

**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 is all around us.	
Enduring Understanding	<p>Music is part of our daily experiences.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How is music used in our lives? • How do we use music at school? • What does making music teach me about being in a community? • How do we use music to celebrate? 	
California Standards Addressed	1.2	Identify and describe basic elements in music (high/low, fast/slow, loud/soft)
	2.2	Sing age-appropriate songs from memory.
	3.1	Identify the various uses of music in daily experiences.
	3.2	Sing and play simple singing games from various cultures.
	4.2	Identify, talk about, sing, or play music written for specific purposes (e.g. work song, lullaby).
Sample Performance Task	Sing a song, dance a dance, play a rhythm instrument that appropriately reflects the purpose of the music. Use appropriate tempos (fast/slow), and dynamics (soft/loud) when performing the music.	

DEVELOPING CONCEPTS

1. Daily Experiences: <i>Music is an important part of our day.</i>	
<i>Knowledge</i>	<i>Skills</i>
Singing games Counting songs Action songs Lullaby's Animal songs Quiet songs Make believe	<ul style="list-style-type: none"> • We play and interact with our friends. • We learn body parts. • We count. • We follow directions. • Identify uses of songs for aspects of our life. • Identify songs used for celebrations. • We sing songs in different languages.
SUGGESTED STEPS	
Sources: MM=Making Music: Kindergarten 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
How is music used at home? <i>Who are the music makers in your house?</i> <i>How do you make music at home?</i>	<ul style="list-style-type: none"> • Explore favorite songs and games. • Explore what part music plays in the families of the children. • Explore what music is sung, performed or listened to in the family. • Explore what songs have been learned from parents, grand-parents and other family members.
How is music used at school? Sing songs that assist with transitions and organization of our school day. <ul style="list-style-type: none"> • Rug time • Center time • Transitions- (rug to centers, lining up etc) • Entering and exiting the classroom Sing songs that reinforcement concepts <ul style="list-style-type: none"> • Songs correlated with topics Accompany songs with classroom instruments.	<ol style="list-style-type: none"> 1. We greet each other. <ul style="list-style-type: none"> • <i>Hello There</i> 2. We learn our alphabet. <ul style="list-style-type: none"> • <i>The Alphabet Song</i> • <i>ABC Blues</i> 3. We count. <ul style="list-style-type: none"> • 1, 2, 3, 4 • 2, 4, 6, 8 • <i>Alison's Camel</i> • <i>Five Little Chickadees</i> • <i>Five Little Snowmen</i> • <i>Number One, Touch Your Tongue</i> • <i>Rinsho, rinsho (Japanese counting song)</i> • <i>Roll Over</i> 4. Days of the week <ul style="list-style-type: none"> • <i>Mary Came a-Running</i> • <i>Oh, What a Day</i> 5. Movement songs—See next section 6. Animal songs—See next section

Movement songs

- *Copycat*
- *Hi-Dee-Roon*
- *Ikhanda, maslombe (My Head and My Shoulders)*
- *Lobby Lou*
- *Doing the Penguin*
- *Clap, Wiggle and Stomp*
- *Johnny Mister Brown*
- *Jim Along Josie*
- *Skip to My Lou*
- *Juanito*
- *Locomoto-vation*
- *The Wheels on the Bus*
- *If You're Happy*
- *Rig-a-Jig-Jig*
- *Mi Cuerpo hace música*
- *Vamos a cantar (Let's Sing)*
- *Put Your Finger in the Air*
- *Vamos a hacer la ronda (Let's Make a Circle)*
- *Oliver Twist*

Animal Songs

- *The Kangaroo Song*
- *Little Bear*
- *Grizzly Bear*
- *Doing the Penguin*
- *Three Little Pigs*
- *El caracol (The snail's Dance)*
- *Bereleh (Little Snail)*
- *Eeferha ba go (The Hungry Dog)*
- *Down in the Meadow*
- *Nanny Goat*
- *Teddy Bears*
- *Bear Dance*
- *Los pollitos (Baby Chicks)*
- *Bluebird*
- *We Are Dear Little Birdies*
- *Five Little Chickadees*
- *Cuculí*
- *Kaeru no uta (The Frog Song)*
- *Eency Weency Spider*
- *Going to the Zoo*
- *Let's Pretend*
- *Six Little Ducks*
- *I Have a Dog*
- *Perná, perná, i méliisa (Fly By, Fly By)*
- *El burrito enfermo (The Sick Little Donkey)*
- *Let's Go on a Bear Hunt*
- *Baby Buluga*
- *Noah's Zoo in the Big, Big, Rain*
- *The Animals Went In One By One (poem)*
- *I'm a Very Fine Turkey*

<p>How is music used in our community?</p> <p>Stories are a way for us to have a common history and knowledge.</p> <p>Lullabies are universal in their quiet style and purpose.</p> <p>Celebrations are a demonstration of important events in our lives.</p>	<p>Suggested topics:</p> <ol style="list-style-type: none"> 1. Storytelling <ul style="list-style-type: none"> • <i>Goldilocks and the Three Bears</i> • <i>Noah's Zoo in the Big Big Rain</i> 2. Lullabies <ul style="list-style-type: none"> • <i>Chippewa Lullaby</i> • <i>A la rurru niño</i> • <i>Cradle Song</i> • <i>En prière</i> • <i>Fais dodo</i> • <i>Hush, Little Baby</i> • <i>Hush Up the Baby</i> • <i>Kunolouunkwa</i> • <i>Yang wa wa</i> • <i>Zulu Lullaby</i> 3. Celebrations (religious, ceremonial, etc.) See next section
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2. COMMUNITY: <i>We are a part of our home and school community. We create this community as we learn, play games and share our stories and music with each other.</i>	
<i>Knowledge</i>	<i>Skills</i>
<p>Community</p> <p>Celebrations</p> <p>Birthday</p> <p>Chanukah</p> <p>Christmas</p> <p>Earth Day</p> <p>Halloween</p> <p>Kwanzaa</p> <p>Martin Luther King Day</p> <p>Mother's Day</p> <p>Patriotic</p> <p>Thanksgiving</p> <p>Valentine's Day</p>	<ul style="list-style-type: none"> • Sharing stories and songs • Playing games • Singing • Dancing • Performing for one another

SUGGESTED STEPS

Source: MM=Making Music: Kindergarden 2008 California Edition

FOCUS: Celebrations are a way for us to share with our families, friends and our community.

- ❖ Explore ways that we celebrate different occasions.
- ❖ Explore ways that we share these celebrations within our families, school and community.
- ❖ Explore how we create community by sharing our songs and games.
- ❖ Create a presentation (for the principal, another class, the parents, etc.) of your favorite songs, including game songs, action songs, and foreign language songs. Include information on what was learned in each of these songs.

<p>Birthday Songs</p> <ul style="list-style-type: none"> • <i>Happy Birthday to You</i> • <i>Las mañanitas</i> • <i>Birthday, Birthday, Birthday (poem)</i> • <i>Birthday Cake</i> • <i>Uga uga uga</i> 	<p>Patriotic</p> <ul style="list-style-type: none"> • <i>America</i>
<p>Chanukah</p> <ul style="list-style-type: none"> • <i>I'm a Dreydl</i> • <i>My Dreydl</i> 	<p>Thanksgiving</p> <ul style="list-style-type: none"> • <i>I'm a Very Fine Turkey</i> <p>Native American</p> <ul style="list-style-type: none"> • <i>Corn Grinding Song</i>
<p>Christmas</p> <ul style="list-style-type: none"> • <i>Jolly Old St. Nicholas</i> • <i>Must Be Santa</i> • <i>On Christmas Morning</i> 	<p>Halloween</p> <ul style="list-style-type: none"> • <i>Let's Get ready</i> • <i>What Will You Be On Halloween?</i>
<p>Kwanzaa</p> <ul style="list-style-type: none"> • <i>Together in Unity</i> 	<p>Earth Day</p> <ul style="list-style-type: none"> • <i>Baby Beluga</i> • <i>Everything Grows</i> • <i>See and Touch</i>
<p>Game songs</p> <ul style="list-style-type: none"> • <i>Alison's Camel</i> • <i>Andy Pandy</i> • <i>Bluebird, Bluebird</i> • <i>Circle Round the Zero</i> • <i>The Farmer in the Dell</i> • <i>Johnny Mister Brown</i> • <i>Juba</i> • <i>Just From the Kitchen</i> • <i>Who Has the Penny?</i> • <i>Eg a gyertya</i> • <i>Perná, perná, i méliissa (Fly By, Fly By)</i> • <i>El caracol (The snail's Dance)</i> • <i>Vamos a hacer la ronda (Let's Make a Circle)</i> • <i>Juanito</i> 	<p>Martin Luther King</p> <ul style="list-style-type: none"> • <i>Sing About Martin</i>
	<p>Valentine's Day</p> <ul style="list-style-type: none"> • <i>Little and Lots</i> • <i>My Valentine</i>