

**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”

<b>Grade 1 Theme</b>	Music brings people together.	
<b>Enduring Understanding</b>	<p><b>Music is a part of every culture and helps create community.</b></p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• What is my culture? What is my heritage?</li> <li>• What are things that make up part of someone’s culture?</li> <li>• What is community?</li> <li>• How is culture and community the same? How is it different?</li> <li>• Why do all cultures sing and play?</li> <li>• Do they all sing and play in the same way? How are they the same? How are they different?</li> </ul>	
<b>California Standards Addressed</b>	2.1	Sing with accuracy in a developmentally appropriate range.
	2.2	Sing age-appropriate songs from memory.
	3.1	<b>Recognize and talk about music and celebrations of the cultures represented in the school population.</b>
	3.2	<b>Sing and play simple singing games from various cultures.</b>
	5.1	<b>Recognize and explain how people respond to their world through music.</b>
<b>Sample Performance Task</b>	With your classmates, perform songs, singing games or dances from various cultures represented in your class and school community. Create a class report about the cultures represented and share it in a presentation (with the principal, another class, the parents, etc.).	

## DEVELOPING CONCEPTS

<b>1. CULTURE: <i>The music of our culture makes up a part of our identity.</i></b>	
<i>Knowledge</i>	<i>Skills</i>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• identity</li> <li>• culture</li> <li>• heritage</li> <li>• generations</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about self-identity.</li> <li>• Identify key aspects of our culture.</li> <li>• Identify ways information is passed down through the generations.</li> <li>• Identify songs that are passed down through the generations.</li> </ul>
<b>SUGGESTED STEPS</b>	
Sources: MM= <u>Making Music: First Grade 2008 California Edition</u>	
<b>FOCUS</b>	<b>SONGS/ACTIVITIES</b>
<b>Who are you?</b>	<ul style="list-style-type: none"> <li>• Explore things that are unique about each child.</li> <li>• Create a timeline of significant events in the child's life.</li> <li>• Explore favorite songs and games.</li> </ul>
<b>What is culture?</b> (shared beliefs and practices)  Explore things we all have in common all over the world.	<ol style="list-style-type: none"> <li>1. We greet each other.               <ul style="list-style-type: none"> <li>• <i>Sorida</i></li> <li>• <i>Buenos días</i></li> <li>• <i>Bonjour, mes amis</i></li> </ul> </li> <li>2. We eat.               <ul style="list-style-type: none"> <li>• <i>Shortnin' Bread</i></li> <li>• <i>Los maizales</i></li> <li>• <i>Cha yang wu</i></li> <li>• <i>Riqui rán</i></li> </ul> </li> <li>3. We play games. See next section.</li> </ol>
<b>What is heritage?</b> (something passing from generation to generation)  Explore things that have been passed down. Students can investigate and share their own heritage with the class through talking with family members.  Sing songs and play games that have been passed down.	Suggested topics: <ol style="list-style-type: none"> <li>1. Storytelling               <ul style="list-style-type: none"> <li>• <i>To 'ia mai te waka</i> (Maori)</li> </ul> </li> <li>2. Lullabies               <ul style="list-style-type: none"> <li>• <i>Ayliluli, num tsipor</i> (Israel)</li> <li>• <i>Lady, Lady</i> (Appalachia)</li> </ul> </li> <li>3. Games/songs               <ul style="list-style-type: none"> <li>• <i>Rain, Rain</i> (USA)</li> <li>• <i>Mos Mos</i> (Hopi)</li> </ul> </li> <li>4. Celebrations (religious, ceremonial, etc.)</li> </ol>

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<b>2. COMMUNITY: <i>We create community by sharing with each other .</i></b>	
<i>Knowledge</i>	<i>Skills</i>
<u>Vocabulary</u> <ul style="list-style-type: none"> <li>• community</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing stories and songs</li> <li>• Playing games</li> <li>• Dancing</li> </ul>
<b>SUGGESTED STEPS</b>	
Source: MM= <u>Making Music: First Grade 2008 California Edition</u>	
<p><b>FOCUS:</b> We create community through songs and games.</p> <ul style="list-style-type: none"> <li>❖ Explore that various songs and games represented by the school and class cultures.</li> <li>❖ Investigate the background information when possible.</li> <li>❖ Note commonalties of songs and games (i.e., hand games, circle games, line dances, animal themes, etc.)</li> <li>❖ Create a presentation (for the principal, another class, the parents,etc.) where the students share their favorite songs and games. Include information about the cultures represented and how one’s heritage is passed down from generation to generation.</li> </ul>	
American Regional <ul style="list-style-type: none"> <li>• <i>Rain, Rain</i></li> <li>• <i>Charlie Over the Water</i></li> <li>• <i>Hey, Hey Look at Me</i></li> <li>• <i>Star Light, Star Bright</i></li> <li>• <i>Bounce High, Bounce Low</i></li> <li>• <i>I Know an Old Lady</i></li> </ul>	Native American Heritage <ul style="list-style-type: none"> <li>• <i>Mos Mos</i> (Hopi)</li> <li>• <i>Raccoon Dance Song</i> (Choctaw)</li> </ul>
	Jewish Heritage <ul style="list-style-type: none"> <li>• <i>Yesh lanu taish</i></li> <li>• <i>Ayliluli, num tsipor</i></li> </ul>
Asian Heritage <ul style="list-style-type: none"> <li>• <i>Chang</i> (Thai)</li> <li>• <i>Leak Kanseng</i> (Cambodia)</li> <li>• <i>Amefuri</i> (Japan)</li> <li>• <i>Hato popo</i> (Japan)</li> <li>• <i>Pai pi qui</i> (China)</li> <li>• <i>Hotaru koi</i> (Japan)</li> <li>• <i>Usagi</i> (Japan)</li> </ul>	European Heritage <ul style="list-style-type: none"> <li>• <i>Vil du?</i></li> <li>• <i>Alle meine Entchen</i></li> <li>• <i>Geef jij mij die schoen</i></li> <li>• <i>Cirmos cica</i></li> </ul>
Latin American Heritage <ul style="list-style-type: none"> <li>• <i>Serra, serra, serrador</i></li> <li>• <i>Pin Pon</i></li> <li>• <i>¡Jeu! ¡Jue!</i> (El Salvador)</li> <li>• <i>Las Horas</i></li> <li>• <i>Tic, tac</i></li> <li>• <i>Los maizales</i> (Peru)</li> <li>• <i>La vibora</i> (Mexico)</li> <li>• <i>Mi chacra</i> (Argentina)</li> <li>• <i>El chocolate</i> (Mexico)</li> <li>• <i>Los pececitos</i></li> </ul>	African American Heritage <ul style="list-style-type: none"> <li>• <i>Run, Molly Run</i></li> <li>• <i>Here Comes Valerie</i></li> <li>• <i>Nana, Thread Needle</i></li> <li>• <i>Great Big Stars</i></li> <li>• <i>Head, Shoulders, Baby</i></li> <li>• <i>Shoo, Turkey</i></li> <li>• <i>Nampaya oname</i></li> <li>• <i>Shanghai Chicken</i></li> <li>• <i>Amasee</i></li> </ul>