



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Music (Grade 1)

### **Course Description:**

The curriculum for this required course is developed from the [Wisconsin Standards for Music](#).

Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

### **Mastery Standards:**

#### CREATING

Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources. (MG1.Cr.2.e)

Explore the creation of short pieces using standard and/or alternative notation. (MG.1.Cr.3.e)

Identify musical ideas through verbal, written, aural, or technological means. (MG.1.Cr.4.e)

#### PERFORMING

Explore and identify the meaning of a song through its text by singing and/or playing an instrument. (MG2.P.1.e)

Explore music through both reading and aural approaches. (MG2.P.5.e)

#### RESPONDING

Express musical ideas through verbal, movement, written, or artistic means. (MG3.R.2.e)

Identify proper concert/audience etiquette. (MG3.R.4.e)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Melodic (Exploration and Composition)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Be able to identify on staff so, mi, la.</li> <li>Be able to improvise and compose so, mi, la on melodic instruments.</li> <li>Be able to correctly sing so, mi la pitches.</li> </ul>
<p><b>Unit Title: Rhythmic (Improvisation and Composition)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>How do musicians improve the quality of their creative work?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Be able to perform a musical question and answer.</li> <li>Be able to demonstrate understanding of beat vs. rhythm.</li> <li>Be able to read, improvise and compose with rhythms that include quarter notes, quarter rests, eighth notes, and half notes.</li> </ul>
<p><b>Unit Title: Performing/Concert</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How does understanding the structure</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Be able to apply proper concert etiquette through posture,</li> </ul>

<p>and context of musical works inform performance?</p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> </ul>	<p>presentation behavior, and listening skills.</p> <ul style="list-style-type: none"> <li>• Be able to demonstrate proper audience behavior.</li> </ul>
<p><b>Unit Title: Listening and Responding (Peter and the Wolf)</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do we discern musical creators' and performers' expressive intent?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Students will be able to identify key elements in a story based on instruments and music.</li> <li>• Students will be able to respond to music based on timbre, dynamics, instrumentation, and tempo.</li> </ul>