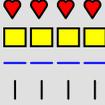
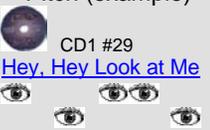
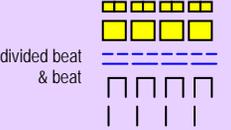


# 1st Grade music

# USOE Fine Arts Rainbow Chart

First - Page 1  Previously mastered grade level skills	Elements of Music with definitions	Experience/Identify <i>Label, list, name, define, relate, recall and use music making tools</i>	Explore/Contextualize <i>Discover, look at, investigate, experience and form ideas</i>	Apply/Build Skills <i>Apply, construct, demonstrate, evaluate and practice</i>	Analyze/Integrate <i>Compare, contrast, distinguish, examine, and incorporate.</i>	Research/Create <i>Study, explore, seek, be creative, imagine and produce</i>	Refine/Contribute <i>Show skill criterion mastery for grade level, give opinions, support others, and show work</i>
<p><b>Vocal development</b></p> <ul style="list-style-type: none"> <li>Singing vs. speaking voice</li> </ul> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>High/low pitch</li> <li>Children's songs</li> <li>Simple folk songs</li> <li>Singing games</li> </ul>	<p><b>SING</b></p> <p><b>Vocal development:</b> care, development, and proper use of the voice</p> <p><b>Melody:</b> a sequence of single pitches that move up, down, or repeat</p>	<p>Experience the difference between the speaking and the singing voice</p> <p> CD2 #53 <a href="#">Zoodeo</a></p> <p>Experience many songs in a range appropriate to the child's voice</p> <p>Experience a wide variety of children's simple folk songs &amp; singing games</p>	<p>Explore the full vocal range by focusing on moving between high and low</p> <p>Explore singing many songs in a range appropriate to the child's voice</p> <p></p> <p>Explore a variety of simple songs and singing games</p> <p> CD2 #4 <a href="#">London Bridge</a> lesson, singing (game)</p>	<p>Practice singing simple songs in a natural voice with attention to matching pitch by carefully listening to self and others</p> <p> CD1 # 21 <a href="#">Down by the Bay</a> recording (natural, in-tune singing)</p> <p>Practice showing high, low, and medium using the body, or with visual icons representing the sound</p> <p> CD2 #5 <a href="#">Lucy Locket</a>, lesson, singing with hand signs</p>	<p>Analyze pitch patterns that are common to various songs</p> <p>Analyze the patterns of high and low, up and down sounds in familiar songs</p> <p> CD1 #29 <a href="#">Hey, Hey Look at Me</a> lesson, singing</p> <p>Analyze recurring pitch patterns within familiar songs</p> <p> CD1 #13 <a href="#">Charlie Over the Ocean</a> "Charlie over the ocean" "Charlie over the ocean"</p> <p> CD2 #5 <a href="#">Lucy Locket</a> "Kitty Fisher found it" "just a ribbon round it" s-s-l-l-s-m</p>	<p>Create vocal characterizations in a song that tells a story</p> <p> <a href="#">Itsy Bitsy Spider</a> lesson, singing, creating</p> <p>Create visual or movement representations of high and low sounds using objects, the body, or icons</p> <p>Sing simple conversations using two or three pitches</p> <p>Create new words and rhymes for favorite songs and singing games</p> <p> <a href="#">Down by the Bay</a> lesson, creating</p>	<p>Participate in favorite singing activities such as songs, singing games, rhymes, chants, playground games, etc.</p> <p>Sing with increasing pitch accuracy using a natural singing voice</p>
<p><b>Beat</b></p> <ul style="list-style-type: none"> <li>Steady beat</li> </ul> <p><b>Meter</b></p> <ul style="list-style-type: none"> <li>Strong and weak beats in groups of 2 and 4</li> </ul> <p>2 ♥ ♥ ■ □ - -</p> <p>4 ♥ ♥ ♥ ♥ ■ □ □ □ - - - -</p> <p>S w      S w w w</p>	<p><b>PLAY</b></p> <p><b>Beat:</b> the underlying pulse of music.</p> <p><b>Meter:</b> patterns of strong and weak beats.</p>	<p>Experience feeling &amp; moving to a steady beat</p> <p> CD2 #26 <a href="#">Rig A Jig Jig</a> lesson (game)</p> <p>Experience feeling strong and weak beats in songs and listening selections</p>	<p>Explore steady beat in a variety of songs</p> <p> CD1 #39 <a href="#">Johnny Get Your Hair Cut</a> lesson</p> <p>Explore strong and weak beat patterns in familiar songs and recorded music</p>	<p>Practice moving to the beat of songs, chants, and rhymes</p> <p> CD1 #39 <a href="#">Johnny Get Your Hair Cut</a> lesson, singing, creating</p> <p>Practice playing strong and weak beats with body percussion using visual icons</p>	<p>Analyze, move to, and play along with the beat in music</p> <p> CD2 #51 <a href="#">Yankee Doodle</a></p> <p>Analyze and respond to patterns of strong and weak beats in groups of 2 and 4</p>	<p>Create simple two or four beat movement patterns to a steady beat</p> <p>Create movement or iconic patterns to represent strong and weak beats</p>	<p>Perform a song accompanied by body percussion or classroom instruments.</p>

First - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	<i>Label, list, name, define, relate, recall and use music making tools</i>	<i>Discover, look at, investigate, experience and form ideas</i>	<i>Apply, construct, demonstrate, evaluate and practice</i>	<i>Compare, contrast, distinguish, examine, and incorporate.</i>	<i>Study, explore, seek, be creative, imagine and produce</i>	<i>Show skill criterion mastery for grade level, give opinions, support others, and show work</i>
<b>Rhythm</b> <ul style="list-style-type: none"> <li>• Beat/divided beat</li> <li>• Sound/silence</li> </ul>	<b>Rhythm:</b> Combinations of long and short, sound or silence	Experience the relationship between beat and divided beat	Explore beat and divided beat in simple rhythmic patterns using body percussion	Practice clapping or playing the rhythm of syllables found in song lyrics and rhymes  <a href="#">Down By the Bay</a> lesson, creating, listening	Analyze patterns of beat and divided beat in familiar songs  <a href="#">B-I-N-G-O</a> lesson, listening	Create a simple rhythmic ostinato to accompany familiar songs or rhymes	
<b>Form</b> <ul style="list-style-type: none"> <li>• Phrase</li> <li>• Combinations of same/different</li> </ul> <b>Tempo</b> <ul style="list-style-type: none"> <li>• Fast/slow</li> </ul> <b>Dynamics</b> <ul style="list-style-type: none"> <li>• Loud/soft</li> </ul> <b>Timbre</b> <ul style="list-style-type: none"> <li>• Voice or instrument</li> </ul>	<b>LISTEN</b> <b>Form:</b> how music is organized <b>Phrase:</b> a musical statement.  <b>Expressive Elements</b> <b>Tempo:</b> the speed of the beat <b>Dynamics:</b> degrees of loud & soft  <b>Timbre:</b> (tam'-ber) tone color, the unique sound made by an instrument or voice.	Experience phrases in music.  Experience tempo and dynamics in music  Experience timbre differences in voices and instruments	Explore repeated phrases in a song  CD2 #17 <a href="#">Oh My Aunt Came Back</a> lesson, singing  Explore dynamics and tempo in a variety of classroom music and play activities  <a href="#">Twinkle, Twinkle</a> lesson, star game  Explore vocal and instrumental timbres 	Practice responding to phrase patterns in music  CD2 #5 <a href="#">Lucy Locket</a> lesson, singing  Practice singing songs or playing instruments while varying the dynamics and tempo  Practice identifying voices or simple instruments by sound 	Analyze same and different phrase patterns in music (combinations of A and B)  CD1 #13 <a href="#">Charlie Over the Ocean</a>  Analyze tempo and dynamics in songs or recorded music  Analyze music examples to identify instruments and voices  CD1 # 21 <a href="#">Down by the Bay</a> recording (each solo a different voice)	Combine familiar songs, rhymes, or chants to create a two part form  <a href="#">Lucy Locket</a> lesson, creating  <a href="#">Rain, Rain</a> lesson, creating  Create expression in music by varying the dynamics and tempo  Create mood or characterizations using vocal or instrumental timbre  <a href="#">Mary Had a Little Lamb</a> lesson, creating	Perform a song in two-part form  Perform music with sensitivity to dynamics and tempo  Perform a song with vocal and instrumental timbre specified by the children
Iconic examples: • Steady Beat 	<b>READING / WRITING</b> <b>Icons:</b> non-traditional symbols representing musical elements	Experience icons representing steady beat, divided beat, sound or silence, and pitch,	Explore icons representing steady beat, divided beat, sound or silence, and pitch in a variety of songs	Respond to icons representing of steady beat, divided beat, sound or silence, and pitch	Analyze and talk about icons representing steady beat, divided beat, sound or silence, and pitch	Create a musical phrase by arranging icons representing steady beat, divided beat, sound or silence, and pitch	Perform short iconic representations of steady beat, divided beat, sound or silence, and pitch

First - Page 3		<b>Experience/Identify</b>	<b>Explore/Contextualize</b>	<b>Apply/Build Skills</b>	<b>Analyze/Integrate</b>	<b>Research/Create</b>	<b>Refine/Contribute</b>
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<ul style="list-style-type: none"> <li>Pitch (example)</li> </ul>  		example:  Rhythm:  Pitch: 	example:  				

irst - Page 3	<b>Resources</b>	<b>Professional Music Teaching Organizations</b>
<p><b>State Approved Music Resources K-6:</b>  <a href="http://www.schools.utah.gov/curr/FineArt">http://www.schools.utah.gov/curr/FineArt</a></p> <ul style="list-style-type: none"> <li>CD1  CD2  <b>SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS</b>, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.</li> <li>Movement CD companion for USOE Songbook</li> <li>DVD: <i>SINGING, PLAYING, CREATING, &amp; LISTENING—Ideas for Teaching the State Music Core</i> Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training.</li> </ul> <p>Approved textbook series:</p> <ul style="list-style-type: none"> <li><b>McMILLAN/MCGRAW-HILL</b> <a href="http://www.mhschool.com/music/student/index.html">http://www.mhschool.com/music/student/index.html</a></li> <li><b>PEARSON Ed. PUBLISHING</b> (previously Silver Burdett) <a href="http://www.scottforesman.com">www.scottforesman.com</a></li> </ul>	 <b>UTAH MUSIC EDUCATORS ASSOCIATION (UMEA)</b> and Teachers of Elementary Classroom Music (TECM) <a href="http://www.umea.us">www.umea.us</a>   <b>DALCROZE EURYTHMICS</b> , Dalcroze Society of America: <a href="http://www.dalcrozeusa.org/home.html">http://www.dalcrozeusa.org/home.html</a>   <b>EDUCATION THROUGH MUSIC (ETM)</b> Richards Institute of Education and Research: <a href="http://richardsinstitute.org/Default.aspx">http://richardsinstitute.org/Default.aspx</a>   <b>KODALY:</b> Organization of American Kodaly Educators (OAKE) <a href="http://www.oake.org">www.oake.org</a> Utah, UFULKS   <b>ORFF:</b> American Orff-Schulwerk Association (AOSA) <a href="http://www.aosa.org">www.aosa.org</a> Utah, UAOSA	

**Web Links:**

 <a href="http://www.classicsforkids.com">http://www.classicsforkids.com</a> <b>CLASSIC FOR KIDS:</b> lesson ideas, listening maps, composers, music dictionary, etc.
 <a href="http://www.classroomclassics.com">http://www.classroomclassics.com</a> <b>CLASSROOM CLASSICS:</b> CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs
 <a href="http://www.putumayo.com/en/putumayo_kids.php">http://www.putumayo.com/en/putumayo_kids.php</a> <b>PUTAMAYO KIDS:</b> CDs, folk songs, multicultural, and world music listening resource , examples:
 <a href="http://www.sfskids.org/templates/splash.asp">http://www.sfskids.org/templates/splash.asp</a> <b>SAN FRANCISCO SYMPHONY FOR KIDS:</b> all about the symphony orchestra