

Grade 1 Expression

Essential Standards:

- Montana Music Content Standard 1.2: Identify expressive intent of musical ideas.
- MMCS 1.3: Discuss changes in musical ideas.
- MMCS 1.4: Describe the purpose of a variety of musical selections.
- MMCS 1.5: Rehearse to revise musical performances
- MMCS 1.7: Identify influences in making musical selections.
- MMCS 1.8: Identify expressive qualities of music.
- MMCS 1.9: Describe preferences while evaluating music.
- MMCS 1.10: Describe emotions when experiencing music.
- MMCS 1.11: Describe connections between music, arts, and daily life in a variety of contexts.

Other Standards:

- Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.
- Montana Theatre Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama.
- MTACS 1.7: Discuss an emotional response to guided creative drama.

Content-Specific Vocabulary:

Mood, piano, forte, presto, largo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to describe the feeling and mood of a piece of music.	<ul style="list-style-type: none"> • <i>Book of Movement Exploration</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>My Many Colored Days</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Art supplies • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Unpitched percussion 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Move-it • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to respond to musical opposites (fast/slow, loud/quiet).			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte</i> ▪ Tempo: <i>presto (fast), largo (slow)</i> 			
I am learning to perform with artful expression. <p>Examples:</p> <ul style="list-style-type: none"> ▪ Dynamics and tempi ▪ Expressive bodies and faces, matching the music ▪ Responsive movement choices 			

Grade 1 Form

<p>Essential Standards: Montana Music Content Standard 1.1: Create musical ideas for a purpose. MMCS 1.3: Discuss changes in musical ideas. MMCS 1.4: Describe the purpose of a variety of musical selections.</p>			
<p>Other Standards: Montana Dance Content Standard 1.2: Improvise a dance with beginning, middle, and end. MDCS 1.3: Apply changes to movement in dance sequences. MDCS 1.5: Demonstrate a range of movements while coordinating with other dancers. MDCS 1.7: Identify a movement that repeats in a dance to make a pattern. Montana Visual Arts Content Standard 1.8: Describe characteristics of artwork.</p>			
<p>Content-Specific Vocabulary: Same, different</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Sit Spots (folk dancing) 	<ul style="list-style-type: none"> • Circle games • Folk dancing • Locomotor/non-locomotor movement • Move-it • Physical response to aural stimuli

Grade 1 Melody

<p>Essential Standards: Montana Music Content Standard 1.3: Discuss changes in musical ideas. MMCS 1.5: Rehearse to revise musical performances. MMCS 1.6: Perform music for a purpose.</p>			
<p>Other Standards: Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds. MDCS 1.3: Apply changes to movement in dance sequences.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can sing a short song.	<ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Beat buddies • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Puppets 	<ul style="list-style-type: none"> • Echo singing • Aural differentiation • Movement exploration
I can echo a short melody.			
I am learning to demonstrate the difference between my speaking voice and my singing voice.			
I am learning to audiate and perform high and low sounds.			

Grade 1 Rhythm

Essential Standards:

Montana Music Content Standard 1.1: Create musical ideas for a purpose.
 MMCS 1.3: Discuss changes in musical ideas.
 MMCS 1.5: Rehearse to revise musical performances.

Other Standards:

Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.
 MDCS 1.3: Apply changes to movement in dance sequences.

Content-Specific Vocabulary:

Steady beat, echo, pattern, rhythm, long sounds, short sounds, tempo, ostinato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can move to patterns of long and short sounds.	<ul style="list-style-type: none"> • <i>I'm Growing Up</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Let's Do It Again! The Songs of Education Through Music</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourine, felt circle toppers) • Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls) • Rhythm Sticks • Unpitched Percussion 	<ul style="list-style-type: none"> • Beat groups • Circle games • Echo activities • Folk dancing and play parties • Follow child's beat with a song • Play parties • Rote
I can speak and play patterns of long and short sounds.			
I am learning to keep the steady beat.			
I am learning to connect symbols with sounds.			

Grade 1 Timbre

<p>Essential Standards: Montana Music Content Standard 1.8: Identify expressive qualities of music. MMCS 1.9: Describe preferences while evaluating music. MMCS 1.11: Describe connections between music, arts, and daily life in a variety and contexts.</p>			
<p>Other Standards: Montana Theater Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama. Montana Visual Arts Content Standard 1.8: Describe characteristics of artworks.</p>			
<p>Content-Specific Vocabulary: Timbre, glockenspiel, xylophone, metallophone, mallet</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to identify different sound sources.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Listening glyphs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ High ▪ Low 			
I am learning to visually identify and name classroom instruments. <ul style="list-style-type: none"> ▪ Unpitched percussion ▪ Barred instruments 			
I am learning about timbres from diverse musical traditions.			