

COMMUNITY UNIT SCHOOL DISTRICT 200
Fine Arts-Elementary Vocal Music

The arts are a major source of understanding and knowledge about ourselves as human beings and the world around us. Every child must be given an opportunity to develop his innate musical potential to the highest level possible, through singing, listening, playing instruments, moving to music, creating music, studying composers and, understanding traditional music of the United States and other cultures.

FIRST GRADE

1. Subject Expectation The students will know the language of the arts.
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Describe and demonstrate the elements, organizational principles and expressive qualities of music
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| Critical Content 25.A.1c | | a. respond with movements to music that is fast and slow tempo or is getting faster or slower |
| 25.A.1c | | b. respond with movements to music that have loud and soft dynamics or is getting louder or getting softer |
| 25.A.1c | | c. explore high/ low singing and speaking voices |
| 25.A.1c | | d. respond to the shape of a melody, repeated melody, patterns and melodic phrase lengths |
| 25.A.1c | | e. move to long/ short sounds and silences in music |
| 25.A.1c | | f. distinguish aspects of musical form including introduction, same/different, verse/refrain and solo/chorus |
| 25.A.1c | | g. identify beat in selection
-steady beat versus no steady beat
-strong beat versus weak beat |

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions and connections in and among the arts
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| Critical Content 25.B.1 | | a. compare and contrast the two pieces of art and three musical versions of “ <i>This Old Man</i> ” |
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**2. Subject Expectation
(State Goal 26)**

The students will understand how works of art are produced through creating and performing.

Essential Learning1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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- Critical Content**
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| 26.A.1c | a. identify a variety of sounds and sound sources including
-vocal tone colors of individuals and groups in speaking and singing
-the tonal color and appearance of individual instruments in a musical piece <i>such as</i> clarinet, trombone, drum, trumpet, and violin
-environmental sounds |
| 26.A.1c | b. determine whether a musical piece includes accompaniment or no accompaniment |
| 26.A.1d | c. relate symbol systems to musical sounds
-icons-clap and draw lines
-syllables using hand signs
-letters using bells |
| 26.A.1d | d. read and perform simple music notation using quarter and eighth notes and quarter rests |

Essential Learning 2 (Learning Standard B)	Skills and knowledge necessary to create and perform in one or more of the arts
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- Critical Content**
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| 26.B.1c | a. sing or play on classroom instruments a variety of music representing diverse cultures and styles |
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**3. Subject Expectation
(State Goal 27)**

The students will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Experience how the arts function in history, society and everyday life
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| Critical Content | 27.A.1a | a. listen and practice using the word “composer” and the word “performer” |
| | 27.A.1a | b. practice concert manners during a performance including
-being polite
-listening
-showing appreciation by clapping |
| | 27.A.1b | c. identify how the arts contribute to communication, celebrations, occupations, and recreations <i>such as</i>
-holiday songs
- <i>Old House</i> (about carpentry)
- <i>Chickahanka</i> (about a yard supervisor in the train yard) |

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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| Critical Content | 27.B.1 | a. know how images, sounds and movement convey stories about people, places and times <i>such as</i>
- <i>Obwisana</i> (an African Stone Passing game)
- <i>Cumberland Gap</i> (Kentucky folk song)
- <i>Grinding Corn</i> (sung by Indian Maidens)
- <i>All Night All Day</i> (1800’s) |
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