

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 1st

Subject: Music

Adoption Date: 06/01/12

Revision Date: 12/19/18

| | MP1 | MP2 | MP3 | MP4 |
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| Scope and Sequence | <ul style="list-style-type: none"> How can I remember which instruments belong to which families (10 weeks)? | <ul style="list-style-type: none"> How do I create music with notes and rests (10 weeks)? How do I create music with varying pitch, dynamics, and tempos (10 weeks)? | <ul style="list-style-type: none"> How can I sing, play, and use my hands to create music using Mi, Sol, and La (10 weeks)? | <ul style="list-style-type: none"> How do I analyze the difference between composers and conductors (10 weeks)? How do I understand emotions through music (5 weeks)? |
| Instructional Materials | <ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) | <ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) | <ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) | <ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) |
| Activities | <ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a | <ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a | <ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a | <ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a |

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| | <p>varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music | <p>varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music | <p>varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music | <p>varied repertoire of music</p> <ul style="list-style-type: none"> • Improvising melodies, variations, and accompaniments • Reading and notating music • Listening to, analyzing, and describing music |
| Standards | <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of music.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of music.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</p> | <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of music.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of music.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</p> | <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of music.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of music.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</p> | <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of music.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of music.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</p> |

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| <p>Accommodations and Modifications</p> | <p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> | <p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> | <p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> | <p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p> |
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| | <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher | <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher | <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher | <ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher |
| Interdisciplinary Connections | <p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures | <p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures | <p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures | <p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures |
| Assessments | <p>Formative assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments | <p>Formative assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments | <p>Formative assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments | <p>Formative assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments |
| 21st Century Themes and Skills | <p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> | <p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> | <p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> | <p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> |

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| | <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> | <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> | <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> | <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
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