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**

<table>
<thead>
<tr>
<th>Grade 1 Theme</th>
<th>Music brings people together.</th>
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<tbody>
<tr>
<td><strong>Enduring Understanding</strong></td>
<td><strong>Music can represent ideas and feelings.</strong></td>
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</table>
| Essential Questions | • What kind of music makes me feel _____? (happy, sad, scared, etc.)
• What makes music sound _____? (happy, sad, scary, etc.)
• What kind of emotions and ideas can I communicate to an audience? |
| **California Standards Addressed** | 1.2 Identify simple musical forms (e.g., phrase, AB, echo).
| | 1.3 Identify common instruments visually and aurally in a variety of music.
| | 2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.
| | 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).
| | 4.1 Create movements to music that reflect focused listening.
| | 4.2 Describe how ideas or moods are communicated through music. |
| **Sample Performance Task** | Listen to a piece of music you know (“Carnival of the Animals”). Respond to the music with appropriate movements or draw a picture to represent what you hear. Talk about your choices in movement. |
DEVELOPING CONCEPTS

1. MOVEMENT VOCABULARY: Movement can be used to reflect what is happening in music.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
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<tbody>
<tr>
<td>Movement vocabulary:</td>
<td>• Discover new ways to move and talk about movement</td>
</tr>
<tr>
<td>walk</td>
<td>• Create movement in response to realia</td>
</tr>
<tr>
<td>run</td>
<td>• Move appropriately to the beat</td>
</tr>
<tr>
<td>jump</td>
<td>• Identify visually and aurally major orchestral instruments.</td>
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<tr>
<td>hop</td>
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</tr>
<tr>
<td>twirl</td>
<td></td>
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<tr>
<td>skip</td>
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<tr>
<td>slide</td>
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</tbody>
</table>

Movement vocabulary:
- walk
- run
- jump
- hop
- twirl
- skip
- slide

- leap
- gallop
- level
- direction
- size
- pathways
- focus
- energy
- attach
- weight
- tension
- float
- flick
- tap
- thrust
- slash
- glide

**SUGGESTED STEPS**
Source: MM=Making Music: First Grade 2008 California Edition

**FOCUS**

Developing a movement repertoire.
Pathways – use letters of the alphabet to discover that letters are made of straight lines, curved lines, and circles.
Create a movement piece, using tempo word cards.
Create steady-beat locomotor and non-locomotor movements

**SONGS/ACTIVITIES**

- I Can’t Spell Hippopotamus – locomotor movement
- Scrub-a-Dub – space, levels, pathways, melodic patterns
- Hey, Hey, Look at Me – beat movement
- Everybody Says – creative movement
- Serra, serra, serrador – creative movement

2. LISTENING: Active listening involves understanding of how the elements of music work together.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
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<tbody>
<tr>
<td>Elements of Music</td>
<td>• Listen and process musical information</td>
</tr>
<tr>
<td>- Tempo: fast/slow</td>
<td>• Demonstrate awareness of musical concepts by responding appropriately with movement</td>
</tr>
<tr>
<td>- Dynamics: loud/soft</td>
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<tr>
<td>- Melodic contour: high/low; up/down</td>
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<tr>
<td>- Line: legato/staccato</td>
<td></td>
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<tr>
<td>- Patterns: same/different</td>
<td></td>
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<tr>
<td>- Timbre</td>
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</table>

**SUGGESTED STEPS**
Source: MM=Making Music: First Grade 2008 California Edition

**FOCUS**

Listening for opposites. Use pictures, sounds and movement to demonstrate:
- High/low: animals sounds; leap, jump, hop; star/starfish

**SONGS/ACTIVITIES**

- Hoe Down and Reverie – loud/soft
- Stars and Stripes Forever – loud/soft
- We’re Making Popcorn – dynamics
- Up/down: leaves and rockets; float, glide
- Fast/slow: tortoise and the hare; walk, run

**Listening for change:**
- in melodic contour
- in tempo
- in dynamics

Create movement to demonstrate awareness of the change.

- *Freight Train* – fast/slow
- *The Little Green Frog* – low to high
- *Andante quieto* – high and low
- *Alle mine Entchen* – melodic contour
- *Leaves* – ascending and descending
- *Yellow Butter* – tempo
- *Choo Choo Boogaloo* – tempo
- *Vulani ringi ring* - tempo
- *The Fly and the Bumblebee* – melody patterns

**Listening for timbre:**
- Identify visually and aurally major orchestral instruments.
- Discuss how the timbre of the instrument contributes to the overall composition.

- *The Little Red Hen* – timbre
- *Concerto for Trumpet and Orchestra* - trumpet
- *Boogie Woogie* – trombone
- *The Little Shepherd* – flute
- *Let’s Dance* – clarinet
- *Caprice Basque* – violin
- *Tema de maimara* – instruments, texture
- “Fossils” from *Carnival of the Animals* – instruments

**Listening for patterns:**
- Use different motions to show when the patterns are the same or different.
- Talk about how the pattern changed.
- Identify with movement when the call or response parts occur.

- *The Rain Sings a Song* – form ABA
- *Amefuri* - form AB
- *Yesh lanu taish* – form AB
- *B-A, Bay* – form AB
- *Willowbee* – form ABA
- *Banana Splits* – form ABA
- *When the Train Comes Along* – form AB
- *How to Be a Friend* – form ABA
- *Shortnin’ Bread* – call and response
- *Shoo, Turkey* – call and response

**Listening to rhythm:**
- Show long and short sounds through movement: clapping the rhythm, walking the rhythm

- *Pease Porridge Hot* – rhythm patterns
### 3. RESPONDING: We can use movement to reflect our understanding of what is happening in the music.

<table>
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<th>Knowledge</th>
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<tbody>
<tr>
<td>Mood/emotions</td>
<td>• Listen and process musical information</td>
</tr>
<tr>
<td>Expressive elements</td>
<td>• Demonstrate awareness of musical concepts by responding appropriately with movement</td>
</tr>
<tr>
<td>Storytelling</td>
<td></td>
</tr>
<tr>
<td>Opposites</td>
<td></td>
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</table>

**SUGGESTED STEPS**

Source: MM=Making Music: First Grade 2008 California Edition

#### FOCUS

**SONGS/ACTIVITIES**

**Use text to initiate movement/dramatize the lyrics.**

- Cha yang wu – dramatization
- ¡Viva el fútbol! – dramatization
- Amefuri – dramatize
- Chang – dramatize
- The Parade Came Marching – dramatize
- Fish – dramatize
- Rags – dramatize

**Use opposites to initiate movement. Show:**

- dynamic changes
- tempo changes
- timbre/instruments

**Use a combination of elements to initiate movement.**

- Hungarian Dance No. 3 – tempo and dynamics
- “Morning” from Peer Gynt Suite – melodic contour
- “Jupiter” from The Planets – tempo, instruments, dynamics
- “Jimbo’s Lullaby” from Children’s Corner Suite – melodic contour, mood
- Flight of the Bumblebee – melodic contour
- Duermete, mi niño – mood, contour
- Lullaby for Strings – mood, contour
- Los Maizales – mood, creative movement
- Sorida – melodic contour
- Bonjour, mes amis – melodic contour
- The Honeybee Song – melodic contour
- Scherzo – melodic contour, instruments, listening map
- Ah! Les jolis papillons – mood, same and different phrases

**Use movement to respond to mood in music.**

- Sing songs that represent various moods.
- Manipulate the mood by changing an element of music. Discuss: what is the overall effect?

**Talk about choices in movement.**

- Nu wahtan – mood
- “Butterfly” from Lyric Pieces – mood
- Duermete, mi niño – mood, contour
- Lullaby for Strings – mood, contour