

**Los Angeles Unified School District – Arts Education Branch
Elementary Music Instruction Guide**

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music”

Grade 1 Theme	Music brings people together.	
Enduring Understanding	<p>Written symbols can represent rhythm and pitch.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How is written music similar to written language? • Why is it important to learn to read/decode music symbols? • How can I write down music that I create? 	
California Standards Addressed	1.1	Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).
	1.2	Identify simple musical forms (e.g., phrase, AB, echo).
Sample Performance Task	<p>Reading from notation, sing (or play) a phrase from a familiar song that includes so, mi, (la), correctly performing the rhythms and pitches using solfege.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Students decode rhythmic notation and accurately perform rhythm patterns. • Students decode pitch notation and perform it accurately • Students sing in head voice or play with proper technique • Students perform phrase keeping with the beat 	

DEVELOPING CONCEPTS

1. STEADY BEAT: *Sounds and music can have a steady beat, like your heart beat or the ticking of a clock.*

<i>Knowledge</i>	<i>Skills</i>
Vocabulary <ul style="list-style-type: none"> • Body Percussion • Steady Beat • March • Tempo 	<ul style="list-style-type: none"> • Use locomotor and non-locomotor movements with the steady beat • Pat the steady beat while singing, speaking or listening • Play classroom instruments with the steady beat • Play classroom instruments with proper technique • Distinguish between beat and no beat

SUGGESTED STEPS

Sources: (1st Grade Books, unless otherwise stated)
MM=Making Music: 2008 California Edition, STM=Share the Music

FOCUS	SOURCE	SONGS/ACTIVITIES
Move and play instruments with the steady beat <ul style="list-style-type: none"> • Listen to the music and pat the steady beat, copying teacher. • Use body movement, moving in place according to style of music, tempo, mood, etc. • March in line, with teacher as leader. • March in individual random patterns. • Define steady beat: like your heart beat or the ticking of a clock. 	MM	<i>A Different Beat</i> <i>The Ants Go Marching</i> <i>Stars and Stripes Forever</i> (Sousa) <i>Washington Post March</i> (Sousa) <i>Planting Watermelons</i> (poem p. 11 TE)
	STM	<i>Radetzky March</i> (J. Strauss, Jr.) <ul style="list-style-type: none"> • Also use for <i>f-p-cresc.</i>
Distinguish between beat and no beat <ul style="list-style-type: none"> • Show pictures of things that make sound and ask children which ones have a steady beat. • Ask students to name other things that make a steady beat (dripping faucet, rocking chair, swing). Reinforce with movement and pantomime. • Listen to music and decide whether or not it has a steady beat 	MM	Big Book, p. 4—Pictures of sounds with/without beat <i>Windshield Wipers</i> (speech piece)— <ul style="list-style-type: none"> • Steady beat • Tempo change (going faster) <i>Watermelon Man</i> (Herbie Hancock) <i>Silver Apples of the Moon</i> (Morton Subotnick)
	STM	<i>Music from Bali</i> (Gamelan)

2. RHYTHM: *Rhythm is made up of sounds and silences of different lengths.*

<i>Knowledge</i>	<i>Skills</i>
Vocabulary	<ul style="list-style-type: none"> • Differentiate between rhythm and steady

<ul style="list-style-type: none"> • Rhythm • Beat/Divided Beat • Rhythm Syllables • Notes <ul style="list-style-type: none"> ○ Quarter Note (ta) ○ Eighth Notes (ti-ti) • Quarter Rest 	<ul style="list-style-type: none"> beat. • Read and decode rhythmic notation and speak it or perform it on classroom instruments. • Write rhythmic notation from dictation. • Write rhythmic notation in a template of beats.
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SUGGESTED STEPS
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FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Students learn about rhythm</p> <p>1. Define rhythm and differentiate between beat and rhythm</p> <ul style="list-style-type: none"> • Sing songs and clap the words (syllables). • Use classroom instruments to play the rhythm of the words while singing. • Divide the class with one group patting the steady beat and the other clapping the rhythm of the words. Determine if they are the same or different. • Define rhythm: the long and short sounds of the words or melody • Teacher claps a 4-beat rhythm and students echo-clap while saying ‘short’ and ‘long’ or <i>ta</i> and <i>ti-ti</i> according to what they hear. <ul style="list-style-type: none"> ○ Note: Students can be told to say <i>ta</i> for the long sound and <i>ti-ti</i> for the short sounds ○ Example: <i>short-short long short short long = ti-ti ta ti-ti ta</i> • Teacher claps one 4-beat rhythm and then another. Students determine if they are the same or different. • Clap the names of students in the class. Find names that have the same rhythm and names that have different rhythms. <p>2. Discover how an icon/picture can represent the steady beat.</p> <ul style="list-style-type: none"> • Say the rhyme or sing the song, clap for each picture as teacher points with beat. • Keep the beat by pointing to beat icons/pictures on your own person chart while you sing a song or say a rhyme. • Instead of icons, show parallel or 	MM	<p><i>Apples, Peaches, Pears and Plums</i> (Speech Piece)</p> <ul style="list-style-type: none"> • Big Book p. 6-7 • Resource Book p. D-2, E-3, H-7 <p><i>California Oranges</i> (rhyme and game p. 15 TE)</p> <ul style="list-style-type: none"> • Resource Book p. D-2, E-3 • Reading Sequence 2 (TE p. 448, BB p. 124) <p><i>Bee, Bee, Bumblebee</i> (speech piece)</p> <ul style="list-style-type: none"> • Resource Book p. D-6, E-6 • Reading Sequence 5 (TE p. 451, BB p. 127) <p><i>Riqui Rán</i></p>
	STM	<p><i>Hunt the Cows</i></p> <p><i>Little Duck</i></p> <p><i>Cobbler, Cobbler</i></p> <p>2, 4, 6, 8</p>

<p>perpendicular lines on the board and have students clap for each line as you point.</p> <ul style="list-style-type: none"> Students discover that an icon/picture or a line can represent the beat. <p>3. Explore how an icon/picture can represent the rhythm, and how the rhythm relates to the beat.</p> <ul style="list-style-type: none"> Sing the song or say the rhyme and clap the rhythm while teacher points to the steady beat icons. Use icons/pictures to represent the rhythm above the icon/picture for the beat. Sing the song and clap the rhythm as the teacher points to the rhythm icons. Ask students which beats have one sound (syllable) and which beats have two sounds. Identify one sound with the beat as <i>ta</i> or <i>long</i> and two sounds with the beat as <i>ti-ti</i> or <i>short-short</i>. Use flash cards that say RHYTHM and BEAT. Students clap for whichever card is shown by the teacher while they sing a song. Teacher changes the card every eight beats. 		
<p>Teach notation (stick/standard) for quarter notes (<i>ta</i>) and two eighth notes (<i>ti-ti</i>)</p> <p>1. Introduce stick and standard notation.</p> <ul style="list-style-type: none"> Show the icon/picture notation above a line or icon representing the beat. Have students clap the rhythm they see while teachers points to the beat. Instead of icons, write words and mark the beat beneath the words. Have students clap the rhythm of the words while teachers points to the beat. Ask students which beats have one sound and which have two sounds. Substitute stick notation (no note head) for the words or icons, showing the short sounds as two-eighth notes joined with a beam. Compare with the icons, noting how each method shows one or two sounds to a beat Give students the rhythm syllables for one sound to a beat (<i>ta</i>) and two sounds to a 	MM	<p><i>Rain, Rain, Go Away</i></p> <ul style="list-style-type: none"> Big Book p. 16-17 Resource Book p. D-7, E-7 Reading Sequence 6 TE p. 454, BB p. 130) <p><i>Cha Yang Wu (Rice Planting Song)</i></p> <ul style="list-style-type: none"> Big Book p. 28-29 Resource Book p. D-11, E-10 Reading Sequence 9 (TE p. 452, BB p. 128) <p><i>Duérmete, mi niño</i> <i>Tic, Tac (Tick Tock)</i> <i>Over in the Meadow</i> <i>Vil du? (Will you?)</i> <i>Bingo</i> <i>Bate, Bate, Chocolate</i> (speech piece) Rhythm Flash Cards</p>
	STM	<p><i>Cobbler, Cobbler</i> <i>2, 4, 6, 8 Meet Me at the Garden Gate</i> <i>Ambos a dos</i></p>

<p>beat (<i>ti-ti</i>)</p> <ul style="list-style-type: none"> • Compare stick notation with standard notation. • Give students the names of the notes. <p>2. Practice reading rhythms notated with stick and/or standard notation.</p> <ul style="list-style-type: none"> • Clap and speak the rhythm with rhythm syllables while teachers points to the beat. • Step the beat, clap or play the rhythm on rhythm sticks. Read from the board. • Make up rhythms on board and play or say them using rhythm syllables, rhythm instruments, etc. <ul style="list-style-type: none"> ○ Use one- and two-syllable words in categories ○ Use a beat template • Use reading/writing materials in resource book. • Use rhythm flashcards. • Students make up rhythms in their own beat template. • Students write rhythmic dictation in a beat template. 		<p><i>Rain, Rain</i> <i>See Saw</i> <i>Bye, Bye Baby-O</i> <i>Chucu</i> <i>Quaker, Quaker</i> <i>Engine, Engine Number 9</i> <i>Lucy Locket</i> <i>Little Tommy Tucker</i> <i>Doggie, Doggie</i></p>
<p>Teach notation for quarter rests (one beat of silence)</p> <p>1. Identify silent beats through listening and moving.</p> <ul style="list-style-type: none"> • Students listen for silent beats (where the beat continues, but the sound stops), in the music and show the silent beat with hand or body movement. • Sing a song and pat the beat while teacher marks the beats in phrases on the board using parallel or perpendicular lines. Sing the song again while teacher follows beat and crosses out the silent beats. • Ask the students how many times they had to rest their voices? <p>2. Define REST and show its symbol.</p> <ul style="list-style-type: none"> • Use simplified rest (backward Z). • Clap rhythm and direct students to be silent for the rest. <p>3. Practice reading rhythms with rests, using</p>	<p>OTHER MM</p> <p>STM</p>	<p><i>Old Missus Witch</i> <i>All My Little Ducklings (Alle Meine Entchen)</i></p> <ul style="list-style-type: none"> • Resource Book p. D-12, E-11 • Reading Sequence 10 (TE p. 454, BB p. 130) <p><i>Naughty Tabby Cat (Cirmos cica)</i></p> <ul style="list-style-type: none"> • Big Book p. 40-41 • Resource Book p. D-15, E-14, H-9 • Reading Sequence 13 (TE p. 457, BB p. 133) <p><i>Twist with a Burger, Jitter with a Bug</i> (speech piece) <i>Pease Porridge Hot</i></p> <ul style="list-style-type: none"> • Resource Book p. D-16, E-14 • Reading Sequence 14 (TE p. 458, BB p. 134) <p><i>Acka Baka (So-Mi-La)</i> <i>Jelly in the Bowl</i> (speech piece) <i>Loose Tooth</i> (speech piece)</p>

strategies suggested for quarter and eighth notes listed above.		<i>Bow, Wow, Wow</i> <i>Little Sally Walker</i> <i>The Clock Store</i> <i>Pease Porridge Hot</i> <i>She'll Be Comin' Round the Mountain</i>
Optional Extension: Introduce the concept of meter in 2		
<i>Knowledge</i>	<i>Skills</i>	
<u>Vocabulary</u> <ul style="list-style-type: none"> • Strong and Weak Beats • Accent • Meter • Bar line • Measure • Time Signature • Conduct 	<ul style="list-style-type: none"> • Identify strong and weak beats aurally. • Identify aurally groups of 2 beats. • Use body movements that show a 2-beat pattern. • Conduct with a 2 meter pattern while singing or listening to music. 	
SUGGESTED STEPS Sources: (1st Grade Books, unless otherwise stated) MM=Making Music: 2008 California Edition, STM=Share the Music		
FOCUS	SOURCE	SONGS/ACTIVITIES
<ul style="list-style-type: none"> • Use a two-beat dance pattern, rhyme, or two-syllable words to learn about strong and weak sounds • Listen to music and use a two-beat clapping pattern and ask how many beats are in the pattern. • Write rhythm on board, use accent marks under strong beats as students clap the pattern or sing the song • Discuss how strong beats organize the beats into groups of two. • Demonstrate how bar lines make it easy to see the groups of two and explain how the time signature tells how many beats are in each group. <ul style="list-style-type: none"> ○ Note: Use a modified time signature showing two with a quarter note under. • Teach students to use the two-beat conducting pattern and have them copy you while they sing. 	MM	<i>Knock the Cymbals</i> <ul style="list-style-type: none"> • Big Book p. 54-55 • Resource Book p. D-21, E-18 • Reading Sequence 17 (TE p. 460, BB p. 136) <i>Symphony #4 in Fminor</i> (Tchaikovsky) <i>Washington Post March</i> (Sousa) <i>Little Black Bug</i> <ul style="list-style-type: none"> • Big Book p. 64 • Resource Book p. D-24, E-21 • Reading Sequence 20 (TE p. 463, BB p. 139)

3. Melody: *Higher and lower sounds combine with rhythm to make a melody.*

<i>Knowledge</i>	<i>Skills</i>
Vocabulary <ul style="list-style-type: none"> • High/Low • Pitch/Tone • Melody (Tune) • Melodic Direction • Same/Different • Step/Skip • Pitch Syllables/Solfege for <i>So, Mi, (La)</i> • Staff <ul style="list-style-type: none"> ○ Line notes ○ Space notes ○ Hand Staff • Solfege Ladder • Curwen Hand Signs 	<ul style="list-style-type: none"> • Recognize melodic direction visually and aurally. • Recognize steps, skips, and repeated tones visually and aurally. • Create simple melodies using <i>So, Mi, (La)</i>. • Notate <i>So-Mi</i> melodies on the staff. • Read and decode melodic notation and sing or perform it on classroom instruments. • Use hand-signs and pitch syllables with <i>So, Mi (and La)</i>.

SUGGESTED STEPS

Sources: (1st Grade Books, unless otherwise stated)

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FOCUS	SOURCE	SONGS/ACTIVITIES
Lead students to identify high and low sounds in music. Ideas to aid concept development: <ul style="list-style-type: none"> • Sounds of birds vs. sounds of bears • Teacher sings/plays high and low sounds and children respond by showing high and low sounds with movement: <ul style="list-style-type: none"> ○ Hand and/or body movement ○ Moving to opposite sides of the room Note: <ul style="list-style-type: none"> • Use intervals wider than a 3rd (i.e., 5th or octave) which are easier to hear. • Distinguish high pitch from the meaning of high = loud. 	MM	<i>The Little Green Frog</i> <ul style="list-style-type: none"> • Big Book pp. 8-9 • Resource Book p. H-4, H-5 <i>Lady, Lady</i> <i>The Wind Blew East</i>
	STM	<i>See Saw, Up and Down</i> <i>Hoo, Hoo</i>
	Other	Listening: <i>Carnival of the Animals</i> , <i>“Persons with Long Ears”</i> (Saint Saens) <i>Sweetly Sing the Donkey</i>
Follow the melodic direction of a song with icons, notes on the staff, and body movements 1. Students discover melodic contour. <ul style="list-style-type: none"> • Teacher models melodic direction with hand movements while students listen to a song. • Students discover that melodies can move up or down. 	MM	<i>Leaves</i> (icons) <ul style="list-style-type: none"> • Big Book pp. 10-11 <i>Phoebe</i> <ul style="list-style-type: none"> • Resource Book p. D-4, E-4 • Reading Sequence 3 (TE p. 449, BB p. 125)
	Other	Use scale songs such as “Sun Song” (see Appendix)

<ul style="list-style-type: none"> Students sing a song and use hand movements to show the melodic contour, following the teacher’s model. <p>2. Sing or listen to a melody and follow melodic icons.</p> <ul style="list-style-type: none"> Sing and use hand movements to follow the melody while teacher points to icons showing the melodic contour (chart, Big Book, etc.) Discover how the icons show the same shape as the hand movements. Students point to places where the icons show the melody going up, where it is going down, and where it stays the same. <p>3. Practice following the melodic contour.</p> <ul style="list-style-type: none"> Listen to or sing the song and point to melodic icons on your own personal chart. Use different colors to mark places on the chart that go up, down or stay the same. Sing songs and use hand and body movement to follow the melody. 	<p>Other</p> <p>STM</p>	<p><i>Rain, Rain, Go Away</i> <i>Tinker, Tailor</i></p>
<p>Listen for same and different phrases in melodies</p> <ul style="list-style-type: none"> Listen to melodies with and without words. Use body and hand movements to show different melodies. 	<p>MM</p>	<p><i>Here Comes Valerie</i></p> <ul style="list-style-type: none"> Resource Book p. E-5 Reading Sequence 4 (TE p. 450, BB p. 126) <p><i>Don’t Get Around Much Anymore</i></p> <ul style="list-style-type: none"> Listening: Ellington (AABA) <p><i>The Rain Sings a Song (ABA)</i></p> <ul style="list-style-type: none"> Big Book pp. 32-33 <p><i>La Raspa</i> (also dance) (ABACA)</p>
<p>Teach students to hear, sing, read and write the pitches <i>So, Mi</i></p> <p>1. Recognize aurally and sing the interval of a minor third (<i>So-Mi</i>).</p> <ul style="list-style-type: none"> Make up greetings and questions using the interval of a minor third. Students answer with their singing voice, using the same melody. Show melodic contour with body movement. Use body/hand movements to show the 	<p>MM</p>	<p><i>Charlie Over the Water</i></p> <ul style="list-style-type: none"> Big Book pp. 20-21 (Icons) Resource Book D-8, E-8 Reading Sequence 7 (TE p. 452, BB p. 128) <p><i>Hey, Hey, Look at Me</i></p> <ul style="list-style-type: none"> Resource Book D-8, E-8 Reading Sequence 8 (TE p. 453, BB p. 129)—Icons <p><i>Star Light, Star Bright</i></p> <ul style="list-style-type: none"> Big Book pp. 34-35 (Icons to staff notation, solfege,

<p>two pitches (<i>So</i> with hands on shoulders, <i>Mi</i> with hands on hips).</p> <ul style="list-style-type: none"> Name the high sound <i>So</i> and the low sound <i>Mi</i>. Teach Curwen hand signs for <i>So-Mi</i>. Students improvise a <i>So-Mi</i> melody for a jump-rope rhyme. <p>2. Sing or listen to a melody and follow melodic icons for <i>So-Mi</i>.</p> <ul style="list-style-type: none"> Follow <i>So-Mi</i> icons. Sing from rhythm stick notation with S-M under the rhythm. Sing from rhythm stick notation written with high & low position for <i>So-Mi</i>. Use ladder for resonator bells and play the melody. Sing melodies from hand signs. <p>3. Learn to sing/play by reading from staff notation.</p> <ul style="list-style-type: none"> Introduce the staff. <ul style="list-style-type: none"> Teach the “Hand Staff” numbering lines and spaces. Show note heads on staff (no stems) and describe line notes and space notes. Sing <i>So-Mi</i> melodies from standard notation on the treble staff. Sing melodies with <i>So</i> on various lines and spaces. Discover that if <i>So</i> is on a line, then <i>Mi</i> is on the line below, but if <i>So</i> is on a space then <i>Mi</i> is on the space below. <p>4. Practice reading/writing <i>So-Mi</i> melodies in staff notation and sing/play them.</p> <ul style="list-style-type: none"> Write pitches with note markers on staff mats. <ul style="list-style-type: none"> Use markers to take melodic dictation Sing from a solfege ladder. Sing with hand staff. Play on instruments (xylophone, boomwhackers, tone bells, piano). 		<p>syllables and hand signs)</p> <ul style="list-style-type: none"> Resource Book D-13, D-28, E-12, H-10 Reading Sequence 11 (TE p. 455, BB p. 131) <p>Bird Calls (Cuckoo and others) <i>Cuckoo, Cuckoo</i> (Question/Answer)</p> <ul style="list-style-type: none"> Resource Book D-14, E-13 Reading Sequence 12 (TE p. 456, BB p. 132) <p><i>Toy Symphony, Mvt. 4</i> (Leopold Mozart) <i>Serra, Serra, Serrador</i> (See <i>Saw Lumberjack</i>)</p> <ul style="list-style-type: none"> Resource Book A-11 (Portuguese pronunciation)
	STM	<p><i>Rain, Rain</i> (icons and staff notation) <i>Tinker, Tailor</i> (staff notation) 2, 4, 6, 8 (staff notation, improvise on <i>so-mi</i>) <i>Bye, Bye Baby</i> <i>Chucu</i> <i>Quaker, Quaker</i> <i>Engine, Engine, Number 9</i> <i>In and Out</i> <i>Lucy Locket</i> <i>Little Tommy Tucker</i> <i>Doggie, Doggie</i></p>
	Other	<p>Staff Mats with note markers (pennies, buttons, etc.) Melody Flash Cards</p>
<p>Teach students to hear, sing, read and write the new pitch <i>La</i></p>	MM	<p><i>‘Round and ‘Round</i></p> <ul style="list-style-type: none"> Resource Book D-18, E-16

<p>Use strategies from <i>So-Mi</i> above to prepare, present, and practice the new pitch.</p> <ul style="list-style-type: none"> • For body/hand movements, students can tap their head for <i>La</i>. • Discuss steps and skips. • Discover the location of <i>La</i> in relation to <i>So</i> on a line and then <i>So</i> on a space. 		<ul style="list-style-type: none"> • Reading Sequence 15 (TE p. 459, BB p. 135) <p><i>Bounce High, Bounce Low</i></p> <ul style="list-style-type: none"> • Resource Book D-19, D-20, D-28, E-17 • Reading Sequence 16 (TE p. 459, BB p. 135) <p><i>Wind up the Apple Tree</i></p> <ul style="list-style-type: none"> • Resource Book D-22, E-19 • Reading Sequence 18 (TE p. 461, BB p. 137) <p><i>Snail, Snail</i></p> <ul style="list-style-type: none"> • Resource Book D-23, D-28, E-20, H-10 • Reading Sequence 19 (TE p. 462, BB. p. 138) <p><i>Lemonade</i> <i>Rain, Rain Go Away</i></p>
	Other	<p>Teasing Tune (<i>So-So-Mi-La-So-Mi</i>) Melody Flash Cards Staff mats and note markers</p>
	STM	<p><i>We Are Playing in the Forest</i> <i>Hey, Mr. Monday</i> <i>The Mill Song</i></p>