

# First Grade

# Monthly Music Curriculum

Katie Traxler, PS 51

Musical Element	January	February	March	April
<b>Hello Song of the Month</b>	- <i>The More We Get Together</i> - sing and create movements - <i>Zip-a-dee-doo-dah!</i> - good-bye song - <i>Ready for the Hall</i> - line-up song	- <i>Good Friends</i> - sing, move, and internalize melody - <i>Zip-a-dee-doo-dah!</i> - good-bye song - <i>Ready for the Hall</i> - line-up song	- <i>Sing, Sing Together</i> - sing, step a rhythm pattern, internalize a melody - <i>Gotta Go Now</i> - good-bye song - <i>Ready for the Hall</i> - line-up song	- <i>Let's Begin</i> - singing in canon and movement - <i>Gotta Go Now</i> - good-bye song - <i>Ready for the Hall</i> - line-up song
<b>Songs/Rhymes for Teaching Content and Skills</b>	- <i>Little Boy Blue</i> with <i>Wake Up You Sleepy Heads</i> - singing, playing instruments, improvisation, movement, literacy, ABC form - <i>Hickory Dickory Dock</i> - literacy review, drum exploration games, playing instruments - <i>We Are Playing in the Forest</i> - singing, literacy, playing instruments, movement - <i>Little Red Riding Hood OR Petite Rouge</i> - dramatic play, playing instruments, composition, literature connection	- <i>Grandma's Gumbo</i> with <i>Chop Chop Chippity Chop</i> - playing instruments, literacy, composition, literature connection - <i>Grandma Moses</i> - movement and singing - <i>Today is Monday in Louisiana</i> - singing, playing instruments and sequencing - <i>Down in the Valley</i> - singing and movement - <i>What a Wonderful World</i> - singing and literature connection	- <i>Down By the Bay</i> - singing, literature connection, composition, rhyming puzzle game - <i>Tortoise and the Hare</i> - singing, playing instruments, movement, dramatic play, literature connection connection, tempo changes - <i>John the Rabbit</i> - solo singing, playing instruments - <i>2-4-6-8 Meet Me at the Garden Gate</i> - literacy, movement, playing instruments, internalization - <i>Sansa Kroma</i> - singing, movement - <i>I Love the Mountains</i> - solo singing	- <i>Listen to the Rain</i> - literature connection, body percussion rainstorm, listening - <i>Rain Rain, Go Away</i> and <i>It's Raining, It's Pouring</i> - literacy, singing, playing instruments - <i>Rain on the Green Grass</i> and <i>Whether the Weather</i> - chants, playing instruments, literacy - <i>Mary Mary, Quite Contrary</i> - singing, improvisation, playing instruments - <i>All Around the Gardener's Bench</i> - playing instruments, solo singing, improvisation - <i>Carnivalito</i> - literacy, movement, playing instruments
<b>Music Literacy</b> (Reading and Writing Music, Theory)	- <i>Little Boy Blue</i> - reading and writing with 6/8 notation cards (running and, walk, skip and) - <i>Hickory Dickory Dock</i> - reading and writing with 6/8 notation cards ( <b>three barred eighths, dotted quarter, quarter with single eighth</b> ) - <i>We Are Playing in the Forest</i> - reading solfege from notation on staff ( <b>SML</b> )	- <i>Grandma's Gumbo</i> - notate chant in rhythmic notation on board from student suggestions ( <b>introduce sixteenth notes</b> )	- <i>2-4-6-8, Meet Me at the Garden Gate</i> - notate the rhythm using <b>quarter notes, rests, and paired eighth notes</b>	- <i>Rain Rain, Go Away</i> - read from notation on 2-line staff on solfege <b>SML</b> - <i>Rain on the Green Grass</i> and <i>Whether the Weather</i> - notate chants in rhythmic notation - <i>Carnivalito</i> - notate rhythmic ostinato
<b>Movement</b> (Singing Games, Folk Dances, Eurhythmics Activities, Movement)	- <i>The More We Get Together</i> - sing and create movements with partners and small groups - <i>Wake Up You Sleepy Heads</i> - creating movements for each musical phrase, experiencing a	- <i>Good Friends</i> - moving and internalizing rhythm - <i>Down in the Valley</i> - folk dance improvisation game - <i>Grandma Moses</i> - create a movement for each phrase	- <i>Sing, Sing Together</i> - step a rhythm pattern, internalize a melody - <i>Tortoise and the Hare</i> - stepping to varied tempi, dramatize the story - <i>2-4-6-8, Meet Me at the Garden</i>	- <i>Let's Begin</i> - create a simple movement for each phrase - <i>Rain Rain, Go Away</i> with <i>Rain on the Green Grass</i> - jumping on macrobeat/hopping on microbeat through "puddles"

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Exploration with Body and Props, Dramatic Play)	ritardando, dramatic play - <i>We Are Playing in the Forest</i> - play the “wolf game” where one child is the wolf and tries to sneak up on Red without being caught		<i>Gate</i> - two concentric circles with partners and hand drums; use a triangle as a signal for voices on/voice off and switch periodically - <i>Sansa Kroma</i> - passing game	- <i>Carnivalito</i> - step ostinato on A section, free dance on B section
<b>Listening</b> (Maps, Analysis through Movement and Instrument Playing)		- <i>Zydeco Music</i> - listening and analyzing a new kind of music for musical elements		- <i>Listen to the Rain</i> - watch “African Rain” and discuss use of body percussion and voice in video - <i>Carnivalito</i> - identify instruments and change between two sections, identify form ABABA
<b>Instrument Playing</b> (Barred Orff Instruments, Drums and Unpitched Percussion)	- <i>Little Boy Blue</i> - rhythm vs. steady beat on drums (drum exploration games to review technique) - <i>Wake Up You Sleepy Heads</i> -orff accompaniment, improvisation on glockenspiels for B section - <i>We Are Playing in the Forest</i> - orff accompaniment with story	- <i>Grandma’s Gumbo</i> - play chant on drums, add UPP with compositions - <i>Today is Monday in Louisiana</i> - select one UPP instrument for each verse, play sounds in sequence	- <i>Tortoise and the Hare</i> - orff accompaniment for Hare song (Allegro) and Tortoise song (Adagio) - <i>John the Rabbit</i> - play xylophones on response - <i>2-4-6-8, Meet Me at the Garden Gate</i> - drum partners tapping and patting rhythm	- <i>Mary Mary, Quite Contrary</i> - glockenspiel and xylophone improvisations on SM and MRD - <i>Rain Rain, Go Away</i> and <i>It’s Raining</i> - barred accompaniment with subdivisions - <i>Rain on the Green Grass</i> and <i>Whether the Weather</i> - UPP - <i>All Around the Gardener’s Bench</i> - orff instrument accompaniment - <i>Carnivalito</i> - ostinato hand drums and tambourines
<b>Composition</b>	- <i>Little Red Riding Hood</i> - compose sound effects and walking music on UPP and barred percussion	- <i>Grandma’s Gumbo</i> - create word chains (vegetables and meat you might put in a gumbo) and perform on UPP	- <i>Down By the Bay</i> - create new verses with worksheet template	-In small groups, using all the rain poems and songs, create a larger form to include an intro and a coda
<b>Improvisation</b>	- <i>Wake Up You Sleepy Heads</i> - improvise a lullaby in 16 counts in 6/8 and C pentatonic on barred percussion		- <i>Mary Mary, Quite Contrary</i> - xylophones improvise the question on SM and glockenspiels improvise the answer on MRD	- <i>All Around the Gardener’s Bench</i> - improvisation on the B sections on barred instruments
<b>Literature Connection</b>	- <i>Little Red Riding Hood/Petite Rouge: A Cajun Red Riding Hood</i>	- <i>Grandma’s Gumbo</i> - <i>Today is Monday in Louisiana</i> - <i>What a Wonderful World</i>	- <i>Tortoise and the Hare</i> - <i>Down By the Bay</i>	- <i>Listen to the Rain</i>
<b>History</b> (Composers, Artists, Performers)		-Louis Armstrong (What a Wonderful World)		