**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**

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **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 BearThe 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**

|  |  |
| --- | --- |
| **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 SwanSaint 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**

|  |  |
| --- | --- |
| **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**

|  |  |
| --- | --- |
| **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 AnimalsPlay 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 AnimalsPlay 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. |

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