

LIBERTY COMMON SCHOOL UNIT ORGANIZER

AUGUST/SEPTEMBER UNITS

- ❖ **Elements of Music: Rhythm Review, Pitch, Tempo, Musical Notation**
- ❖ **Elements of Music: Music and Movement**
- ❖ **Listening and Understanding: Introduction to Mozart and Composers in general. Introduction to Orchestra Instrument Families.**

CORE KNOWLEDGE GRADE LEVEL

1st grade Music

Throughout this month the students will review the basic element of rhythm in music by recognizing a steady beat and moving to a steady beat in various songs from the core curriculum.

- On the first day of class, we will review policies and procedures and then play the straw name game. We'll also review the song "Head, shoulders, knees and toes" with movement. Also, the children will learn and practice new elements of music such as pitch and tempo by singing various songs from the curriculum.
- The main text that I continue to use in 1st grade for teaching the concepts of active movement as it relates to singing and playing instruments is "Sound Play: Understanding Music through Creative Movement" by Burton & Kudo. By the end of September, the children in 1st grade will have participated in the following lessons from this text:
 1. Lesson 27 – "Melody Again and Again" (The children move creatively to show recognition of a melody played by different instruments.)
 2. Lesson 28 – "Flyers and Marchers" (The children move creatively to show recognition of contrasting sections of music in ABABA form.)
 3. Lesson 29 – "Melodies Alone, Then Together" (The children move creatively to show recognition of two melodies heard alone and then together.)
 4. Lesson 30 – "Music for Body Sound Accompaniment" (The children use body sounds to create an accompaniment to music.)
- At the beginning of September the children explore the concept of tempo through an activity called **Fast/Slow**. It can be found in the activity book: "Music today and everyday" by Tod. F. Kline. It's on page 10 of the book and the objective is that *the students will distinguish between fast and slow music*. It involves listening, instrument, and game components with a worksheet. On the page-18 worksheet you can use any combination of fast/slow/fast classical music. However, the selections that I've used are: Fast-"Childhood Games-Bizet," Slow-"Dreams from Scenes from Childhood-Schumann," Fast-"William Tell Overture-

Rossini.” (Please see attached copies of activity.) These selections are from a CD titled: "Classics for Kids."

- In addition to movement exercises, the students do an extensive amount of singing. Some of the selections are holiday-themed in preparation for the December concert. By the end of September, the students will have worked on most of the following songs. *This list is not all-inclusive, but presents a minimum goal to achieve:*
 - There’s a Hole in the Bucket
 - Billy Boy
 - Head, Shoulders, Knees and Toes (review from Kindergarten)
 - She’ll be Comin’ Round the Mountain
 - Oh! Susanna
 - I Saw Three Ships
 - A Gift for Santa (Music K8, Vol. 13, No. 2)

- Near the middle of September, I start the introduction to composers and defining a composer as someone who writes music. We focus on Mozart as a famous composer of *classical* music and listen to the first movement of “Eine Kleine Nachtmusik.” I read the book “Famous Children, Mozart” by Ann Rachlin with Illustrations by Susan Hellard. The full-day Kindergarten students were introduced to this book in the previous year. The students then will write a short letter to Mozart as someone who heard him play a concert. The next class, I will read the book, “My Many Colored Days” by Dr. Seuss and talk to the students about how music can make us feel different ways. I play movement 1 on CD and ask the children to draw a picture. We’ll share these pictures and then talk about how we might move to this music. For the last two classes, I will give the children a chance to be composers and write a melody. I preface this with introducing a whole note, half note, and quarter note and tell the children the length of each note. We also listen to the piece again. This is a fun and creative activity that allows the children to experiment writing notes on any line or space in the staff. In the next class period I play the “compositions” on the piano for any student that would like to hear their work played.

- As time allows, we continue learning more folk dances from the “Children’s Folk Dances CD,” including dances from other countries such as Sweden, Mexico, Switzerland, and England. Also, we spend a lot of time learning some very energetic dances from John Jacobson’s "Conga in the Kitchen" book.