

School District of Springfield Township

GRADE LEVEL 1		
UNIT TITLE: MOVEMENT/GROUP SKILLS		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION		
ARE THE STUDENTS ABLE TO DEMONSTRATE MOVEMENT PROVIDING AWARENESS OF SPATIAL AREAS AND BODY (LABAN THEMES)?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO DEMONSTRATE AWARENESS OF SELF-SPACE, LOCO MOTOR SELF-SPACE AND CLASSROOM SPACE .		
KNOW:	UNDERSTAND:	DO:
Awareness of body parts and whole	Awareness of body	Identify parts of body
Awareness of time and space	Awareness of personal space alone and with others	<ul style="list-style-type: none"> • Identify personal bubble and distance to others • Fast, slow, medium
Awareness of levels (high, middle, low)	Awareness of voice and music levels	Aware of voice pitches at different levels
Awareness of others (partner/group)	Partner and group activities	Singing/playing in a circle or with a partner
Student initiated creative movement, locomotion	Expressive movement	Improvisation to music, body movement to music alone and as a group

KEY Vocabulary: *personal space, body part identification, partner*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
9.1.J	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment of unit: Informal teacher observation

Resources for unit: song books, recordings, charts

School District of Springfield Township

GRADE LEVEL 1		
UNIT TITLE: TEXTURE		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION		
ARE THE STUDENTS ABLE TO SING TUNEFULLY IN A GROUP AND/OR ALONE?		
ARE THE STUDENTS ABLE TO DISTINGUISH BETWEEN SINGING, SPEAKING, WHISPERING, AND CALLING VOICES?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO SING MELODIES USING THEIR SINGING VOICE AND PERFORM SPEECH PATTERNS USING SPEAKING VOICE.		
KNOW:	UNDERSTAND:	DO:
Unison singing	Unison singing	<ul style="list-style-type: none"> Singing a cappella as a group Singing with piano or recordings accompanying
Solo singing	Solo singing	Singing alone with or without accompaniment
		Listen to songs
Speaking voice, whisper voice, calling voice	Speaking, whisper, calling voices	Chant, speech patterns, songs, warm ups and vocalizations

KEY Vocabulary: *solo, unison, sing, pitch (high, low, middle), speak, calling, whisper*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use and demonstrate a variety of appropriate art elements and principles to use, review and revise original works of art.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
Assessment of unit: Rubric/checklist, demonstrates singing in solo 2 to 3 times a year.	
Resources for unit: Song books, recordings	

School District of Springfield Township

GRADE LEVEL 1		
UNIT TITLE: RHYTHM		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION		
ARE THE STUDENTS ABLE TO MOVE, SING, AND PLAY WITH A STEADY BEAT IN DUPLER AND TRIPLE METERS?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO KEEP A STEADY BEAT IN DUPLER AND TRIPLE METER.		
KNOW:	UNDERSTAND:	DO:
Steady beat	Importance of steady beat	Move to music
		Play rhythms on instruments
		Demonstrate and/or perform body percussion to music
		Listen to songs

KEY Vocabulary: *steady beat, move, march, walk, snap, pat, clap, stamp, play*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use and demonstrate a variety of appropriate art elements and principles to use, review and revise original works of art.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
Assessment of unit: Rubric/checklist, demonstrates steady beat	
Resources for unit: Song books, recordings, charts, rhythm instruments	

School District of Springfield Township

GRADE LEVEL 1

UNIT TITLE: TIMBRE /TONE COLOR

UNIT LENGTH: ONGOING

ESSENTIAL QUESTION

ARE THE STUDENTS ABLE TO AURALLY IDENTIFY AND DESCRIBE THE TIMBRE OF CLASSROOM INSTRUMENTS AND BODY PERCUSSION?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO IDENTIFY THE TIMBRE OF CLASSROOM INSTRUMENTS AND BODY PERCUSSION.

KNOW:	UNDERSTAND:	DO:
Body percussion		Perform snap, clap, pat, stamp
Rhythm Instruments		Play classroom instruments
Folk instruments		<ul style="list-style-type: none"> • Teacher/Students play • Listen to songs and recordings
Piano		<ul style="list-style-type: none"> • Teacher/Students play • Listen to recordings
Orff instruments		Identify timbre

KEY Vocabulary: *pitched, unpitched*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
9.1.J	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment of unit: Informal teacher observation

Resources for unit: song books, recordings, charts, classroom instruments

School District of Springfield Township

GRADE LEVEL 1

UNIT TITLE: REPERTOIRE

UNIT LENGTH: ONGOING

ESSENTIAL QUESTION

ARE THE STUDENTS ABLE TO DEVELOP A REPERTOIRE OF SONGS AND CHANTS ?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO DEVELOP A REPERTOIRE OF SONGS AND CHANTS FROM WHICH UNDERSTANDING CAN BE DRAWN IN SECOND GRADE.

KNOW:	UNDERSTAND:	DO:
Nursery Rhymes, folk songs	Familiar folk songs and nursery rhymes	Sing, discuss, and describe lyrics of folk songs and nursery rhymes
Multicultural songs	Songs from different countries	<ul style="list-style-type: none"> • Sing songs from other countries • Sing melodies in different languages
Chants	Speech patterns	<ul style="list-style-type: none"> • Sing in rhythm patterns • Identify rhyming phrases.
Patriotic music	Music of our country	<ul style="list-style-type: none"> • Identify songs specifically about America • Define patriotic
Classical and standard literature		Classical music to movement and listening

KEY Vocabulary: folk songs, nursery rhymes, patriotic music, speech patterns

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.

Assessment of unit: rubric/checklist, student recognizes different styles of music

Resources for unit: song books, recordings, charts

School District of Springfield Township

GRADE LEVEL 1

UNIT TITLE: MELODY

UNIT LENGTH: ONGOING

ESSENTIAL QUESTIONS

ARE THE STUDENTS ABLE TO SING TUNEFULLY?

ARE THE STUDENTS ABLE TO IDENTIFY PITCHES AS HIGH, MIDDLE, AND LOW?

ARE THE STUDENTS ABLE TO DISTINGUISH BETWEEN THEIR SPEAKING AND SINGING VOICE?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO

KNOW:	UNDERSTAND:	DO:
High, medium, low	Importance of singing tunefully	Sing hello songs, call and response songs, simple songs
Melodic contour		Create arioso songs
Speak vs. sing vs. whisper vs. shout		Listen to songs and recordings
		Describe pitch direction, how voice is used
		Identify high, medium, pitch direction; speak vs. sing vs. whisper vs. shout

KEY Vocabulary: high, medium, low, up, down, speak, sing, echo, whisper, shout

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.

Assessment of unit: rubric/checklist, student sings in solo, 3 or 4 times a year

Resources for unit: song books, recordings, charts, instruments

School District of Springfield Township

GRADE LEVEL 1		
UNIT TITLE: TEMPO		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION		
ARE THE STUDENTS ABLE TO IDENTIFY SLOW, MEDIUM, AND FAST TEMPOS?		
BY THE END OF THIS UNIT STUDENTS WILL BE ABLE TO SING, PLAY, AND MOVE AT DIFFERENT TEMPOS.		
KNOW:	UNDERSTAND:	DO:
Slow, moderate, fast	Movement, singing and playing instruments at different tempos	Move, sing and play instruments at different tempos
		Identify songs as slow, medium or fast
		Listen to music that is slow, medium, fast

KEY Vocabulary: *slow, medium, fast, walk, gallop, jog, stop/freeze*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.

Assessment of unit: Informal teacher observation

Resources for unit: song books, recordings, charts, instruments

School District of Springfield Township

GRADE LEVEL 1

UNIT TITLE: FORM

UNIT LENGTH: ONGOING

ESSENTIAL QUESTIONS

ARE THE STUDENTS ABLE TO SING TUNEFULLY IN A GROUP AND/OR ALONE?

ARE THE STUDENTS ABLE TO IDENTIFY ECHO AND CALL AND RESPONSE SONGS?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO PERFORM SONGS IN ECHO AND CALL AND RESPONSE AND PLAY INSTRUMENTS IN VARIOUS FORMS.

KNOW:	UNDERSTAND:	DO:
Echo Singing		<ul style="list-style-type: none"> • Echo singing as a group or solo • Singing with piano or recordings
Call and Response		<ul style="list-style-type: none"> • Singing as a group or alone with or without accompaniment
		Listen to songs
Rhythm Instruments		Play instruments to various forms and as an accompaniment to songs

KEY Vocabulary: solo, unison, echo singing, call and response, rhythm band instruments and Orff instruments (glockenspiels, SX, SM, AX, AM, BX, BM)

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use and demonstrate a variety of appropriate art elements and principles to use, review and revise original works of art.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.

Assessment of unit: Teacher observation; student performance.

Resources for unit: Song books, recordings

School District of Springfield Township

GRADE LEVEL 1		
UNIT TITLE: DYNAMICS		UNIT LENGTH: ONGOING
ESSENTIAL QUESTION		
ARE THE STUDENTS ABLE TO DISTINGUISH BETWEEN LOUD AND SOFT?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN LOUD AND SOFT.		
KNOW:	UNDERSTAND:	DO:
Loud and soft	When to use loud and soft	<ul style="list-style-type: none"> • Singing in loud and soft voices • Play instruments with dynamics • Listening lessons

KEY Vocabulary: *loud and soft*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
9.1.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.B	Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.C	Recognize and use fundamental vocabulary within each of the art forms.
Assessment of unit: Teacher observation.	
Resources for unit: song books, recordings, charts	