

First Grade Music Curriculum

Here is an overview of the key musical concepts we will focus on this year. This is not an exhaustive list, but rather an synopsis of the important skills students will be developing during their years at Milenio.

After each concept is a letter in parentheses: (I) indicates that this concept is being introduced for the first time this year; (X) indicates that a concept, which has been introduced previously, is being further explored this year; (M) indicates that this concept will be mastered this year. After a concept is mastered, it will be reviewed and used to introduce other, more challenging concepts.

BEAT: Students will:

- demonstrate a steady beat on pitched and non-pitched percussion instruments, body percussion, and through movement. (M)
- experience music with and without a steady beat. (X)
- play a steady beat while singing a song or speaking a rhyme. (X)

RHYTHM: Students will:

- improvise rhythms on non-pitched percussion instruments. (X)
- play, read and compose simple rhythmic patterns using:



METER: Students will:

- experience singing, moving, and playing pitched and non-pitched percussion instruments in 2/4, 4/4 and 6/8 time. (X)
- experience singing, moving, and playing pitched and non-pitched percussion instruments in various phrase lengths. (I)

FORM: Students will:

- recognize repeated phrases and patterns. (I)
- perform pieces in A B, ||: A B :||, and A B A forms. (X).
- experience "call and response" and echo singing. (M)
- arrange pieces using contrasting sections. (I)
- create (compose) contrasting sections using word chains. (X)

MELODY: Students will:

- identify upward and downward melodic movement. (I)
- improvise individual melodies on pitched percussion instruments. (I)
- sight-sing simple melodies using the solfege syllables "mi", "so" and "la". (I)
- use Curwen-Glover hand signs to show "mi", "so" and "la". (I)

HARMONY: Students will:

- experience singing one melodic line, while playing simple borduns, drones and pedal points on pitched percussion instruments. (X)
- create "sound fields" on pitched percussion instruments. (X)

EXPRESSION: Students will:

- demonstrate singing voice and talking voice. (M)
- demonstrate forte (loud) and (piano) quiet singing and playing. (I)

TIMBRE: Students will:

- identify pitched percussion instrument groups (xylophones, metalophones, glockenspiels, bass bars) by their sound alone. (X)
- identify non-pitched percussion instruments by their sound alone. (I)

STYLE: Students will:

- perform and move to cultivated and vernacular music from various historic periods and world cultures. (X)