



# Grade 1 Curriculum Map

## Music

Month	Theme	Content Areas	Strategies/Best practices used to teach the skills and concepts	How students will demonstrate their understanding	Resources for this Unit	British Columbian Curriculum Standards Learning Outcomes	Expected Student Learning Results
<b>April</b>	Music profile	Writing and talking Sharing opinions	Modelling and verbal instruction	Students will: - represent personal thoughts, images, and feelings experienced in classroom repertoire  - complete a simple profile of themselves as music listeners (i.e. what music they like and don't like; musical talents; instruments they can play etc.)	Personal profile worksheet	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a & d, 2 a & b, 3 a & b, 4 a & b.
<b>May</b>	Rhythm  Musical instruments all around us  Rhythm in literature	Create sounds to accompany stories, nursery rhymes, or songs  Follow and create rhythms Use body/classroom furniture etc. as an alternative musical	Modelling and verbal instruction	Students will: - use simple improvisation strategies to create music; - move freely to express story, images, or feelings evoked by music without a beat ; - demonstrate an ability to	Musical instruments (e.g. hand drums, triangles, maracas, xylophones, sandpaper blocks etc.)  Body  Classroom furniture (for use as percussion instruments)  Book – “We’re Going on a Bear Hunt”	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a & d, 2 a & b, 3 a & b, 4 a & b.

		instrument to “play” rhythms Use musical instruments to create and follow rhythms  Find rhythm in the story “We’re Going on a Bear Hunt”		repeat simple rhythmic patterns; - use body percussion, voice, or non-pitched instruments to produce rhythm; -hold and play classroom instruments correctly.			
<b>June</b>	Learn and practise traditional Japanese song <i>Tanabatasama</i>  Learn and practise traditional Japanese dances, including <i>Bon Odori</i> & <i>Soran Bushi</i> .	Discuss story of Tanabata and meaning of the <i>Tanabatasama</i> Sing in English and Japanese Discuss timing, tone and pitch	Modelling and verbal instruction Singing in groups and as individuals	Students will: - participate in singing - change between speaking and singing voices in response to a signal - sing higher and lower pitches in response to direction - sing melodies in age-appropriate ranges - demonstrate performance skills appropriate to the setting.	<i>Tanabatasama</i> MP3 (on Dropbox)  <i>Sasara</i> (Japanese wooden clappers) Bon dance CD Japanese staff member to lead dances (e.g. Ms. Osada or Ms. Uno)	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a – d, 2 a & b, 3 a – c, 4 a & b.
<b>July</b>	Music everywhere (Classroom percussion)	See the musical potential of everyday items – e.g. a desk as a “drum” and markers as the “drumsticks”	Modelling and verbal instruction  Student exploration and experimentation	Students will: - participate in using everyday items as percussion instruments - create/follow rhythms	Classroom items – i.e. desks, chairs, pens, markers, glue sticks, scissors, rulers etc.	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a – d, 2 a & b, 3 a – c, 4 a & b.
<b>September</b> <b>October</b> <b>November</b> <b>December</b>	Christmas concert song & dance practise		Modelling and verbal instruction Singing in groups and as individuals	Students will: - participate in singing - change between speaking and singing voices	Christmas concert soundtrack CD or MP3s (Dropbox)  Christmas concert scripts  Instruments (Where needed)  Christmas concert song books	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a – d, 2 a & b, 3 a – c, 4 a & b.

				in response to a signal - sing higher and lower pitches in response to direction - sing melodies in age-appropriate ranges - demonstrate performance skills appropriate to the setting.			
January	Reading music (E, G, B, D, F & F, A, C, E)	Learn notes and elements of music reading (e.g. staff, treble clef, note).  Develop their own mnemonic device(s) to remember EGBDF.	Modelling, verbal instruction & interactive activities	Students will: - participate in discussions and activities - identify musical notes on a staff - identify pitch of a note based on its position on the staff (i.e. higher notes are on higher lines) - begin to identify notes by sound	Music notes on a staff (Available from Google image search)  Name That Note! game – <a href="http://www.teachingideas.co.uk/music/namethatnote2.htm">http://www.teachingideas.co.uk/music/namethatnote2.htm</a>  Ready, Set, Go! Note naming speed test <a href="http://www.makingmusicfun.net/htm/f_printit_free_printable_worksheets/ready-set-go-treble-clef-c-position.htm">http://www.makingmusicfun.net/htm/f_printit_free_printable_worksheets/ready-set-go-treble-clef-c-position.htm</a>	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a – d, 2 a & b, 3 a – c, 4 a & b.
	Speech Contest song (As selected by a member of the Speech Contest committee)		Modelling and verbal instruction  Singing in groups and as individuals	Students will: - participate in singing - change between speaking and singing voices in response to a signal - sing higher and lower pitches in response to direction - sing melodies in age-appropriate ranges - demonstrate	Speech Contest song: - music MP3 (available in Speech Contest Dropbox folder) - lyrics (either projected on wall/screen/whiteboard or on paper)	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a – d, 2 a & b, 3 a – c, 4 a & b.

				performance skills appropriate to the setting.			
<b>February</b>	Share your culture through music  Moving to Music	Share a favourite song from your home country and explain why you like it/what it means to you  Responding to beat in music	Modelling and verbal instruction	Students will: - participate in a variety of classroom songs and singing games (e.g., from a range of cultures) - use stories, pictures, movement, etc. to communicate personal thoughts, images, and feelings. - actively engage in activities related to music from a variety of historical, cultural, and social contexts. - give examples from classroom repertoire of music from a variety of historical, cultural, and social contexts. - discuss a variety of purposes of music (e.g., family events, celebrations, entertainment, national anthems, seasonal songs). - move in response to steady beat in	Music (CDs, MP3s, YouTube etc.) Dancing/music games, such as Bobs & Statues, Limbo etc.	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a – d, 2 a & b, 3 a – c, 4 a & b.

				2/4, 4/4, 6/8 metres in classroom repertoire (e.g. clapping, stomping, patsching, dancing) - move freely to express story, images, or feelings evoked by music without a beat; - identify the difference between beat and rhythm.			
<b>March</b>	Review - singing - dancing - reading music - playing instruments		Modelling and verbal instruction	Students will: - participate in music activities from a variety of historical, cultural, and social contexts	Various songs from throughout the year – the classroom repertoire  Farewell song “Hello, Goodbye” MP3/YouTube video  Instruments  Classroom items	<b>A1 – A4; B1 – B6; C1; D1 &amp; D2.</b>	1 a – d, 2 a & b, 3 a – c, 4 a & b.

### Overall aims for the Grade One Music Program of Study

Pupils should be able to;

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### AIS ESLR's

#### Aichi International Elementary School Expected Student Learning Results

1. AIS is preparing 'global minded' students that;
  - a. Can use verbal and non-verbal techniques to communicate with others.
  - b. Develop an understanding and appreciation of their own cultures.
  - c. Develop an understanding and open minded approach towards other cultures and histories.
  - d. Enjoy learning, have a good attitude towards learning in all subjects and who demonstrate a desire to learn and understand.
2. AIS students develop a respect for themselves and others by;

- a. Co-operating and working together on academic and non-academic group projects.
- b. Demonstrating a positive attitude, enthusiasm and active participation.

3. AIS develops intelligent and effective communicators that;

- a. Can write and read in English proficiently
- b. Can receive information and construct meaning through reading and listening.
- c. Develop an (level) appropriate competency and appreciation of Japanese language and culture.

4. At AIS students develop a healthy self-confidence;

- a. By showing they are prepared to risk take and challenge themselves by trying new things.
- b. Being motivated learners with a curiosity about the working universe around them.