

**Los Angeles Unified School District – Arts Education Branch
Elementary Music Instruction Guide**

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music”

Grade 1 Theme	Music tells us about the world.	
Enduring Understanding	<p>Music involves imitation and exploration.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can I make my voice sound like other friends my age? • What are different sounds I can make with my voice? • How can I use my singing voice to play games? 	
California Standards Addressed	2.1	Sing with accuracy in a developmentally appropriate range.
	2.2	Sing age-appropriate songs from memory.
	3.2	Sing and play simple singing games from various cultures.
Sample Performance Task	<p>Play a singing game or sing a call and response song with your class. Use your singing voice (head voice) to sing a solo when it is your turn.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Students sing alone • Students sing with accurate pitch, using their head voice • Students sing with accurate rhythm, in time with the beat • Students follow the rules of the game 	

DEVELOPING CONCEPTS

1. SINGING: <i>We can use our voices in different ways</i>		
<i>Knowledge</i>	<i>Skills</i>	
Vocabulary <ul style="list-style-type: none"> • Singing voice • Speaking voice • Shouting (calling) voice • Whisper voice • Echo/Imitation 	<ul style="list-style-type: none"> • Differentiate between types of voices: speak, sing, whisper, shout. • Chant a rhyme. • Sing in head tone. • Match pitch. • Copy what is heard (echo-sing). 	
SUGGESTED STEPS Sources: (1st Grade Books, unless otherwise stated) MM= <u>Making Music</u> : 2008 California Edition, STM=Share the Music, MC=Music Connection		
FOCUS	SOURCE	SONGS/ACTIVITIES
Differentiate between speaking, singing, shouting, and whispering <ul style="list-style-type: none"> • Greet children with different voices and ask them to respond with the same voice you use. • Make big dog (low) and little dog (high) sounds. • Have students copy siren or roller-coaster sounds, up and down on an “oo” vowel. • Teach a rhyme or song with echos, one phrase at a time, as needed, keeping a steady beat. • Ask students whether they are singing or speaking. • Ask students to copy the voice you use -vary it phrase by phrase. • Discuss where you might use each voice • Discover how singing and speaking are the same and different (no melody when we speak). • Use a rhyme the students know and sing it instead of speaking, using a simple two- or three-tone melody (i.e., minor 3rd melody, <i>So-Mi</i>, or add <i>La</i>). Contrast this with how it is spoken and have the children learn it as a song. • Encourage students to make up their 	STM 1	<i>Hello There</i> (sing echos) <ul style="list-style-type: none"> • <i>Suggestion: Engage the children by greeting each one with a handshake for any of the ‘hello’ songs.</i> <i>Hello</i> (Sing echos) <i>Hey, Children, Who’s in Town</i> (solos) <ul style="list-style-type: none"> • Speak the rhyme • Each child respond using a different voice <i>2,4,6,8 Meet Me at the Garden Gate</i> (speak) <i>Cobbler, Cobbler</i> (speak or sing) <i>Jelly in the Bowl</i> (speak) <i>The Opposite Rap</i> (speak—solos) <i>Bluebells</i> <ul style="list-style-type: none"> • Speak all the months • Sing all the months • Individual sings his/her birth month
	STM K	<i>Hello Song</i> (<i>Hello, Hello</i>)
	Other	<i>Hello, and How Are You?</i> (sing) (appendix)
	MM	<i>Hello There</i> (sing echos) <i>Sing, Speak, Whisper, Shout Apples, Peaches, Pears and Plums</i> (speak) <i>Bee, Bee Bumblebee</i> (speak)

own melodies with <i>So-Mi-La</i> for jump rope rhymes or other rhymes they know.	<i>Ackabacka Soda Cracker</i> (speak) <i>Postman</i> <ul style="list-style-type: none"> rhyme game add melody to use for solo singing <i>Peanut Butter</i> (speak)
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2. CALL AND RESPONSE: *We can use our singing voice to respond to a musical question.*

<i>Knowledge</i>	<i>Skills</i>
<u>Vocabulary</u> <ul style="list-style-type: none"> Body Percussion Steady Beat Phrase Call and Response (Question/Answer) Solo/Group 	<ul style="list-style-type: none"> Pat the steady beat. Use head voice to echo-sing melodic responses. Identify and sing call and response sections in songs. Sing alone with accurate pitch and rhythm.

SUGGESTED STEPS

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MM=Making Music: 2008 California Edition, STM=Share the Music, MC=Music Connection

FOCUS	SOURCE	SONGS/ACTIVITIES
Teach songs that include phrases that are echoed <ul style="list-style-type: none"> Listen to the song and pat the steady beat. Echo your teacher or the recording. Use your singing voice (head voice). 	MM	<i>Down by the Bay</i> <i>Shine, Shine, Shine</i> <i>ABC Rock</i> <i>The Earth Is My Mother</i> <i>Mashed Potatoes</i> <ul style="list-style-type: none"> Speech piece with sung refrain Dance directions TE p. 506
	STM	<i>Hello There!</i> <i>I've a Pair of Fishes</i>
Call and Response <ol style="list-style-type: none"> Prepare students to respond with singing. <ul style="list-style-type: none"> Create a musical question using <i>So-Mi</i> or <i>So-La-So-Mi</i>, asking students to individually sing answers with the same pitches. Ask class which voice student was using. e.g.: <ul style="list-style-type: none"> “Hello, how are you?” “I’m fine, thank you” “What’s your name?” “My name 	Other	<i>Hello, and How Are You?</i>
	MM	<i>Buenos Días (Good Morning)</i> <i>Down By the Bay</i> <i>If You Can Walk</i> <ul style="list-style-type: none"> Listening for call/response Dance directions, TE p. 504 <i>Nana, Thread Needle</i> <i>Shortnin’ Bread</i> <i>Shoo, Turkey</i> <i>Amasee</i> (also dance)

<p>is ____.”</p> <ul style="list-style-type: none"> ○ “What is your favorite food?” “I like ____.” • Listen to recorded call/response song, pat beat. Discuss the solo/group format and its origin. • Discover how the song is like a question and answer. • Echo-sing response <p>2. Practice Call-Response songs</p> <ul style="list-style-type: none"> • Students sing response with recording. • Teacher sings call, class responds. • Teacher sings call, individual responds. Ask class which voice student was using. • Student sings call, group responds. 	MM	<i>Birds in Granny’s Garden (Ptashky u babusi sadochku)</i>
	MM, MC	<i>Hambone</i> <i>Goodbye, Julie</i> <i>Great Big Stars</i>
	STM	<i>The Opposite Rap</i> <ul style="list-style-type: none"> • Speak call/response • Use <i>So, Mi, La</i> to sing call/response <i>Sing About Martin</i> <i>Who Built the Ark</i>

3. SINGING GAMES: *We can sing alone as part of a singing game.*

<i>Knowledge</i>	<i>Skills</i>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Call and Response • Phrase • Solo • Trade (as a job that one does) 	<ul style="list-style-type: none"> • Pat the steady beat • Use head voice to sing melodic responses • Sing alone with accurate pitch and rhythm • Identify and sing call and response sections in songs • Follow rules in a game • Work cooperatively with classmates

SUGGESTED STEPS

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FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Teach a game song that requires an individual response</p> <p>1. Teach the song.</p> <ul style="list-style-type: none"> • Teach the song as in “Call and Response” above. • Have students sing the solo part. 	Other	<p>Sample question to sing:</p> <ul style="list-style-type: none"> • What do you like to eat? • What is your birthday month? • What is your favorite animal?
	MM-1	<i>Postman</i> (p. 36 TE, using <i>La, So, Mi</i>) <i>Charlie Over the Water</i> <i>Green, Green, Rocky</i>

<p>Ask class which voice student was using.</p>	MM-1	<p><i>My Mama's Calling Me</i> <i>Lemonade</i> <i>Name Game</i> (sung on <i>La, So, Mi</i>)</p>
<p>2. Teach students how to play the game.</p> <ul style="list-style-type: none"> • Describe/demonstrate the game and its rules. • Teacher takes the first turn, picking first student to continue the game. • Encourage students to use their singing voice (head voice) with <i>La, So, Mi</i> melodies. 	MM-K	<p><i>Who Has the Penny?</i></p>
	STM	<p><i>Charlie Over the Ocean</i> <i>Doggie, Doggie</i> <i>Hoo Hoo</i> <i>Bluebells</i></p> <ul style="list-style-type: none"> • Speak all the months • Sing all the months • Individual sings his/her birth month