

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>Music can represent ideas and feelings.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What kind of music makes me feel ____? (happy, sad, scared, etc.) • What makes music sound ____? (happy, sad, scary, etc.) • What kind of emotions and ideas can I communicate to an audience? 	
California Standards Addressed	1.2	Identify simple musical forms (e.g., phrase, AB, echo).
	1.3	Identify common instruments visually and aurally in a variety of music.
	2.4	Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.
	3.4	Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).
	4.1	Create movements to music that reflect focused listening.
	4.2	Describe how ideas or moods are communicated through music.
Sample Performance Task	Listen to a piece of music you know (“Carnival of the Animals”). Respond to the music with appropriate movements or draw a picture to represent what you hear. Talk about your choices in movement.	

DEVELOPING CONCEPTS

1. MOVEMENT VOCABULARY: <i>Movement can be used to reflect what is happening in music.</i>	
<i>Knowledge</i>	<i>Skills</i>
Movement vocabulary: walk leap focus flick run gallop energy tap jump level attach thrust hop direction weight slash twirl size tension float skip pathways flow glide slide	<ul style="list-style-type: none"> • Discover new ways to move and talk about movement • Create movement in response to realia • Move appropriately to the beat • Identify visually and aurally major orchestral instruments.
SUGGESTED STEPS	
Source: MM= <u>Making Music: First Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Developing a movement repertoire.	<i>I Can't Spell Hippopotamus</i> – locomotor movement
Pathways – use letters of the alphabet to discover that letters are made of straight lines, curved lines, and circles.	<i>Scrub-a-Dub</i> – space, levels, pathways, melodic patterns
Create a movement piece, using tempo word cards.	
Create steady-beat locomotor and non-locomotor movements	<i>Hey, Hey, Look at Me</i> – beat movement <i>Everybody Says</i> – creative movement <i>Serra, serra, serrador</i> – creative movement

2. LISTENING: <i>Active listening involves understanding of how the elements of music work together.</i>	
<i>Knowledge</i>	<i>Skills</i>
Elements of Music <ul style="list-style-type: none"> • Tempo: fast/slow • Dynamics: loud/soft • Melodic contour: high/low; up/down • Line: legato/staccato • Patterns: same/different • Timbre 	<ul style="list-style-type: none"> • Listen and process musical information • Demonstrate awareness of musical concepts by responding appropriately with movement
SUGGESTED STEPS	
Source: MM= <u>Making Music: First Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Listening for opposites. Use pictures, sounds and movement to demonstrate: <ul style="list-style-type: none"> • High/low: animals sounds; leap, jump, hop; star/starfish 	<i>Hoe Down</i> and <i>Reverie</i> – loud/soft <i>Stars and Stripes Forever</i> – loud/soft <i>We're Making Popcorn</i> – dynamics

<ul style="list-style-type: none"> • Up/down: leaves and rockets; float, glide • Fast/slow: tortoise and the hare; walk, run 	<i>Freight Train</i> – fast/slow
<p>Listening for change:</p> <ul style="list-style-type: none"> • in melodic contour • in tempo • in dynamics <p>Create movement to demonstrate awareness of the change.</p>	<i>The Little Green Frog</i> – low to high <i>Andante quieto</i> – high and low <i>Alle mine Entchen</i> – melodic contour <i>Leaves</i> – ascending and descending <i>Yellow Butter</i> – tempo <i>Choo Choo Boogaloo</i> – tempo <i>Vulani ringi ring</i> - tempo <i>The Fly and the Bumblebee</i> – melody patterns
<p>Listening for timbre:</p> <ul style="list-style-type: none"> • Identify visually and aurally major orchestral instruments. • Discuss how the timbre of the instrument contributes to the overall composition. 	<i>The Little Red Hen</i> – timbre <i>Concerto for Trumpet and Orchestra</i> - trumpet <i>Boogie Woogie</i> – trombone <i>The Little Shepherd</i> – flute <i>Let's Dance</i> – clarinet <i>Caprice Basque</i> – violin <i>Tema de maimara</i> – instruments, texture <i>"Fossils"</i> from <i>Carnival of the Animals</i> – instruments
<p>Listening for patterns:</p> <ul style="list-style-type: none"> • Use different motions to show when the patterns are the same or different. • Talk about how the pattern changed. • Identify with movement when the call or response parts occur. 	<i>The Rain Sings a Song</i> – form ABA <i>Amehuri</i> - form AB <i>Yesh lanu taish</i> – form AB <i>B-A, Bay</i> – form AB <i>Willowbee</i> – form ABA <i>Banana Splits</i> – form ABA <i>When the Train Comes Along</i> – form AB <i>How to Be a Friend</i> – form ABA <i>Shortnin' Bread</i> – call and response <i>Shoo, Turkey</i> – call and response
<p>Listening to rhythm:</p> <ul style="list-style-type: none"> • Show long and short sounds through movement: clapping the rhythm, walking the rhythm 	<i>Pease Porridge Hot</i> – rhythm patterns

3. RESPONDING: <i>We can use movement to reflect our understanding of what is happening in the music.</i>	
<i>Knowledge</i>	<i>Skills</i>
Mood/emotions Expressive elements Storytelling Opposites	<ul style="list-style-type: none"> • Listen and process musical information • Demonstrate awareness of musical concepts by responding appropriately with movement
SUGGESTED STEPS	
Source: MM= <u>Making Music: First Grade</u> 2008 California Edition	
FOCUS	SONGS/ACTIVITIES
Use text to initiate movement/dramatize the lyrics.	<i>Cha yang wu</i> – dramatization <i>¡Viva el fútbol!</i> – dramatization <i>Amefuri</i> – dramatize <i>Chang</i> – dramatize <i>The Parade Came Marching</i> – dramatize <i>Fish</i> – dramatize <i>Rags</i> – dramatize
Use opposites to initiate movement. Show: <ul style="list-style-type: none"> • dynamic changes • tempo changes • timbre/instruments 	
Use a combination of elements to initiate movement.	<i>Hungarian Dance No. 3</i> – tempo and dynamics “Morning” from <i>Peer Gynt Suite</i> – melodic contour “Jupiter” from <i>The Planets</i> – tempo, instruments, dynamics “Jimbo’s Lullaby” from <i>Children’s Corner Suite</i> – melodic contour, mood <i>Flight of the Bumblebee</i> – melodic contour <i>Duermete, mi niño</i> – mood, contour <i>Lullaby for Strings</i> – mood, contour <i>Los Maizales</i> – mood, creative movement <i>Sorida</i> – melodic contour <i>Bonjour, mes amis</i> – melodic contour <i>The Honeybee Song</i> – melodic contour <i>Scherzo</i> – melodic contour, instruments, listening map <i>Ah! Les jolis papillons</i> – mood, same and different phrases
Use movement to respond to mood in music. <ul style="list-style-type: none"> • Sing songs that represent various moods. • Manipulate the mood by changing an element of music. Discuss: what is the overall effect? 	<i>Nu wahtan</i> – mood “ <i>Butterfly</i> ” from <i>Lyric Pieces</i> – mood <i>Duermete, mi niño</i> – mood, contour <i>Lullaby for Strings</i> – mood, contour
Talk about choices in movement.	