





**Sarasota County School District**  
**1<sup>st</sup> Grade Music- Year Overview 21-22**



	<b>Music- Grade 1 (#35013070)</b> <a href="https://www.cpalms.org/PreviewCourse/Preview/4012">https://www.cpalms.org/PreviewCourse/Preview/4012</a>	<b>Additional Information</b>
<b>Course Description</b>	<p>First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.</p> <p>Below is a suggested timeline. Please check with your student’s music teacher if you have questions.</p>	
<b>Quarter 1</b> August 10- October 12	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b><u>MU.1.F.3.1</u></b> Demonstrate appropriate manners and teamwork necessary for success in a music classroom.</p> <p><b><u>PE.1.C.2.2</u></b> Identify safety rules and procedures for teacher-selected physical activities.</p> <p><b><u>MU.1.S.3.1</u></b> Sing simple songs in a group, using head voice and maintaining pitch.</p> <p><b><u>MU.1.O.3.1</u></b> Respond to changes in tempo and/or dynamics within musical examples.</p> <p><b><u>MU.1.C.1.2</u></b> Respond to music from various sound sources to show awareness of differences of music ideas.</p> <p><b><u>DA.1.O.3.1</u></b> Create movement phrases to express a feeling, idea, or story.</p> <p><b><u>MU.1.C.3.1</u></b> Share different thoughts or feelings people have about selected pieces of music.</p> <p><b><u>MU.1.O.1.2</u></b> Identify patterns of a simple, four-measure song or speech piece.</p>	<ol style="list-style-type: none"> <li>1. Our adopted textbook for Elementary Music is the <i>Spotlight on Music</i> series from McGraw Hill Publishing</li> <li>2. Other musical examples or tutorials will be shared as needed to align with instruction.</li> <li>3. Open the <a href="#">Parents &amp; Students</a> page of the district website.</li> <li>4. Choose MySCS.</li> <li>5. Student will log in with N number and pin number.</li> <li>6. Apps that offer some support for music instruction include:</li> </ol>
<b>Quarter 2</b> October 13- December 22	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b><u>MU.1.O.1.1</u></b> Respond to contrasts in music as a foundation for understanding structure.</p> <p><b><u>MU.1.C.1.4</u></b> Differentiate between music performed by one singer and music performed by a group of singers.</p> <p><b><u>MU.1.H.2.1</u></b> Identify and perform folk music used to remember and honor America and its cultural heritage.</p> <p><b><u>MU.1.H.1.1</u></b> Perform simple songs, dances, and musical games from a variety of cultures.</p> <p><b><u>PE.1.C.2.1</u></b> Identify the critical elements of locomotor skills.</p> <p><b><u>MU.1.S.2.1</u></b> Sing or play songs, which may include changes in verses or repeats, from memory.</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               Brain Pop Jr           </div> <div style="text-align: center;">               CPALMS Florida Students           </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">               Elementary Esources           </div> <div style="text-align: center;">               World Book Online           </div> </div>
<b>Quarter 3</b> January 11- March 11	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b><u>MU.1.H.3.1</u></b> Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants.</p> <p><b><u>MU.1.C.1.3</u></b> Classify instruments into pitched and unpitched percussion families.</p> <p><b><u>MU.1.S.3.4</u></b> Match simple aural rhythm patterns in duple meter with written patterns.</p>	<ol style="list-style-type: none"> <li>7. Use the search feature in the platform to locate resources, videos, articles, and/or activities.</li> </ol>

	<p><a href="#">DA.1.S.3.4</a> Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.</p> <p><a href="#">MU.1.S.1.1</a> Improvise a four-beat response to a musical question sung or played by someone else.</p> <p><a href="#">MU.1.S.3.3</a> Sing simple la-sol-mi patterns at sight.</p> <p><a href="#">MU.1.S.1.2</a> Create short melodic and rhythmic patterns based on teacher-established guidelines.</p> <p><a href="#">MU.1.H.1.2</a> Explain the work of a composer.</p>	
<p>Quarter 4 March 22- May 27</p>	<p><b>Benchmarks</b></p>	
	<p><a href="#">MU.1.S.3.2</a> Play three- to five-note melodies and/or accompaniments on classroom instruments.</p> <p><a href="#">MU.1.F.1.1</a> Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.</p> <p><a href="#">MU.1.C.2.1</a> Identify the similarities and differences between two performances of a familiar song.</p> <p><a href="#">MU.1.C.1.1</a> Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.</p> <p><a href="#">MU.1.F.2.1</a> Describe how he or she likes to participate in music.</p>	