

Resources*

Making Music Series, Silver Burdett

<http://www.nafme.org/my-classroom/standards/core-music-standards/>



First Grade • First Quarter
Pacing Guide



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
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* List your recommended resources.



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Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

First Grade

Music

First Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

Apply skills and knowledge to perform in the arts.

Standard II

Apply skills and knowledge to create in the arts.

Standard III

Analyze, describe, and evaluate works of art.

Standard IV

Understand, analyze, and describe the arts in historical, social, and cultural contexts.

Standard V

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.M.I.1.5

- I CAN** follow the directions of the conductor for expressive qualities.

ART.M.I.1.7

- I CAN** repeat longer rhythmic and melodic patterns.

ART.M.III.1.7

- I CAN** begin to show my feelings about music.

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First Grade • Second Quarter



Music

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First Grade

Music

Second Quarter

<p>Perform</p> <p>Standard I Apply skills and knowledge to perform in the arts.</p>	<p>Create</p> <p>Standard II Apply skills and knowledge to create in the arts.</p>	<p>Analyze</p> <p>Standard III Analyze, describe, and evaluate works of art.</p>	<p>Analyze in Context</p> <p>Standard IV Understand, analyze, and describe the arts in historical, social, and cultural contexts.</p>	<p>Analyze and Make Connections</p> <p>Standard V Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>
<p>ART.M.I.1.1</p> <p><input type="checkbox"/> I CAN show uses of the voice, correct instrumental technique, and steady beat.</p> <p>ART.M.I.1.2</p> <p><input type="checkbox"/> I CAN sing and play from memory songs that represent many cultures.</p> <p>ART.M.I.1.4</p> <p><input type="checkbox"/> I CAN sing a melody in a small group.</p> <p>ART.M.I.1.6</p> <p><input type="checkbox"/> I CAN play a variety of rhythmic instruments.</p> <p>ART.M.I.1.8</p> <p><input type="checkbox"/> I CAN play instrumental parts in a group while other students sing or recite rhymes.</p> <p>ART.M.I.1.9</p> <p><input type="checkbox"/> I CAN read quarter notes, quarter rests, and eighth notes.</p> <p>ART.M.I.1.10</p> <p><input type="checkbox"/> I CAN read four or more pitches (sol, mi, la, do).</p> <p>ART.M.I.1.11</p> <p><input type="checkbox"/> I CAN perform a variety of music expressively.</p>	<p>ART.M.II.1.3</p> <p><input type="checkbox"/> I CAN create a vocal and rhythmic embellishment for a song or rhyme.</p>	<p>ART.M.III.1.1</p> <p><input type="checkbox"/> I CAN recognize call and response, solo, chorus, and ABA when presented aurally.</p> <p>ART.M.III.1.3</p> <p><input type="checkbox"/> I CAN describe the music by moving, drawing, or other related responses.</p> <p>ART.M.III.1.5</p> <p><input type="checkbox"/> I CAN recognize the tone color/timbre of pitched classroom instruments.</p>	<p>ART.M.IV.1.1</p> <p><input type="checkbox"/> I CAN recognize and discuss unique qualities of many different styles of music.</p> <p>ART.M.IV.1.2</p> <p><input type="checkbox"/> I CAN describe how parts of music are used in examples from world cultures.</p> <p>ART.M.IV.1.3</p> <p><input type="checkbox"/> I CAN show appropriate audience behavior when listening to music.</p>	

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First Grade • Third Quarter



Music

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First Grade

Music

Third Quarter

<p>Perform</p> <p>Standard I Apply skills and knowledge to perform in the arts.</p>	<p>Create</p> <p>Standard II Apply skills and knowledge to create in the arts.</p>	<p>Analyze</p> <p>Standard III Analyze, describe, and evaluate works of art.</p>	<p>Analyze in Context</p> <p>Standard IV Understand, analyze, and describe the arts in historical, social, and cultural contexts.</p>	<p>Analyze and Make Connections</p> <p>Standard V Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>
<p>ART.M.I.1.3</p> <p><input type="checkbox"/> I CAN sing and play expressively with phrasing and understanding of the music.</p>	<p>ART.M.II.1.1</p> <p><input type="checkbox"/> I CAN create accompaniment for a song using non-pitched percussion classroom instruments and voices.</p> <p>ART.M.II.1.2</p> <p><input type="checkbox"/> I CAN create an answer to a melodic question.</p> <p>ART.M.II.1.4</p> <p><input type="checkbox"/> I CAN create a song about community.</p> <p>ART.M.II.1.6</p> <p><input type="checkbox"/> I CAN add vocal and physical responses to a song.</p>	<p>ART.M.III.1.2</p> <p><input type="checkbox"/> I CAN read difficult rhythms and melodies.</p> <p>ART.M.III.1.4</p> <p><input type="checkbox"/> I CAN begin to describe music using music vocabulary for the elements of music such as melody, harmony, rhythm, tone color/timbre, and form.</p> <p>ART.M.III.1.6</p> <p><input type="checkbox"/> I CAN come up with a fair system to evaluate music.</p>		<p>ART.M.V.1.1</p> <p><input type="checkbox"/> I CAN recognize the similarities and differences in the meanings of vocabulary used in the various arts.</p> <p>ART.M.V.1.2</p> <p><input type="checkbox"/> I CAN identify cross-curricular connections.</p> <p>ART.M.V.1.3</p> <p><input type="checkbox"/> I CAN talk about the reasons for using music in daily experiences.</p>

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First Grade • Fourth Quarter



Music

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First Grade

Music

Fourth Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

Apply skills and knowledge to perform in the arts.

Standard II

Apply skills and knowledge to create in the arts.

Standard III

Analyze, describe, and evaluate works of art.

Standard IV

Understand, analyze, and describe the arts in historical, social, and cultural contexts.

Standard V

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.M.II.1.5

- I CAN** use different sound sources and electronic media when composing, arranging, and improvising music.