

# SYLLABUS

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Conference Hours	By appointment

Course Name	MUSIC
Course Number	
Grade Level	First Grade
Textbooks	none
Resources	none
Required Materials	2 two-pocket folders, 1 pack 4x6 index cards (blank and color)

**Course Description:**

The goal of this course is to support, nurture, enrich and encourage self-expression of first grade students, by raising their artistic and aesthetic awareness of the world through music education, instrumental and vocal performance.

In music class, young students will explore their world through their senses, by participating in vocal and instrumental performance activities, as well as by acting and improvising, by listening to classical and world music masterpieces, and discussing musical instruments, the multiple uses of music in our daily lives and throughout various cultures.

The music program for the first grade student combines the Visual and Performing Arts Standards set by the California Department of Education, which includes recognizing, basic reading and writing of music, responding to as well as performing beats and melodies on simple classroom band instruments, to a sensitive group vocal training and choral performance of bilingual repertoire, from Armenian patriotic songs to holiday songs and other favorite musical numbers that teach environmental awareness and cultural diversity.

Through short songs, poems and clapping and singing activities that illustrate the standards of the discipline, such as high/low, fast/slow, up/down, and various simple musical forms, students will use their developing language as well as motor skills to start recognizing beats and pitches, and play simple band instruments such as triangles, rhythm sticks, xylophones, hand bells, and tambourines, as they sing in a group. Students will form a tuned hand bell choir and sing and play simple tunes to enhance listening skills, accuracy of pitch, steady beat, and group performance skills.

The first grade's special project focuses on birds, as the only animals that have the capacity to sing like we, humans do. Students will learn a number of Armenian and English songs about birds; listen to and analyze classical music that imitates bird song, listen to actual recorded birdcalls and discuss vibration and sound characteristics, and draw various bird species.

## ESLRs Addressed

1a 1b 1c	2a 2b 2c	3a 3b 3c	4a 4b 4c	5a 5b 5c
<b>Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course</b>				
1b	2b	3b	4a, 4b	5a, 5b, 5c

# Content Standards

The following is the California Department of Education Content Standards of this Course.

## Grade One

*Visual and Performing Arts: Music Content Standards.*

### 1.0 ARTISTIC PERCEPTION

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*

*Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.*

#### Read and Notate Music

- 1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

#### Listen to, Analyze, and Describe Music

- 1.2 Identify simple musical forms (e.g., phrase, AB, echo).
- 1.3 Identify common instruments visually and aurally in a variety of music.

### 2.0 CREATIVE EXPRESSION

*Creating, Performing, and Participating in Music*

*Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.*

#### Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play simple accompaniments on classroom instruments.

#### Compose, Arrange, and Improvise

- 2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

*Understanding the Historical Contributions and Cultural Dimensions of Music*

*Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

### Role of Music

- *3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.*

### Diversity of Music

- *3.2 Sing and play simple singing games from various cultures.*
- *3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.*
- *3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).*

## 4.0 AESTHETIC VALUING

*Responding to, Analyzing, and Making Judgments About Works of Music*

*Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.*

### Derive Meaning

- *4.1 Create movements to music that reflect focused listening.*
- *4.2 Describe how ideas or moods are communicated through music.*

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

*Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*

*Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.*

### Connections and Applications

- *5.1 Recognize and explain how people respond to their world through music.*

## Careers and Career-Related Skills

- 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

*Questions: State Board of Education / 916-319-0827*

*Last Reviewed: Friday, April 6, 2018*

If need be please use additional pages

## Common Core Standards (If available)

The following is the Common Core Standards

**If need be please use additional pages**

## Subject Matter Covered

Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used

<b>Semi-Quarter 1</b>	
Week 1	Music Ed: Listening to Music, “The Goldfinch” and “La Primavera”, from Listen To The Birds book Choir: “Hello There” song, meet and greet, T230
Week 2	Music Ed: “Jambo” song, T231, keep the beat, tambourines Choir: “When The Flag Goes By” song, T327, rhythm and beat, high/low with dance scarves
Week 3	Music Ed: Intro to hand bells, order of pitches, color code, solfège Choir: ՄԱՍԼՈՒ, Armenian Back To School Theme Song
Week 4	Music Ed: “Autumn Leaves Are Falling” song, T331, beat Choir: ՄԱՍԼՈՒ
Week 5	Music Ed: “Autumn Leaves Are Falling”, rhythm, short/long Choir: ՄԱՍԼՈՒ

<b>Semi-Quarter 2</b>	
Week 1	Music Ed: Listening to Music, “The Birds, Hens and Roosters”, from Listen To The Birds Book Choir: Աշուն է կրկին, Armenian Fall theme song
Week 2	Music Ed: “All Day All Night” song, T233, upward and downward Choir: Աշուն է կրկին
Week 3	Music Ed: “Winds Blew East” song, T234, Steady versus Free Choir: “Put On A Costume” song, T336, Halloween theme song
Week 4	Music Ed: Solfège practice: do, ré, mi, fa, so, la, ti: practice with tuned hand bells Choir: “Put On A Costume” song, imitate verbs
Week 5	Music Ed: Intro to Xylophone: scale up, organize pitches in order Choir: “Halloween” song, T340, Seasonal theme song, short/long

<b>Semi-Quarter 3</b>	
Week 1	Music Ed: Listening to Music, “The Dance of Swans”, from Listen To The Birds book Choir: “Pumpkin Song”, T342, Fall theme song
Week 2	Music Ed: “Hunt The Cows” song, T236, Long versus Short beats Choir: “Thanks for Food” song, T343, Thanksgiving theme song “Winds Blew East” song, T234, steady beat versus no beat
Week 3	Music Ed: “Round and Round” song, T240, Higher versus Lower Choir: “Hunt The Cows” song, acting, roles
Week 4	Music Ed: Solfège practice with hand bells: sing syllables and play corresponding bells
Week 5	Music Ed: The Nutcracker Ballet: listening to music and watching classical ballet: video and coloring Choir: <b>Բարով Եղար</b> , Armenian Christmas theme song

<b>Semi-Quarter 4</b>	
Week 1	Music Ed: “Jolly Old St. Nicholas” song, T352, acting Choir: <b>Եկեր նստեր է սարին</b> , Armenian Christmas theme song
Week 2	Music Ed: Nutcracker Ballet: watch Mouse Scene Choir: Review Christmas Songs
Week 3	Music Ed: Music Ed: Listening to Music, “Song of The Lark”, and “The Cukoo”, and “The Nightingale”, from Listen To The Birds book Choir: Review Armenian and English Christmas Songs
Week 4	Music Ed: Hand bell Choir: color-coded tune no.1 Choir: Vartanantz theme songs: <b>Օն յառաջ քալենք, Քաջ Վարդանանց տօնն է պսօր</b>
Week 5	Music Ed: “Martin Luther King” song, T360, beat rhythm with drums Choir: <b>Չին ձին</b> , Armenian Winter Theme Song Special Project: Listen to Bird Calls and discuss sound production (throat, head, vibration, air)

<b>Semi-Quarter 5</b>	
Week 1	Music Ed: Bird Project: listen to bird calls, from Bird Songs Bible book: sound production Choir: Վարդանանց Երգեր, Review
Week 2	Music Ed: Nutcracker Ballet: discuss musical themes versus characters. Loud/soft, fast/slow Choir: Վարդանանց Երգեր, Review
Week 3	Choir: Vartanantz event, assembly
Week 4	Music Ed: Hand bell Choir: color-coded tune no.2 Choir: “Viva Valentine” song, T364, singing by taking turns, singing in two groups, singing versus speaking
Week 5	Music Ed: “See Saw” song, T242, quarter note versus eight note pairs, one sound to a beat versus two sounds to a beat, Choir: hand bell choir, practice with pitches C-D-E-G

<b>Semi-Quarter 6</b>	
Week 1	Music Ed: Listening to Music, Listen to The Birds, “Swans” and “Cuckoos”: listen and draw
Week 2	Music Ed: “Snail, Snail” song, T252, Recognize pitch La Choir: “The Kite Song”, T370, Similar Phrases
Week 3	Music Ed: “Gid’Yup Little Burro” song, T257, Recognize Pitches So, Mi, La Choir: Armenian theme song: Մեղու
Week 4	Music Ed: Hand bell Choir” color-coded tune no.3 “Quaker, quaker” song, T100, quarter note beat versus eighth note Choir: Այ Մանիշակ, Armenian Spring Theme Song
Week 5	Music Ed: Intro to Tambourine, “Oh Happy Springtime Day” song, T372, AB Form Choir: Այ Մանիշակ, hand bell choir play “Twinkle twinkle little star” with color codes



<b>Semi-Quarter 7</b>	
Week 1	Music Ed: “24 Robbers” song, 63/1 student book, quarter note versus eighth note, sing and play on xylophones, long versus short-short Choir: “Cukoo” song, by B. Britten, Bird Theme Song, two-part singing
Week 2	Music Ed: “24 Robbers” song, acting, roles
Week 3	Music Ed: Clap rhythms with hands, 88/1 student book Listening to Music: B. Bartok’s “Grasshopper’s Wedding” from Children’s Pieces, discuss rhythms, short-short and long beats, draw
Week 4	Music Ed: “Come back my little chicks” song, 50-51/1 student book, roles, acting, repeat sign, leader versus group
Week 5	Music Ed: Listening to Music: G. Gershwin, “Summertime”, T375, tone color “Come back my little chicks” song, divide class into two groups and play, play So-Mi on xylophone and sing

<b>Semi-Quarter 8</b>	
Week 1	Music Ed: Listening to Music, “The Song of The Birds”, from Listen To The Birds Book, and draw bird species Choir: Ճառերանն սաւի, Armenian Summer theme song
Week 2	Music Ed: Listening to Music: G.F.Haendel, “Bourrée”, T263, AB Form Choir: “My Mom” song, T372/1, refrain versus verse
Week 3	Music Ed: “Jungle or Jungle” song, 114-115/1 student book, story with instruments, sing and play Choir: “My Mom”
Week 4	Music Ed: Listening to Music: G.Bizet, “Children’s Games”, T231, melody Listening to Music: C, Saint-Saëns, The Elephant, ABA Form, draw
Week 5	Music Ed: Sing and play students’ favorite songs, acting, playing instruments

# Classroom Rules

**This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.**

All school-wide rules apply to Music class.

In addition:

Respect Music Class

Respect Teachers and Classmates

Respect and Care for the Musical Instruments and other Resources

# Assessment Method

## **This section includes rules set by the school administration**

### Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

### Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

### Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

## **This section includes grade percent distribution and additional rules set by the teacher**

Assessment in music class is primarily informal, and it consists of reviewing, questioning, repeating and re-teaching the material in efforts to encourage all learners regardless of their backgrounds, abilities and artistic inclinations.

Music class typically doesn't carry homework, test and exam requirements. However, students are required to collaborate in the group effort ahead of school assemblies or class projects, by memorizing lyrics, or researching and bringing various items to class.

Grading will be based on the student's participation and cooperation, which are essential in the learning process that music class offers.

# Department Rubrics

This section includes rules set by the school administration