

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 1**

**Anchor: The student will sing/play an instrument using a varied repertoire of music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.1. Differentiate between the speaking and singing voice.</p> <p>M.1.2. Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.</p> <p>M.1.3. Perform with accuracy pitch, tempo, rhythm, phrasing, and dynamics.</p> <p>M.1.4. Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from “The World’s Largest Concert”).</p>	<p><b>The student will:</b> demonstrate an understanding of the difference in speaking and singing voices by singing songs and playing games.</p> <p>echo music using correct pitches, rhythms, dynamics, and phrasing and explore vocal sounds.</p> <p>perform and identify instrumental and vocal music by reproducing new pitches, body movements and hand signs.</p> <p>sing or play music of increasing difficulty from a variety of cultures, genres, and style, including those from America and other countries.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students sing songs and play games using informal assessments such as cards, raised hands, etc. to show knowledge of differences between male, female, and child voices.</li> <li><input type="checkbox"/> Students echo songs using pitches in the range of D<sup>2</sup>-D<sup>1</sup>, and use songs consisting of S-M-L.</li> <li><input type="checkbox"/> Students will explore vocal sounds, such as animal and siren sounds, and sing using the head voice.</li> <li><input type="checkbox"/> Students will continue kindergarten skills with pitches of <i>sol</i> and <i>mi</i>, <i>high</i> and <i>low</i>, gradually getting higher and lower, and going up and down using scale songs, such as “Ebenezer Scrooge,” “Freddy Flea,” and “Snow Man.”</li> <li><input type="checkbox"/> Students will use body movements to indicate <i>high/low</i> and <i>sol/mi</i>.</li> <li><input type="checkbox"/> Introduce pitches of <i>sol</i>, <i>mi</i>, <i>la</i> and use of hand signs.</li> <li><input type="checkbox"/> Students will sing and/or play songs from other countries and folk songs, spirituals, musicals, and songs for occasions (patriotic, holidays, etc.).</li> <li><input type="checkbox"/> Students will learn folk dances to accompany songs.</li> <li><input type="checkbox"/> Students will create instrumental accompaniments on classroom Orff instruments or recorders.</li> </ul>	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

**DIOCESE OF HARRISBURG  
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GRADE 1**

**Anchor: The student will sing/play an instrument using a varied repertoire of music. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.5. Sing or play rounds ostinati and partner songs.</p> <p>M.1.6. Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal/and or informal settings.</p>	<p><b>The student will:</b> sing rounds and partner songs and/or play simple ostinati.</p> <p>sing and/or play in groups w/percussion instruments. E.G., Grade 1 – BLOCKS Grade 2 – TAMBOURINES Grade 3 – TRIANGLES Grade 4 – BONGO’S etc. Alternate groups playing in and out of order.</p>	<p><input type="checkbox"/> Students play or sing very simple ostinati.</p> <p><input type="checkbox"/> Students will participate in programs and include blending the voice such as not sings too loud or soft and on correct pitch.</p> <p><input type="checkbox"/> Student(s) perform(s) occasional solos.</p>	

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**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.1. Create short rhythmic and melodic patterns.</p> <p>M.2.2. Improvise simple rhythmic and melodic ostinato patterns.</p>	<p><b>The student will:</b></p> <p>compose/create short rhythmic and melodic patterns by using 4/4/ time, quarter notes.</p> <p>improvise simple and brief rhythmic and melodic ostinato (recurring patterns ) by using 4-beat patterns.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will improvise “answers” in the same style to given rhythmic and melodic phrases.</li> <li><input type="checkbox"/> Using 4-beat combination with ♩, ♪♪ and ♫, students will play combinations with specific directions from the teacher (e.g., including at least one quarter rest and two “ta’s” (♩)).</li> <li><input type="checkbox"/> The teacher will play on an instrument (sticks) and students will answer on a different instrument (drum).</li>   <li><input type="checkbox"/> Student will create 4-beat patterns using combinations of ♩, ♪♪, and ♫ to be played by body instruments or unpitched instruments while singing songs. Have students help choose ostinato pattern to be used with the song.</li> </ul>	

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**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.3. Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p> <p>M.2.4. Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sounds.</p> <p>M.2.5. Create and arrange music to accompany selections from children’s literature.</p> <p>M.2.6. Improvise movement to songs or instrumental pieces when appropriate.</p>	<p><b>The student will:</b> create and repeat simple rhythmic and melodic variations.</p> <p>improvise simple melodies and rhythms using a variety of musical and environment sounds.</p> <p>create music to accompany selections from children’s literature.</p> <p>improvise movement to simple songs, instrumental pieces or dance patterns/styles.</p>	<p><input type="checkbox"/> Students will create rhythmic and melodic variations.</p> <ol style="list-style-type: none"> <li>1. Rhythms include 4-beat variations on familiar songs such as “Mary Had A Little Lamb” (♩, ♪♪ and ♩♩).</li> <li>2. Melody variations could be sung or performed on pitched instruments. Pitches include <i>sol</i>, <i>mi</i>, and <i>la</i>.</li> </ol> <p><input type="checkbox"/> Students will create and select various sounds and/or instruments of rain to accompany the song “Rain, Rain,” or other rain sounds such as <i>pitter patter</i>, <i>drop</i>, <i>thunder</i>, <i>lightning</i>, <i>pouring</i>, <i>shower</i>, etc.</p> <p><input type="checkbox"/> Using a book such as <i>Possum Come A-knocking</i>’ by Nancy Van Laan, students will create sounds to represent each character in the book.</p> <p><input type="checkbox"/> Students create movement to dramatize songs such as “See Saw,” “We Are Playing in the Forest,” “Paw Paw Patch,” “Mail Myself to You,” and “Animals in the Zoo.”</p>	

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**Anchor:** ``The student will read and notate music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p>	<p><b>The student will:</b> recognize and demonstrate an understanding of duration of sound (notes) and silence (rests) in relation to steady beats with increasing difficulty.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students continue experiencing steady beat and rhythm as in kindergarten.</li> <li><input type="checkbox"/> Students learn the way a beat looks (  or ♩) and the name of the beat, i.e., <i>ta</i>.</li> <li><input type="checkbox"/> Students practice saying and tapping in rhythm to name songs and games, i.e., “Names in a Circle.”</li> <li><input type="checkbox"/> Students learn concept of rests(s) by looking at a beat drawn on the board and discover places where there are no words on a beat in songs,  <div style="text-align: center; margin: 5px 0;">                     ♩  such as “Naughty Kitty Cat.”</div> </li> <li><input type="checkbox"/> Practice writing beats and rests using Popsicle sticks       ♩ and show rests by bringing hands apart.</li> </ul>	
<p>M.3.2. Read simple meter signatures correctly.</p>	<p>experience duple and triple meters by singing, playing and moving.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will continue to experience different rhythms and to build a song repertoire of various meters such as 2, 3, and 4.</li> <li><input type="checkbox"/> Students will continue to move to songs in different meters.</li> </ul>	
<p>M.3.3. Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p>	<p>recognize melodic direction using notation, hand signs, and pictures.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students continue kindergarten concepts and skills and use syllable (high note <i>sol</i> and low note <i>mi</i>) to learn notes.</li> <li><input type="checkbox"/> Introduce hand signs</li> <li><input type="checkbox"/> Look at picture representations of the staff taught as the home of music notes.</li> </ul> <p>Example:</p> <div style="text-align: center; margin: 10px 0;"> ★            ★                   ★  ★            ★  Star        light            Star        bright </div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add <i>la</i> as note.</li> </ul>	

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**Anchor: The student will read and notate music. (continued)**

<b>Student Learning Expectations</b>	<b>BENCHMARKS</b>	<b>STRATEGIES/ACTIVITIES</b>	<b>SUPPLEMENTARY MATERIALS</b>
<p>M.3.4 Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>	<p><b>The student will:</b> begin to identify and interpret signs, symbols, and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>	<p><input type="checkbox"/> Teacher will use appropriate musical terminology for simple music concepts, such as piano/forte.</p>	

**DIOCESE OF HARRISBURG  
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**Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.4.1. Identify phrases and sections of music that are the same, similar, or different.</p> <p>M.4.2. Identify music forms AB, ABA, and Rondo</p> <p>M.4.3. Describe aural examples of music and music performances.</p> <p>M.4.4. Identify instrument families, individual instruments within the families, and recognize adult male, adult female, and children’s voices.</p>	<p><b>The student will:</b> identify phrases and sections of music that are the same, similar, and different.</p> <p>listen to and identify sections of music as same or different, using simple forms.</p> <p>listen to music and music performances and describe them expressing mood or movement.</p> <p>identify instrument families and a larger variety of individual instruments within the families (woodwind, brass, strings or percussion) and recognize adult male, adult female, and children’s voices.</p>	<p><input type="checkbox"/> Students identify sections of music that are the same, similar, or different by using shapes (○, △, □, etc.) such as gloves/mittens, cats/dogs, boy/girl, etc.</p> <p><input type="checkbox"/> Students listen to/or sing music and identify simple forms.</p> <p><input type="checkbox"/> Students write to express mood and movement after performing a music selection.</p> <p><input type="checkbox"/> Students will experience/identify by sight and sound the “families” of instruments (woodwind, brass, strings, percussion).</p> <p><input type="checkbox"/> Students will continue identifying vocals – adults, children—by listening to members of the class.</p>	

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**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Examine the Pennsylvania state songs and folk music of Pennsylvania and the United States.</p> <p>M.5.2. Children should know the lyrics to our National Anthem. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <p>M.5.3. Identify music from various periods, composers and cultures.</p>	<p><b>The student will:</b> experience folk music of Pennsylvania and the United States.</p> <p>experience patriotic songs of the United States, such as “Battle Hymn of the Republic,” and music of the American composers.</p> <p>experience music from style periods, composers and cultures with increasing difficulty.</p>	<p><input type="checkbox"/> Students continue to learn American and Pennsylvania folk songs, e.g., “Acta Backa,” “Charlie Over the Ocean,” “Doggie Doggie,” and “Lucy Lockit.”</p> <p><input type="checkbox"/> Students will learn patriotic songs including “America,” “You’re a Grand Old Flag,” and “Battle Hymn of the Republic.”</p> <p><input type="checkbox"/> Students explore music of American composers such as George M. Cohan (“You’re a Grand Old Flag”) and Libby Larson (“The Settling Years”).</p> <p><input type="checkbox"/> Students contrast style in music from “Jeux d’enfants” (Georges Bizet) and “March of the Toys” from Babes in Toyland (Victor Herbert). Others might include “Kum Ba Yah” (African), “All Night, All Day” (African-American), and “La Raspa” (Mexican).</p>	

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**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.5.4. Sing/play songs and play musical games from diverse cultures.	<b>The student will:</b> sing and play songs as well as play musical games from diverse cultures.	<input type="checkbox"/> Students play/sing a song as well as play games from diverse cultures.	
M.5.5. Participate in musical activities that correlate with other disciplines.	experience musical activities that correlate with other disciplines, such as reading.	<input type="checkbox"/> Students will learn songs and write about topics taught by grade one teachers, e.g., body – “One Finger, One Thumb”; reading – “I Know an Old Lady Who Swallowed a Fly” and “Is Your Mama a Llama”; counting – “Number One,” “This Old Man,” and “Who Built the Ark?”	
M.5.6. Identify connections between music and the other arts, including similar terms, historical periods, and styles.	identify connections between music and the other arts, including similar terms, historical periods, and styles.	<input type="checkbox"/> Students continue concepts from kindergarten.	
M.5.7. Sing sacred songs of the Mass.	sing sacred songs from traditional and children’s song books.	<input type="checkbox"/> Students will sing sacred songs that can be used for Mass.	
M.5.8. Sing service music from the Mass.	sing the service parts of the Mass.	<input type="checkbox"/> Students will sing service music that can be used during Mass.	