  
-Recordings | -Teacher observation of students’ understanding of commonality and differences between the arts. |

STANDARD: 8. Understand relationships among music, the other arts, and disciplines outside the arts
b. Identify ways in which the principles and subject matter of other disciplines are related to those of music.

- Discuss history behind music they learn and what was going on in our culture or other cultures for the song to be written.
- Learn songs tying into first grade curriculum Ex: science (butterflies), history, math, etc

**Silver Burdett Making Music Grade 1**

- Various songs dealing with curriculum

*Teacher Observation of students’ realization that music can tie into what they are learning and that music can teach us many things.*

**STANDARD: 9. Understand music in relation to history and culture**

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| b. Describe in simple terms how elements in music are used in music from various cultures of the world. | - Specific instrumentation from different cultures. Where instruments are from? What do they sound like?  
- Play a game where you play a CD or recording with different instruments and have them name that instrument or play an instrument bingo. | - Pictures of instruments from around the world  
- Silver Burdett *Making Music* Grade 1  
- Instrument Bingo Cards | - Teacher observation of students understanding if the fact that there are different instruments around the world and different timbres used.  
- Games |
| c. Identify many uses of music in their daily lives and experiences and describe characteristics that make certain music suitable for each use. | - Ask students to listen to music they hear around them at home or places they go (stores, sports events). Ask them to listen to specific characteristics, for example louds/softs or fast/slow.  
- Talk about lullabies and when they are used. How they could use that in their lives, and | - Silver Burdett *Making Music* Grade 1  
- Music K-8 Magazine  
- Recordings  
- Lullabies  
- “Star Spangled Banner” | - Teacher observation of student responses to how music is used in our lives and the characteristics of the music used for each experience. |
### d. Identify and describe the roles of musicians in music settings and cultures.

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<th>-Learn a song that is used as a game. It could be a song from our culture or another culture.</th>
<th>-Game Songs</th>
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<td>-Learn about the “Star Spangled Banner” and how, where, when and why that is used in our lives and culture.</td>
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<td>-Discuss how music is important to different cultures. A good example is on pg. 77 in Silver Burdett where the Maoris people didn’t have a written language and how their history was told through chants, songs and stories.</td>
<td>-Silver Burdett Making Music Grade 1</td>
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<td>-Talk about a conductor and what their job is and how they are important in music settings like concerts, to help keep everyone together and when to sing or play, etc. Play a circle game where each student gets a turn with being a conductor and has conduct cues to the other students.</td>
<td>-Music K-8 Magazine</td>
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<td>-You can discuss different jobs like the conductor like stated</td>
<td>-Recordings</td>
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<td>-Pictures of a conductor, composers that you discuss, and other roles.</td>
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<td>-Instruments</td>
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<td>-Teacher observation of students understanding of the different roles</td>
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<td>-Teacher assessment through responses to questions</td>
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previous, and you could talk about a composer and how they are important to culture. Sometimes with certain events they are asked to write music. For example schools, Olympics, movies, tragedies, etc.

e. Demonstrate audience behavior appropriate for the context and style of music performed.

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<td>a. Identify occupations in which people sing or play instruments</td>
<td>-Whenever you learn a song that has a composer let them know who the composer is</td>
<td>-Themes to Remember by Marjorie Kiel Persens</td>
<td>-Observation of responses given by students when asked what different occupations</td>
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<td>and what they do.</td>
<td>-Identify different instruments musicians can play</td>
<td>-Instrument charts and pictures</td>
<td>-Videos about orchestra and music occupations</td>
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