



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit 1	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 1: Beat	Priority Standard MU:Re7B.1a- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.			
	Quarter One	<p>Standards: Music: Cn10A.1a, Re7A.1a Re7B.1a, Re8A.1a</p> <p>Show Me: FA 1, 2, 3</p> <p>1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 2.1, 2.3, 2.4, 2.5, 3.3, 4.1</p> <p>NCCAS: Cn11.0.1a, Re7.1.1a, Re7.2.1a, Re8.1.1a</p> <p>NAfME: 1, 2, 3, 6</p>	<ul style="list-style-type: none">• I can keep the beat to a song.• I can recall how to hold, take care of, and play rhythm instruments (especially rhythm sticks).	Essential Question: How do individuals choose music to experience?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit 1	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 2: Meter	Priority Standard: MU:Re7B.1a- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.			
	Quarter One	<p><u>Music:</u> Cn10A.1a, Cr1A.1a, Re7B.1a</p> <p><u>Show Me:</u> FA 1, 2, 3 1.1, 1.5, 1.6, 1.8, 2.1, 2.3, 2.4, 2.5, 3.3</p> <p>NCCAS: Cn11.0.1a, Cr1.1.1a, Re7.2.1a</p> <p>NAfME: 1, 2, 3, 5, 6</p>	<ul style="list-style-type: none">• I can move to a meter of 2 by marching and a meter of 4 by walking.• I can recognize that strong and weak beats help us count in meters of 2 and 4.• I can sing a song in a meter of 2.• I can move to a meter of 3 by waltzing or swaying.• I can recall that strong and weak beats help us count in a meter of 3.	Essential Question: How does understanding the structure and context of music inform a response?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit 1	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 3: Rhythm	Priority Standard: MU:Re7B.1a- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.			
	Quarter One	<u>Music:</u> Cr.1A.1a Re.7B.1a Cn.11A.1a FA 1,2,3,4,5 1.1, 1.6, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3 NCCAS: Cn11.0.1a, Cr1.1.1b, Re7.2.1a NAfME: 1, 2, 3, 6, 7, 8	I can listen and imitate patterns on rhythm instruments. I can describe the purpose of bar lines.	Essential Question: How does understanding the structure and context of musical works inform performance?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 1: Voice	Priority Standard MU:Re7B.1a- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.			
	Quarter Two	<p><u>Music:</u> Re7b.1a Cn11a.1a</p> <p><u>Show Me:</u> FA 1, 3, 4, 5 1.6, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3</p> <p>NCCAS: Cn11.0.1a, Cr1.1.1a, Cr2.1.1b, Re7.2.1a</p> <p>NAfME: 1, 3, 6, 8</p>	<ul style="list-style-type: none">• I can identify and use the four voices within a song.• I can define Pitch.• I can sing the pitches <i>sol</i>, <i>mi</i>, and <i>la</i>	How do different voices convey different feelings and emotions within a piece of music?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 2: Lines and Spaces	Priority Standard: MU.Pr.4b.1a- With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.			
	Quarter Two	<u>Music:</u> Pr4b.1a Pr4b.1b <u>Show Me:</u> FA 1 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5 NCCAS: Cn11.0.1a, Cr2.1.1b, Pr4.2.1b NAfME: 1, 2, 4, 5, 6	<ul style="list-style-type: none">• I can recall that notes are placed on lines and in spaces.• I can recognize that if <i>sol</i> is on a line, <i>mi</i> is on the line below it.	What information can be gathered by reading the notes on a staff?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 3: Melody	Priority Standard MU.Pr4b.1a- With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.			
	Quarter Two	<u>Music:</u> Pr4b.1a Re7b.1a <u>Show Me:</u> FA 1, 3 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5 NCCAS: Cn11.0.1a, Cr1.1.1a, Re7.2.1a NAfME: 1, 2, 6	<ul style="list-style-type: none">• I can recognize that melodies can move up, down, or stay the same.• I can demonstrate melodic direction by singing and moving to a piece of music.	How does understanding the structure and context of musical works inform performance?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 1: Notes and Rests	Priority Standard MU:Pr.4B.1b- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.			
	Quarter Three	<p><u>Music:</u> Cn11A.1a, Cr2A.1a, Pr4B.1a, Pr4B.1b, Re7B.1a</p> <p><u>Show Me:</u> FA 1, 2, 3, 4, 5 1.1, 1.2, 1.4, 1.5, 1.6, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3,</p> <p>NCCAS: Cn11.0.1a, Cr2.1.1b, Pr4.2.1b, Re7.2.1a</p>	<ul style="list-style-type: none">• I can recall that notes and rests have different lengths.• I can recognize a rest lasting one beat.	How do musicians make creative decisions?



Sedalla School District #200

Subject Area: Music		Grade: First Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 2: Tempo	Priority Standard MU.Re7B.1a- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.			
	Quarter Three	<p><u>Music:</u> Cn10A.1a, Cn11A.1a, Cr2A.1a, Pr4B.1b, Re7B.1a, Re9A.1a</p> <p><u>Show Me:</u> FA 1, 2, 3, 4, 5 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3</p> <p>NCCAS: Cn10.0.1a, Cn11.0.1a, Cr2.1.1a, Pr4.2.1b, Re7.2.1a, Re9.1.1a</p> <p>NAfME: 1, 2, 5, 6, 7</p>	<ul style="list-style-type: none">• I can explain the meaning of tempo.• I can describe slow, medium, and fast tempos.• I can move to a variety of tempi.• I can sing, speak and play music in a variety of tempi.	How do context and the manner in which musical work is presented influence audience response?



Sedalla School District #200

Subject Area: Music		Grade: First Grade		
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 3: Dynamics	Priority Standard MU.Re8A.1a- With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators' /performers' expressive intent.			
	Quarter Three	<p><u>Music:</u> Cn11A.1a, Cr2A.1a, Re7B.1a, Re8A.1a, Re9A.1a</p> <p><u>Show Me:</u> FA 1, 2, 3, 4, 5 1.1, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.7, 3.3, 4.3,</p> <p>NCCAS: Cn11.0.1a, Cr1.1.1a, Cr2.1.1b, Re7.2.1a, Re8.1.1a, Re9.1.1a</p> <p>NAfME: 1, 3, 4, 6, 7, 8</p>	<ul style="list-style-type: none">• I can define Dynamics.• I can define Forte.• I can define Piano.• I can sing, speak and play forte and piano in a variety of music.• I can create movements to show loud and soft.	How do performers interpret musical works?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 1: Instruments	Priority Standard MU.Cn10A.1a- Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.			
	Quarter Four	<p><u>Music:</u> Re8a.1a Re7b.1a Cn10a.1a</p> <p><u>Show Me:</u> FA 1, 2, 3 1.1, 1.5, 1.6, 1.8, 2.1, 2.3, 2.4, 2.5, 3.3</p> <p>NCCAS: Cn11.0.1a, Pr4.2.1a, Re7.2.1a, Re8.1.1a</p> <p>NAfME: 1, 4, 6, 8</p>	<ul style="list-style-type: none">• I can define Percussion.• I can identify two instruments in the percussion family.• I can play pitched and unpitched percussion instruments.• I can name the four instrument families of the orchestra.• I can aurally and visually identify the members of the string family.	How do musicians make meaningful connections to creating, performing, and responding?



Sedalla School District #200

Subject Area: Music			Grade: First Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 2: Form	Priority Standard MU.Re7B.1a- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.			
	Quarter Four	<u>Music:</u> Pr4b.1a Re7b.1a <u>Show Me:</u> FA 1, 3 1.1, 1.2, 1.5, 1.6, 1.9, 2.1, 2.3, 2.4, 2.5 NCCAS: Cn11.0.1a, Cr2.1.1b, Pr4.2.1a, Pr4.2.1b, Re7.2.1a NAfME: 1, 2, 5, 6, 8, 9	<ul style="list-style-type: none">• I can recognize that ABA as a common, musical form.• I can sing, play and move to demonstrate same and different parts of a piece of music.	How does understanding the structure and context of musical works inform performance?