

Grade One Curriculum Expectations

- 1** *naming and using the following music elements
beat & rhythm symbols: ta(quarter note); ti-ti(2 eighth notes); sh(quarter rest)
pitch: high/low; matching pitch; melody mapping; do-mi-so-la
tempo: andante, allegro, presto
dynamics: loud/soft = forte/piano; staccato/legato
timbre: finding a singing voice; use and naming of percussion instruments,
unison singing in tune; singing while playing/moving on the beat
form: verse/chorus; call/response
- 2** *singing, listening, playing, moving to music from many cultures and countries
and analysing the music
- 3** *focusing on using good performance tools through practice and reflection
- 4** *identifying a variety of music by origin, form and purpose
- 5** *exploring where music is a part of our daily lives
- 6** *creating simple rhythmic compositions
and adding verses to songs

This curriculum was written to specifically to meet and exceed,
the 2009 Ontario Music Guidelines which may be found at:
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>

It also meets the guidelines for N.W.T., Nunavut, Saskatchewan,
Yukon, British Columbia, Manitoba, Québec, P.E.I.

Newfoundland and Alberta guidelines include teaching the repeat sign.
(see resource included in the mp4 of Frère Jacques)
New Brunswick and Nova Scotia classes will need additional repertoire
on the theme "friends and play."

Expectations for Teachers

- 1 *naming and using the following elements of a music lesson
 - warm-ups: body, focus; pitch; beat; rhythm; singing
 - practice: planned and strategic use of repeating skills, words and ideas
 - teaching new songs: employing different strategies i.e. rote, immersion, echo
 - movement: linking movement activities to music concepts and elements
 - performance skills: developing an internal list of "listen fors" as students perform
 - on-going assessment: for student and teacher needs and progression
 - conducting skills: developing a personal style of leading a class in music
 - encouraging variation and creativity: use of zipper songs; composing; changing music dynamics for effect; arranging instrumentation
 - 2 participating in spiral learning
 - i.e. teaching concepts/songs/etc. moving on,
 - then coming back again to material already learned but adding new dimensions
 - 3 With the hope, that by following the progressive lessons through the year, teachers new to music will
 - *develop an overall vision as to how teaching music may be a part of teaching many subjects (especially language arts, social studies and mathematics)
 - *gain the confidence create their own music lessons varying song selection and activities while keeping in mind their purposes within a larger music curriculum
 - *with the Grade 1 students, master the Grade 1 curriculum expectations
- AND
- *ENJOY making music with their students.

unison songs
echo songs

sing

reading songs
word chants

from many countries
in many styles

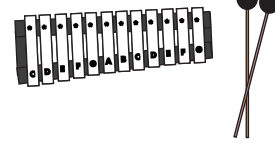
move/dance

patterns of
2 and 4



play & name

play simple accompaniments
play ostinatos and drones



compose

lyrics/words
melody
rhythm patterns
pitch patterns
(ostinatos)

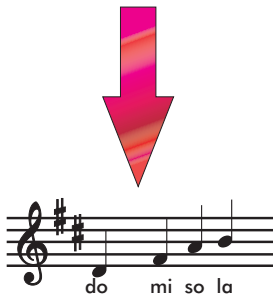
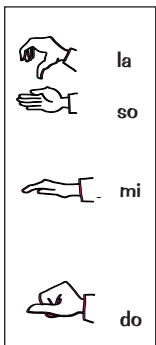
AND

analyse/assess music

with words in discussion and using visual symbols

identify, use read and write

music words & symbols



listen & respond

in art, movement, discussion and dance
to a variety of instrumental music

