

## Grade 1 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in first grade receive two forty minute classes of music instruction per six day rotation.

### Course Overview

<u>Course Goals</u>	<u>Artistic Processes</u>	<u>Course Skill Objectives</u>
<p>Students will have the ability to understand and engage with music in a number of different ways, including the <b>creative</b>, <b>responsive</b> and <b>performative</b> artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.</p> <p>Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make <b>connections</b> to other subjects and settings to promote and enhance lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Create</li> <li>• Perform</li> <li>• Respond</li> <li>• Connect</li> </ul> <p><u>Anchor Standards</u></p> <ul style="list-style-type: none"> <li>• Select, analyze, and interpret artistic work for presentation.</li> <li>• Develop and refine artistic techniques and work for presentation.</li> <li>• Convey meaning through the presentation of artistic work.</li> <li>• Perceive and analyze artistic work.</li> <li>• Interpret intent and meaning in artistic work.</li> <li>• Apply criteria to evaluate artistic work.</li> <li>• Synthesize and relate knowledge and personal experiences to make art.</li> <li>• Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Sing alone and with others, a varied repertoire of music</li> <li>• Perform on percussion instruments, alone and with others, a varied repertoire of music</li> <li>• Improvise and compose rhythmic and melodic patterns</li> <li>• Read and notate music</li> <li>• Listen to, analyze, interpret and evaluate music</li> <li>• Perform multicultural music and dances</li> </ul>

<p><b><u>Content Topics</u></b></p> <ul style="list-style-type: none"> <li>I. Rhythm</li> <li>II. Melody and Harmony</li> <li>III. Form, Style and Musical Expression</li> <li>IV. Vocal, Instrumental and Ensemble Skill Development</li> </ul>		<p><b><u>Assessments:</u></b></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> <li>I. Rhythm</li> <li>II. Melody and Harmony</li> <li>III. Form, Style and Musical Expression</li> <li>IV. Vocal, Instrumental and Ensemble Skill Development</li> </ul>
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# Rhythm

## Skill Objectives

- Students will be able to demonstrate the pulse/beat in simple and compound meters using body percussion and unpitched percussion instruments.
- Students will be able to demonstrate the downbeat of a measure using body percussion and unpitched percussion instruments..
- Students will be able to demonstrate contrasts in tempi (adagio, allegro) using non-locomotor movements.
- Students will be able to identify single bar line and measure.
- Students will compose and perform short rhythms in common time using quarter notes, quarter rests and paired eighth notes.

<b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i>	<b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i>	<b>Creating</b> <i>Conceiving and developing new artistic ideas and work.</i>
<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Evaluate</b></p>	<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p>	<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul> <p><b>Process Components: Plan and Make, Evaluate and Refine</b></p>

<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will analyze rhythms and identify quarter notes, quarter rests and paired eighth notes.</li> <li>• Students will evaluate rhythms for accurate use of note values.</li> <li>• Students will identify musical symbols including: the single bar line and measure.</li> </ul>	<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (adagio, allegro)</li> <li>• Students will analyze, rehearse, refine and present simple rhythms using Gordon rhythmic syllables and unpitched percussion. Note values include quarter notes, quarter rests and paired eighth notes.</li> </ul>	<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• As individuals, small groups and large class groups, students will plan, make and compose short rhythms in 4/4 time using quarter notes, quarter rests and paired eighth notes.</li> <li>• Students will evaluate their one measure patterns for accurate use of note values, and will refine their compositions as needed.</li> </ul>
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**Assessments:**

Grade 1 Rhythm Assessment

Individual/Small group performance

Full group performance

# Melody and Harmony

## Skill Objectives

- Students will be able to differentiate between high and low pitch.
- Students will be able to sing, play and improvise Sol-Mi and Sol-Mi-La patterns.
- Students will be able to identify notes on the staff as lines or spaces.
- Students will be able to perform music in both major and minor keys.
- Students will be able to perform a song or rhyme with rhythmic ostinato.

<b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i>	<b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i>	<b>Creating</b> <i>Conceiving and developing new artistic ideas and work.</i>
<b><u>Enduring Understanding</u></b> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <b><u>Essential Question</u></b> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <b>Process Components: Analyze, Interpret</b>	<b><u>Enduring Understanding</u></b> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <b><u>Essential Questions</u></b> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <b>Process Components: Rehearse, Refine, Present</b>	<b><u>Enduring Understandings</u></b> <ul style="list-style-type: none"> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <b><u>Essential Questions</u></b> <ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul> <b>Process Components: Plan and Make, Evaluate and Refine</b>
<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will listen to and analyze melodies and differentiate between high and low pitch.</li> <li>• Students will listen to and analyze various melodies, interpreting, evaluating and differentiating between</li> </ul>	<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will echo sing alone and with others.</li> <li>• Students will rehearse, sing, evaluate, refine and present Sol-Mi and Sol-Mi-La solfege patterns.</li> </ul>	<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will plan, make and create melodies using Sol-Mi and Sol-Mi-La melodic patterns.</li> <li>• Students will evaluate their melodies for proper use of the solfege syllables and will refine their melodies for presentation.</li> </ul>

upward and downward melodic contour. <ul style="list-style-type: none"> <li>• Students will listen to and identify melodic patterns including Sol-Mi and Sol-Mi-La.</li> <li>• Students will identify notes on the staff as line or space notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will rehearse, sing, refine and present a varied repertoire of songs highlighting these patterns.</li> <li>• Students will sing songs, in both major and minor keys in head voice with accurate pitch.</li> <li>• Students will sing and play songs with a bordun (chord and broken) using proper mallet technique (proper grip, middle bar placement).</li> </ul>	<ul style="list-style-type: none"> <li>• Students will improvise answers to musical questions using Sol-Mi and Sol-Mi-La solfege patterns.</li> </ul>
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**Assessments:**

Grade 1 Melody/Harmony Assessment Parts 1 and 2

Individual/Small group performance

Full group performance

## Form, Style and Musical Expression

### Skill Objectives

- Students will be able to demonstrate the differences between the A and B sections within AB and ABA form.
- Students will be able to perform locomotor, non-locomotor and organized dance movements to a steady musical beat.
- Students will be able to create dramatizations and sound accompaniments for stories, rhymes and poetry.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: piano and forte.

<b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i>	<b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i>
<b><u>Enduring Understanding</u></b> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <b><u>Essential Question</u></b> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <b>Process Components: Analyze</b>	<b><u>Enduring Understanding</u></b> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <b><u>Essential Questions</u></b> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b>
<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will listen to and analyze various repertoire, distinguishing between same and different phrases.</li> <li>• Students will listen to and analyze songs in AB and ABA form and will identify the A and B sections accurately.</li> <li>• Students will listen to and analyze musical excerpts and identify different dynamic levels including piano and forte.</li> </ul>	<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will analyze songs in AB and ABA form, and will perform contrasting movements for the A and B sections.</li> <li>• Students will rehearse, evaluate, refine and present dramatizations and sound accompaniments for stories, rhymes and poetry.</li> <li>• Students will sing, rehearse, evaluate, refine and present short songs with different dynamic levels including piano and forte.</li> </ul>

### **Assessments:**

Grade 1 Form, Style, and Musical Expression Assessment Part 1 and 2

Individual/Small group performance

Full group performance

## Vocal, Instrumental and Ensemble Skill Development

## Skill Objectives

- Students will be able to sing with appropriate posture while sitting and standing.
- Students will be able to sing in both high and low registers with a natural breathing motion.
- Students will be able to sing using head voice with accurate intonation.
- Students will be able to play pitched and unpitched percussion with developing technique.
- Students will be able to visually identify percussion instruments by type (wood, metal, shaker, scraper, drum)
- Students will be able to play a bordun keeping a steady beat.
- Students will be able to follow and respond to a conductor and specific conducting cues including entrances and cutoffs.

<b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i>	<b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i>
<b><u>Enduring Understanding</u></b> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <b><u>Essential Question</u></b> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <b>Process Components: Analyze, Interpret</b>	<b><u>Enduring Understanding</u></b> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <b><u>Essential Questions</u></b> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b>
<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will listen to and analyze phrases to echo in the correct vocal register.</li> <li>• Students will visually identify percussion instruments by type (wood, metal, shaker, scraper, drum).</li> <li>• Students will follow the conductor, analyze and interpret conducting cues and respond accordingly.</li> </ul>	<b>Instructional Strategies/Process</b> <ul style="list-style-type: none"> <li>• Students will sing, rehearse, refine and present songs and phrases in head voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”)</li> <li>• Students will vocalize using high and low registers of the speaking and singing voice.</li> <li>• Students will analyze, rehearse, evaluate, refine and present songs with a chord bordun keeping a steady beat using developing mallet technique (proper grip, middle bar placement) and using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice)</li> </ul>

## **Assessments:**

Grade 1 Vocal, Instrumental and Ensemble Skill Assessment Parts 1 and 2

Individual/Small group performance

Grade 1 General Music Curriculum 2018

BOE APPROVED 5/22/2018

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Full group performance

## CONNECTING

*Relating artistic ideas and work with personal meaning and external context.*

### Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

### Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**Process Components:** Compare and Contrast, Analyze, Interpret, Evaluate

### Skill Objective

Students understand how the text of a song connects the musical work to other disciplines.

### Connecting Experience

- Students will learn the song "Down By The Bay" and will analyze the patterns in the music.
- Students will answer two "focus questions" about the song:
  - How does this song connect language arts?  
*It helps us to think of words that rhyme with each other.*
  - What are the important musical components of this song?  
*Call and response, echo singing, and improvising a rhyme.*

# Down By The Bay

Voice 1  
Leader

Down by the bay where the water-mel-ons grow, back to my

Voice 2  
Echo

Down by the bay where the water-mel-ons grow,

4

home I dare not go. For if I do, my moth-er will

back to my home I dare not go. For if I do,

7

say, "Did you ev-er see a fly wear-ing a tie?" Down by \_ the bay!

my moth-er will say, Down by \_ the bay!

- Students take turns being the leader while the class echoes. When a student is the leader, they are to create a rhyme to fit into the song.

# ***Grade 1 Assessment Pack***

***Fairfield Public Schools  
2018***

## **Rhythm**

**Skill objectives:**

- Students will compose a one-measure rhythm pattern in common time using quarter notes, quarter rests and paired eighth notes.
- Students will be able to identify bar line and measure.

**Task Summary:** Students compose their own one-measure rhythms in 4/4 time. Students will also label the following parts of a staff: bar line and measure.

**Materials:** Student Worksheet, pencils

**Task Instructions:**

- Teacher instructs students to create rhythms that use the notes in the note bank, as well as label the parts of staff.
- Teacher collects worksheets and assesses student progress.

**Grade 1 Assessment: Rhythm**

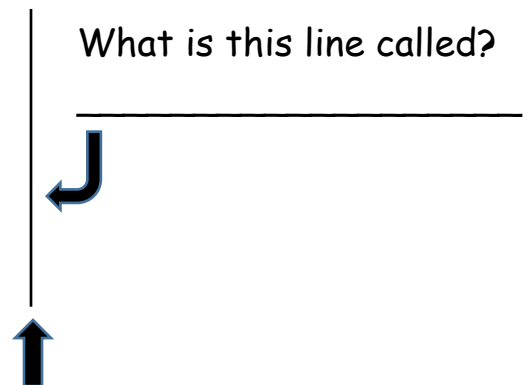
**Task Summary:** Students will compose a one-measure rhythm in 4/4 time, and label parts of staff.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**Directions:**

- Compose your own two-measure rhythm using rhythms in the Note Bank.
- Label the parts of staff that you see.

Note Bank



What is the space between these two lines called?

\_\_\_\_\_

## **Melody/Harmony Part 1**

**Skill objective:** Students will be able to sing Sol-Mi-La patterns.

**Task Summary:** Students will sing parts of “Bounce High, Bounce Low” independently.

**Materials:** “Bounce High, Bounce Low” score, ball, Record Sheet

**Task Instructions:**

- Students will sing the song as a group.
- Teacher will sing the question to the student.
- Student will sing a musical answer using Sol-Mi-La, while bouncing the ball to a new student.

### **ASSESSMENT RUBRIC**

Exceeds	Student sings correctly using Sol-Mi-La with accurate intonation in the same pitch center as the teacher.
Meets	Student sings using two of the pitches with accurate intonation in the same pitch center as the teacher.
Progressing	Student sings melodic patterns (either Sol-Mi-La or using two pitches) in a different pitch center than the teacher.
Not meeting	Student does not sing given melodic patterns.

## Bounce High, Bounce Low

Voice

Bounce high, bounce low. Bounce the ball to one you know.

The musical notation is written on a single staff in treble clef, with a key signature of one sharp (F#) and a time signature of 2/4. The melody consists of the following notes: Bounce (quarter note, G4), high, (quarter note, A4), bounce (quarter note, G4), low. (quarter note, F#4), Bounce (quarter note, G4), the (quarter note, A4), ball (quarter note, G4), to (quarter note, F#4), one (quarter note, G4), you (quarter note, A4), know. (quarter note, G4). The lyrics are placed below the notes, with some words spanning two notes.



Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_

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## **Melody/Harmony Part 2**

**Skill objective:** Students will be able to identify notes on the staff as lines or spaces.

**Task Summary:** Students will identify if notes are on a line or a space.

**Materials:** Student worksheet, pencils

**Task Instructions:**

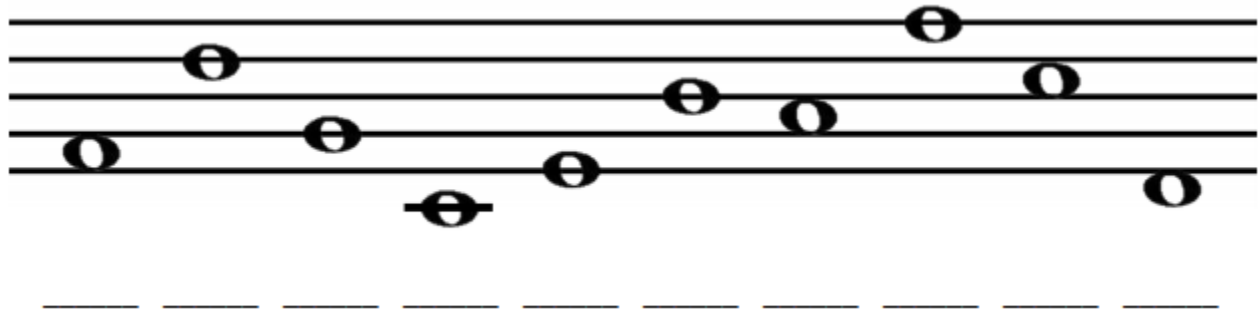
- Students will identify whether the notes on the worksheet are on a line or on a space.
- Teacher collects the worksheets and assesses student progress.

### **Grade 1 Assessment: Melody/Harmony Part 2**

**Task Summary:** Students will identify if notes are on a line or a space.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Identify whether the notes below are on a line or on a space. Write an L if the note is on a line, and an S if the note is on a space.



### **Form/Style/Musical Expression Part 1**

**Skill objective:** Students will be able to distinguish the difference between piano and forte.

**Task Summary:** Teacher will play or sing a musical phrase for each example on the worksheet. Student will circle the animals based on whether the phrases are piano or forte.

**Materials:** Student worksheet, samples of musical phrases, Record Sheet with Rubric

**Task Instructions:**

- Teacher will play or sing a musical phrase for each example on the worksheet.
- Student will circle the animals based on whether the phrases are piano or forte.
- At the end of the assessment, collect papers and grade using the rubric.

## Grade 1 Assessment: Form/Style/Musical Expression

Task Summary: Individually complete worksheets to show understanding of piano and forte.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Listen to four different musical examples. Circle the picture that shows if the examples you hear are PIANO or FORTE.

1.

<b>Forte</b> 	<b>OR</b>	 <b>Piano</b>
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2.

<b>Forte</b> 	<b>OR</b>	 <b>Piano</b>
--	-----------	--

3.

<b>Forte</b> 	<b>OR</b>	 <b>Piano</b>
---	-----------	---

4.

<b>Forte</b> 	<b>OR</b>	 <b>Piano</b>
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## **Form/Style/Musical Expression Part 2**

**Skill objective:** Students will be able to distinguish between same and different phrases.

**Task Summary:** Teacher will play or sing a musical phrase for each example on the worksheet. Student will circle the animals based on whether the phrases are the same or different.

**Materials:** Student worksheet, samples of musical phrases









**Task Instructions:**

- Teacher will play or sing a musical phrase for each example on the worksheet.
- Student will circle the animals based on whether the phrases are the same or different.
- At the end of the assessment, collect papers and assess student progress.

Task Summary: Individually complete worksheets to show understanding same and different phrases.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Listen to four different musical phrases. Circle the picture that shows if the phrases you hear are the same or different.

1	<p>Same</p> 	OR	<p>Different</p> 
2	<p>Same</p> 	OR	<p>Different</p> 
3	<p>Same</p> 	OR	<p>Different</p> 
4	<p>Same</p> 	OR	<p>Different</p> 

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## Vocal, Instrumental and Ensemble Skill Development Part 1

**Skill objective:** Students will be able to sing using head voice with accurate intonation. Assessments to be done on songs using Sol-Mi and Sol-Mi-La patterns, multiple times per year.

**Task Summary:** Students will sing independently during a variety of songs and games. Teacher will assess students based on the vocal rubric provided.

**Materials:** Record Sheet with Rubric, variety of grade level repertoire

**Task Instructions:**

- Teacher prompts students to vocalize independently during a song or game.
- As students perform, watch and assess each individual.

**ASSESSMENT RUBRIC**

Exceeds	Consistently performs Sol-Mi and Sol-Mi-La patterns with head voice and accurate intonation.
Meets	Usually performs Sol-Mi and Sol-Mi-La patterns with head voice and accurate intonation.
Progressing	Sometimes performs Sol-Mi and Sol-Mi-La patterns with head voice.
Not meeting	Does not perform Sol-Mi and Sol-Mi-La patterns with head voice.

**Grade 1 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 1**

Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_





**Skill objective:** Students will be able to visually identify percussion instruments by type: wood, metal, shaker, scraper, drum.

**Task Summary:** Students will complete the provided matching worksheet.

**Materials:** Student worksheet, pencils

**Task Instructions:**

- Teacher hands out matching worksheet for students to complete.
- Teacher collects the worksheets and assesses for student progress.

**Grade 1 Assessment: Vocal, Instrumental and Ensemble Skill Development Part 2**

**Task Summary:** Individually complete worksheets to show understanding percussion instruments by type.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Match each instrument to the category in which it belongs.



WOOD



DRUM



SCRAPER



SHAKER



METAL

# ***Grade 1 Appendix***

- ***Suggested repertoire***
  - ***Review***
  - ***Enrichment***

## **Suggested Repertoire**

<b>Singing: General/Games/Play-Parties</b>	<b>Singing: Nursery Rhymes</b>	<b>Singing: Seasonal</b>	<b>Singing: Patriotic</b>	<b>Listening</b>
				-Peter and The Wolf: Prokofiev

### **Grade 1 Review: Melody/Harmony**

Task Summary: Individually complete worksheets to show understanding of high and low sounds.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Listen to the sounds played or sung by the teacher. Circle the BIRD if the sounds are HIGH, and circle the WORM if the sounds are LOW.

**EXAMPLE:**



**High**

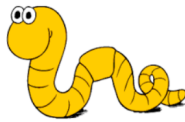


**Low**

1.



**High**

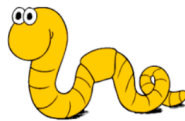


**Low**

2.



**High**



**Low**

3.



**High**



**Low**

4.



**High**



**Low**

**Grade 1 Enrichment: Rhythm**

Task Summary: Students will compose four-beat rhythms in each box.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**Directions:**

- Compose your own rhythms using:
- Put 4 beats in every box.



1.

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2.

--

3.

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4.

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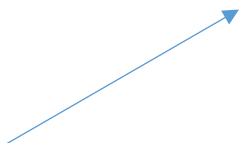
**Grade 1 Enrichment: Form/Style/Musical Expression**

Task Summary: Individually complete worksheets to show understanding of upward and downward melodic contour.

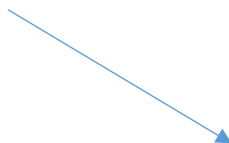
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Are the notes going up or going down? Circle the arrow that fits the melody you hear.

1.

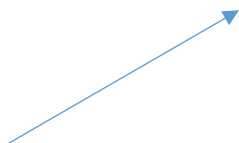


UP

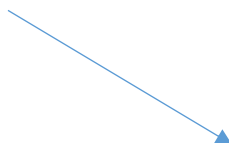


DOWN

2.

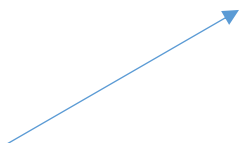


UP

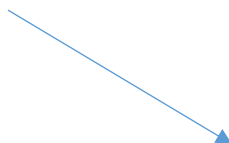


DOWN

3.

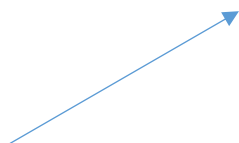


UP

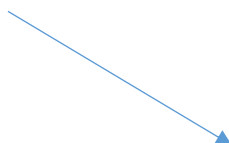


DOWN

4.



UP



DOWN