

Instructional Guide
1st Grade: First Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	1.1.1 Sing, with others, a simple song. 2.1.1 Imitate a steady beat (using body percussion or instruments). 8.2.1 Experience music and language arts.		CL3 p.10-13	<u>The Music Teacher from the Black Lagoon</u> by Mike Thaler	<i>Sir Duke</i> (by Stevie Wonder)		Rules/ Procedures Hello/welcome activity
2	1.2.1 Perform, vocally, a high-middle-low pattern. 3.1.1 Explore sounds using voice, body percussion, or classroom instruments in response to a song, poem, or story. 3.2.1 Explore selected vocal sounds. 6.1.1 Respond to same and different within a musical selection. (Review march/lullaby.)		CL7 p.22-25 CL1 p.164 L5 p.292	<u>Mr. Brown can Moo, Can you?</u> by Dr. Seuss <u>The Happy Hedgehog Band</u> by Martin Waddell	<i>All the Pretty Horses</i> <i>Rock a Bye Baby</i> <i>Liberty Bell March</i>		
3	6.2.1 Recognize the difference between one voice or instrument and many voices or instruments. 8.1.2 Explore common elements between music and dance, theatre, and/or visual art.		CL11 p.154 BB p.48	<u>Can You Hear It?</u> by William Lach <u>Zin! Zin! Zin! a Violin</u> by Lloyd Moss and Marjorie Priceman			
4	2.2.1 Imitate long/short and fast/slow sounds. 2.2.2 Perform short rhythm patterns using body percussion. 6.3.1 Identify a selection as fast or slow. Identify a selection as loud or soft.		CL1 p.2 CL1 p.44 CL2 p.206	<u>Rhythm, Rhythm</u> by John Archambault	<i>Engine, Engine Number Nine</i>	rhythm	
5	2.2.3 Perform short rhythm patterns using instruments. (Use quarter notes and paired eighth notes.) 6.4.1 Recognize music has patterns and/or phrases. 5.1.2 Interpret and perform iconic notation for one sound/ two sounds on a beat. (Use stick notation.)		L12 p.38-39	<u>Chicken Soup With Rice</u> by Maurice Sendak		phrase	
6	6.1.2 Recognize same and different sections within a two-section musical selection (AB form). 3.3.1 Explore movements in response to teacher-provided parameters.	<u>6.1.2</u>	L2 p.284 L9 p.302	<u>Giraffes Can't Dance</u> by Giles Andreae <u>Barn Dance</u> by Bill Martin	<i>La Raspa - AB</i> <i>The Chicken Dance - AB</i>		
7	7.2.1 Discuss appropriate audience behaviors during a performance.	<u>1.2.1</u>					

Instructional Guide

1st Grade: Second Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	<p>**Prepare to introduce/review so-mi</p> <p>1.1.2 Sing a simple song on pitch.</p> <p>2.1.2 Maintain a steady beat independently.</p> <p>3.1.2 Improvise appropriate sounds, from teacher-provided parameters, to accompany a song, poem, or story.</p> <p>3.3.2 Improvise movements appropriate to teacher-selected song, poem, story or listening example.</p> <p>5.2.1 Recognize and perform iconic notation for high and low sounds.</p> <p>8.2.2 Explore common elements between music and language arts.</p>		CL9 p.66 L10 p.70	<u>Green Eggs and Ham</u> by Dr. Seuss	<p><i>See Saw</i></p> <p><i>Snail Snail</i></p> <p><i>Cobbler, Cobbler</i></p> <p><i>Who Stole the Cookie</i></p>		
2	<p>4.2.2 Create and demonstrate a composition using high and low sounds (4-beats).</p> <p>6.2.2 Recognize the differences between the voices of men, women, and children. Recognize individual (classroom) instruments and identify how sound is produced.</p>		CL9 p.67 L9 p.366	<p><u>The Lion and the Mouse</u> Aesop</p> <p><u>Percussion Discussion</u> proficiency pack by Artie Almeida</p>			Use Halloween as inspiration for the composition
3	<p>2.2.3 Perform short rhythm patterns using instruments.</p> <p>4.1.1 Create and demonstrate a composition using sounds/silence.</p> <p>5.1.2 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.</p> <p>6.4.2 Recognize patterns and/or phrases can be same or different.</p>		p.451 L3 p.50	<u>Alexander and the Terrible...</u> by Judith Viorst			Use holiday as inspiration for the composition
4	<p>2.3.1 Identify upward and downward direction on pitched instruments.</p> <p>3.2.2 Improvise vocal sounds and/or melodic phrases appropriate to the teacher-selected song, poem, or story.</p> <p>3.1.3 Improvise appropriate sounds, using voice or classroom instruments, to accompany teacher-selected song, poem, or story.</p>		CL8 p.26	<u>Mortimer</u> by Robert Munsch	<p><i>Ebenezer Sneezer</i></p> <p><i>Freddy Flea</i></p>	xylophone metallophone glockenspiel	
5	<p>4.1.2 Create and demonstrate a composition using long/short sounds. (Prepare to compose with quarters/paired eighths/quarter rests.)</p> <p>5.1.2 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, and no sound on a beat. (Use stick notation.)</p> <p>6.4.3 Recognize phrases are same and different rhythmically. Recognize phrases are same and different melodically.</p>	<p><u>2.2.3</u></p> <p><u>5.1.2</u></p>	CL4 p.52			phrase	Holiday songs
6	<p>**Introduce so-mi.</p> <p>6.1.3 Recognize same and different sections within extended musical selections (e.g., ABA form).</p> <p>9.1.1 Experience music examples from various historical periods and cultures (ethnic song).</p>	<p><u>6.1.3</u></p>	CL7 p.142		<p><i>March of the Toy Soldiers -ABA</i></p> <p><i>Persian March (Strauss) - ABA</i></p>	ethnic song	
7	<p>7.2.2 Demonstrate appropriate audience behaviors during a performance.</p> <p>9.1.2 Experience songs and singing games from various historical periods and cultures.</p>	<p><u>7.2.2</u></p>		<u>The 12 Days of Christmas</u> by Robert Sabuda			Holiday Songs

Instructional Guide
1st Grade: Third Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/Song	Vocab	Suggested Activities
1	<p>**Prepare to introduce la.</p> <p>1.3.1 Sing, with a group, short melodic patterns that move upward and downward (folk song).</p> <p>1.3.2 Sing, with a group, a simple song that moves upward and downward.</p> <p>2.1.3 Maintain a steady beat at varying tempos.</p>		L9 p.148 L7 p.184		<p><i>Bounce High, Bounce Low</i></p> <p><i>Lucy Locket</i></p> <p><i>It's Raining, It's Pouring</i></p> <p><i>Mr. Frog</i></p>	folk song	Rules/ Procedures
2	<p>2.3.2 Demonstrate upward and downward direction on pitched instruments.</p> <p>4.2.1 Create and demonstrate a composition using up and down sounds (can connect to so-mi or melodic direction).</p> <p>6.2.3 Recognize classroom instruments, by sight and sound, and classify into families.</p>		CL8 p.26	<u>Jump, Frog, Jump</u> by Robert Kalan			Mallet Madness
3	<p>4.2.3 Create and demonstrate a composition using so and mi.</p> <p>6.4.3 Recognize phrases are same and different rhythmically. Recognize phrases are same and different melodically.</p>	<u>4.2.3</u>	L5 p.18 L6 p.60		<i>Rain, Rain</i>		Make connection with gen. ed. classroom
4	<p>5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest (label with vocabulary).</p> <p>7.1.1 Discuss a musical performance using teacher-given criteria.</p>	<u>5.1.3</u>	CL2 p.88 CL4 p.94 L5 p.98		<p><i>Bow, Wow, Wow</i></p> <p><i>Hot Cross Buns</i></p>	<p>quarter notes</p> <p>eighth notes</p> <p>quarter rests</p>	
5	<p>**Introduce la.</p> <p>1.2.2 Sing a so-mi-la pattern.</p>		CL10 p.150		<i>Bounce High</i>	pitch	Sing la, read la
6	<p>3.2.3 Improvise, vocally, short melodic phrases in response to simple musical questions.</p> <p>5.2.2 Recognize and perform iconic notation for high, middle, and low sounds (so-mi-la).</p>		CL9 p.188	<u>Little Clancy's New Drum</u> by Tony Kerins	<i>My Mother, Your Mother</i>		
7	1.2.3 Sing, matching pitch, a so-mi-la pattern.	<u>1.2.3</u>					Use same so-mi-la song from lesson 5

Instructional Guide
1st Grade: Fourth Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/Song	Vocab	Suggested Activities
1	1.3.3 Sing a simple song, accurately reproducing melodic direction. 5.2.3 Read and perform iconic notation for simple melodic patterns.			<u>The Old Lady Who Swallowed a Shell</u> by Lucille Colandro	<i>A Tisket, A Tasket</i> <i>We are Dancing in the Forest</i>		Borrow song from 3rd 9-Weeks
2	6.1.3 Recognize same and different sections within extended musical selections (e.g., rondo form). 3.3.3 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities. 9.1.3 Recognize that musical examples come from different historical periods and cultures.			2nd Grade Book (Rondo)	<i>Los Mariachis</i>		
3	4.1.3 Create a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.		L4 p.352		<i>That's a Mighty Pretty Motion</i>		
4	4.1.3 Demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests. 7.1.2 Discuss a musical performance using grade-appropriate music vocabulary. 7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary. 7.2.3 Evaluate audience behaviors exhibited during a performance.	<u>4.1.3</u>	Kindergarten L11 p. 324				Compose Mother's Day Song
5	1.1.3 Sing a simple song on pitch in an established key. 2.3.3 Perform ascending and descending scale songs on pitched instruments.	<u>1.1.3</u>	CL8 p. 26		<i>Here Comes a Bluebird</i> <i>Charlie Over the Ocean</i>		
6	6.3.2 Describe the mood of music in terms of fast/slow and/or loud/soft. 8.1.3 Identify common elements between music and dance, theatre, and/or visual art. 6.3.3 Label fast/slow (largo/presto) as tempo and loud/soft (piano/forte) as dynamics.		CL1 p.124 BB p.28 CL 8 p. 106				
7	8.2.3 Identify common elements between music and language arts.	<u>5.2.3</u>	L4 p. 386 L3 p. 384				