

COMMUNITY UNIT SCHOOL DISTRICT 200

Vocal Music Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation and community. Music students to become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture, and the world.

Grade 1

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

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.1c a. identify differences in elements and expressive qualities *such as* between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, and tone color or timbre, and beat
- Sensory Elements**
- identify and distinguish loud, soft, fast-slow, long and short sounds
 - imitate high-low sounds
 - identify tone colors of voices, environment and classroom instruments *such as* triangle and drum
 - echo a steady beat
 - identify the tone color(s){timbre(s)}of the instruments and/or voices in an aural musical example
- Organizational Principles**
- identify same and different phrases or sections in a simple song
- Expressive Qualities**
- identify the sensory element that creates a mood, emotion, or idea in a musical example

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. identify similarities in and among the arts *such as* pattern, sequence and mood
- name one way each art form is different from the others *such as* music and drama use voice; dance and visual arts do not
 - describe the theme, idea, feeling, or story within an art
 - work *such as* mood in “Starry Night”, and Peer Gynt Suite

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NOTE: *such as* = an example used for clarification, but not a mandatory concept
 including = a mandatory concept
 * = exceeds state standards

**3. Subject expectation
(State Goal 27)**

The student 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. analyze how the arts function in history, society, and everyday life
- 27.A.1b b. identify how the arts contribute to communication, celebrations, occupations, and recreation
- Roles of artists and audiences**
- listen attentively to and observe performances and art works
 - name one occupation associated with each art form *such as* a musician
 - name the four fine arts
- Contributions of the arts**
- identify ways arts are used in celebrations
 - tell about a personal experience in the arts

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
- connect images and sounds from a work of art to stories about people and everyday life

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4. Subject expectation * The student will evaluate music and music performance.

Essential Learning 1	*	Develop and apply criteria for music performance
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- Critical Content *
- * a. come to a performance at designated time in proper attire
 - * b. listen to and follow directions
 - * c. follow the conductor during the performance
 - * d. begin and end at the same time
 - * e. sing with melodic and rhythmic accuracy

Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
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- Critical Content *
- a. use precise language versus broad statements such as, “It was good,” to constructively critique an individual or group performance

Essential Learning 3	*	Apply constructive suggestions for improvement
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- Critical Content *
- a. reflect upon what worked or needed improvement after an individual or group performance
 - * b. affirm positive feedback
 - * c. adjust behavior in future individual or group performances

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