Cornwall-Lebanon School District Curriculum Overview
1st Grade General Music

22 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1: Melody 5	**Melody** Melodies may move upward and downward. (E) Identify an ascending or descending pattern. Melodies may be high or low. (E) Identify a melody in a high or low register. Melodies may move by leap, step or repeated tone. (C) Identify melodies that move by leap, step, and repeated tones. Tone matching. (E) Demonstrate an ability to match tone.	➤ Observation of movement (smooth up/down body motions), singing (vocal slides/stepwise motion), playing instruments (xylophones/metallophones/boomwhackers), visuals (to support above) ➤ Observation of movement (on toes arms up/crouching with abrupt motion change), vocal demonstration (melodic leaps), instruments (high/low timbre, pitched percussion) ➤ Observation of moving (tiered kinesthetic attachment), singing, visuals (simple & complex), reading (symbolic), class discussion (higher level Q) ➤ Observation of pitch-matching (singing songs, singing games)	9.1.3A 9.1.3C
Unit 2: Rhythm 5	**Rythm** Music has a steady beat. (E) Demonstrate the steady beat. Some music does not have a steady beat. (C) Identify the lack of the steady beat. Music is made of rhythm patterns. (E) Identify rhythmic patterns. Rhythmic syllables are used orally and visually to describe music. (E) Identify rhythmic syllables. Rhythm instruments provide accompaniment. (E) Accompany a selected piece of music using rhythm instruments.	➤ Observation of movement (body percussion), instrument demonstration (body percussion transfer), visuals (following the beat) ➤ Observation of movement (lack of ability to ID beat with body percussion/ambiguous motions to music) ➤ Observation of reading and speaking (visual ID of simple syllables using body percussion) and playing rhythmic syllables (transfer from body percussion), and singing (combinations of syllables)	9.1.3A 9.1.3C 9.1.3D 9.1.3H

	Rhythm can be shown in written form. (E) Write selected rhythmic passages. Rhythmic patterns can be read by rhythmic syllables. (I) Read rhythmic patterns using syllables.	➢ Observation of reading (visuals), speaking, movement (body percussion) and instruments (non-pitched percussion transferred to pitched percussion) ➢ Performance-based (base of body percussion with an element of transfer to percussion) ➢ Composition-based (visual manipulation of structured rhythms) ➢ Observation and performance-based (combine individual and pattern-based rhythmic combinations into application)	
Unit 3: Composer [3]	**Composer** Dependent on composer choice and relationary musical elements.	➢ Dependent on composer choice and relationary musical elements.	Dependent on composer choice and relationary musical elements.
Unit 4: Tone Color [4]	**Tone Color** Environmental sounds can be recognized by their unique qualities. (I) Identify various environmental sounds. The human voice has its own unique quality of speaking and singing. (E) Perform using both a speaking and a singing voice. Instruments can be identified by their unique sound qualities. (I) Identify instruments by their timbre.	➢ Aural recognition (random sounds as well as application to high/low/loud/soft) ➢ Performance-based (whisper/speak/sing same pattern of words to a structured rhythm transfer to manipulation of singing voice for musical elements) ➢ Listening activities (aural recognition of classroom and non-classroom instruments through movement and performance)	9.1.3A-C
Unit 5: Form [5]	**Form** Music is expressed through structured patterns of movement. (I) Perform a structured movement to a piece of music. There is repetition and contrast in music. (I) Identify simple repetition and contrast in music.	➢ Observation of movement (movement to words for aural reinforcement, movement to phrasing for larger scale structured movement) ➢ Observation of movement (through use of rhythms, rhythmic patterns, and simple movement) and beginning letter elements of form through kinesthetic/aural/vocal comprehension	9.1.3A 9.1.3B 9.2.3A 9.2.3D 9.2.3L
Unit 6: [TBD] **Extension**	**Extension** Extension (previous units) Curricular Focus	➢ Extension (previous units) Curricular Focus	Extension (previous units) Curricular Focus