**1st GRADE** Lesson 1, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **1.1.a**  With approp. Guidance, demonstrate musical concepts in various styles of music (e.g. dynamics)  Objective and Vocab: **DYNAMICS**  I will understand the rules.  I can show soft, medium, loud.  Essential Questions:  Why does music get loud or soft?  What other things get loud or soft? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.L.5c**  Identify real-life connections between words and their use.  CC Math – |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SNARE DRUM  (YouTube Pirates of the Caribbean – Snare) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music – p332 * Sing echo – Hello, how are you today? * Sing names from roster * Job for the day * Rules for the year | \*Pat the beat (less beats) on your lap.  Echo sing accurately.  Echo speak the rules with a \*beat. |
| 3 | **ANT. SET** *(Prepare)*  -When we were singing Take a Bite of Music…  -Show slide of even beats and uneven beats. | -T & T in 3’s: \*How could you tell what the beat is?  (when the words are strong)  -Which one looks like a beat?  Measure the \*beat lines with neutral object. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Take A Bite of Music again | I underline the strong words which are the \*beats. |
| 5 | **STAND/MOVE or DANCE**  *STAND* - Hey Children | Put the strong parts of your name on the \*beats. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  What Shall We Do on a Rainy Day | Underline the \*beats on the strong words.  Play **STICKS** if time. (Make sounds with sticks of activity.) |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**1st GRADE** Lesson 2, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **1.8.a**  With appropriate guidance, identify expressive attributes that reflect creator’s expressive intent (e.g. dynamics).  Objective and Vocab: **DYNAMICS**  I will follow the rules.  I can show soft, medium, loud dynamics.  Essential Questions:  Why do we soft in music…medium…loud?  What other things are soft and loud? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.L.5.c**  Identify real-life connections between words and their use.  CC Math – |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – TRUMPET  (YouTube Aaron Copland – Fanfare for Common Man) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day * Remember rules for the year | Pat the beat on your lap.  Echo sing accurately.  Echo speak the rules with a beat. |
| 3 | **ANT. SET** *(Prepare)*  Conducting music with dynamics  (Forte Piano MusicK8.com youtube) | Pretend to conduct loud and soft.  **T & T:** Why would composer want music soft or loud?  **Pick a Stick:** What else gets soft and loud? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Grizzly Beat | Show soft and suddenly loud. Play the game. |
| 5 | **STAND/MOVE or DANCE**  The Old Gray Cat | Decide loud or soft. Act out. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  What Shall We Do on a Rainy Day | Play **STICKS** if time. (Make sounds with sticks of activity.) |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**1st GRADE** Lesson 3, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **1.8.a**  With appropriate guidance, identify expressive attributes that reflect creator’s expressive intent (e.g. dynamics).  Objective and Vocab: **DYNAMICS**  I will follow the rules.  I can show soft, medium, loud dynamics.  Essential Questions:  Why do we soft in music…medium…loud?  What other things are soft and loud? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.L.5.c**  Identify real-life connections between words and their use.  CC Math – |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CHIMES  (YouTube Fear of Music: Bow Bells (2014) for solo orchestra chimes and soundscape) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day | Pat the beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Loud and soft sounds **1:13** | Point to the correct picture.  **T & T:** Why would composer want music soft or loud? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Grizzly Bear  The Old Gray Cat | Show soft and suddenly loud. Play the game.  Decide loud or soft. Act out. |
| 5 | **STAND/MOVE or DANCE**  All Around the Kitchen | Show loud, medium, soft dancing! |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  What Shall We Do on a Rainy Day | Play **STICKS**. Decide which words should be loud.  Three times through – decide which verses loud/soft. |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**1st GRADE** Lesson 4, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **1.4.d**  Explore and describe musical concepts.  Objective and Vocab:  I can tell which animal the music sounds like.  Essential Questions:  What sounds show what animal it is? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.RL.3**  Describe characters, settings, and major events in a story, using key details.  CC Math – |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SHEKERE  (YouTube Yosvany Terry Shekere Solos) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day | Pat the beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Saint Sans – The Swan  Saint Saens: Carnival of the Animals~Le Cygne (The Swan) | Turn & Talk:  What animal is the music about?  How can you tell? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Saint Sans Carnival of the Animals 2:39-47 Big Book | What animal does the music sound like? Why?  Point to animal as you listen. |
| 5 | **STAND/MOVE or DANCE**  Saint Sans repeated | Perform like an animal parade around the room, showing traits of the animals. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  If time – All Around the Kitchen | Show Loud, soft, Loud verses in the dancing |
| 7 | **CLOSE/ASSESS -** Practice lining up quietly. |  |

**1st GRADE** Lesson 5, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **1.4.b**  …demonstrate knowledge of musical concepts (TONE)…  Objective and Vocab:  I can choose instruments that remind me of animal traits.  Essential Questions:  What instruments go best with each animal? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.RL.3**  Describe characters [traits], settings, and major events in a story, using key details.  CC Math – |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CLAVES  (YouTube Gon Bops Traditional Rosewood Claves - Featuring Alex Acuña) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day | Pat the beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare)*  Play bells | Turn & Talk:  What animal does this sound remind you of? Why? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Mi Chacra | Sing with movements. |
| 5 | **SIT/PLAY INSMTS or GAME or CREATE**  Mi Chacra | Decide which instrument goes best with each animal. |
| 6 | **STAND/MOVE or DANCE**  If time – All Around the Kitchen | Choose an instrument for each part. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**1st GRADE** Lesson 6, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **1.4.b**  …demonstrate knowledge of musical concepts (TONE)…  Objective and Vocab:  I can choose instruments that remind me of animal traits.  Essential Questions:  What instruments go best with each animal? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.RL.3**  Describe characters [traits], settings, and major events in a story, using key details.  CC Math – |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – RAINSTICK  (YouTube Solo Rain Stick Music / Agnus Dei Instrumental (violin) / Holy, Holy Are You Lord God Almighty) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day | Pat the beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare) and*  **STAND/MOVE or DANCE**  All Around the Kitchen | Review the dance.  What instrument goes best with cockadoodle…. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  All Around the Kitchen | Compose instrumental version of All Around, deciding which instruments go best with which words.  Set up instruments and rotate. |
| 5 | **SIT/PLAY INSMTS or GAME or CREATE**  Mi Chacra | Remember which instrument went best with each animal. |
| 6 |  |  |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**1st GRADE** Lesson 7, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **1.4.b**  …demonstrate knowledge of musical concepts (TONE)…  Objective and Vocab:  I can choose instruments that remind me of animal traits.  Essential Questions:  What instruments go best with each animal? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.RL.3**  Describe characters [traits], settings, and major events in a story, using key details.  CC Math – |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – TUBA  (Czardas - tuba solo full version) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day | Pat the beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare) and*  Gato and the Wolf | What instruments would go with each animal? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Peter and the Wolf | Act out each character |
| 5 | **SIT/PLAY INSMTS or GAME or CREATE**  We Are Playing in the Forest game **3:31** | Safely play each game. |
| 6 |  |  |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

Encore Teacher page 195? Check it out

**1st GRADE** Lesson 8, Semester 1

Valerie Drum, Lesson Plans 16-17

**FIX THIS BACK TO ORIGINAL LESSON 8**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **1.4.b**  …demonstrate knowledge of musical concepts (RHYTHM)…  Objective and Vocab:  I can show no sound on a beat.  Essential Questions:  How many sounds are on each beat? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.RL.3**  Describe characters [traits], settings, and major events in a story, using key details.  CC Math – |

**SET OUT ALL CARPET SQUARES IN A CIRCLE.**

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  TROMBONE  (Trombone Shorty At Age 13 - 2nd Line) | Guess the mystery instrument. Describe the sound. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day | Pat the beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare) and*  We Are Playing in the Forest game **3:31, BB63** | Sing the song – take out the word “playing”…and so on. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Acka Backa **3:27 BB** | Analyze the rhythm. Learn the song. |
| 5 | **STAND/MOVE or DANCE**  Acka Backa **3:27 BB** | Safely play the game. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Begin to learn the songs from Carnival of the Animals  Play piano and use CD for other songs. | ***Sing first and last songs of the musical.***  8 groups – each group decides rhythm of 8 beats (2 m).  Take a picture of final product. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

Encore Teacher page 195? Check it out

**1st GRADE** Lesson 9, Semester 1

Valerie Drum, Lesson Plans 16-17

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **1.4.b**  …demonstrate knowledge of musical concepts (RHYTHM)…  Objective and Vocab:  I can show no sound on a beat.  Essential Questions:  How many sounds are on each beat? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **1.RL.3**  Describe characters [traits], settings, and major events in a story, using key details.  CC Math – |

**SET OUT ALL CARPET SQUARES IN A CIRCLE.**

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  TROMBONE  (Trombone Shorty At Age 13 - 2nd Line) | Guess the mystery instrument. Describe the sound. |
| 2 | **OPENING RITUAL**   * Take a Bite of Music * Sing names from roster * Job for the day | Pat the beat on your lap.  Echo sing accurately. |
| 3 | **ANT. SET** *(Prepare) and*  We Are Playing in the Forest game **3:31, BB63** | Sing the song – take out the word “playing”…and so on. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Acka Backa **3:27 BB** | Analyze the rhythm. Learn the song. |
| 5 | **STAND/MOVE or DANCE**  Acka Backa **3:27 BB** | Safely play the game. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Begin to learn the songs from Carnival of the Animals  Play piano and use CD for other songs. | ***Sing first and last songs of the musical.***  8 groups – each group decides rhythm of 8 beats (2 m).  Take a picture of final product. |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

Encore Teacher page 195? Check it out