

First Grade Scope & Sequence

Adopted 2015, Revised 2018

TEKS	BISD Clarification	Clarification Documents
Foundations: music literacy The student describes and analyzes musical sound.		
1.1A = Identify known five voices and adult/children singing voices	Male, female, adult, child voices; reinforce K1.A;	1.1A Clarification Document
1.1B = Identify visually and aurally the instrument families	At least one instrument from each family: woodwinds, brass, percussion, strings	1.1B Clarification Document
1.1C = use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	See Clarification Document (SCD)	1.1C Clarification Document
1.1D = Identify and label repetition and contrast in simple songs such as AB, AABA, or ABAC patterns	SCD	1.1D Clarification Document
Foundations: music literacy . The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.		
1.2A = Read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rest	Read the rhythms using Gordon counting system (du, du-de, quarter rest) .	1.2A Clarification Document
1.2B = Read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	Include Curwen hand signs. Write simple melodic patterns using S M L	1.2B Clarification Document
Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.		

1.3A = Sing tunefully or play classroom instruments independently or in groups including rhythmic and melodic patterns	Call & response <u>(2 different responses)</u> , songs that reinforce known pitches & rhythms	<u>1.3A Clarification Document</u>
1.3B = Sing songs or play classroom instruments from diverse cultures and styles independently or in groups	Songs representative of <u>local and prominent cultures</u>	<u>1.3B Clarification Document</u>
1.3C = Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	<u>Partner movement</u>	<u>1.3C Clarification Document</u>
1.3D = Perform simple partwork, including beat vs. rhythm, rhythmic ostinato and vocal exploration	SCD	<u>1.3D Clarification Document</u>
1.3E = Perform music using tempo, including allegro/largo, and dynamics, including forte/piano	SCD	<u>1.3E Clarification Document</u>

Creative expression: The student creates and explores new musical ideas within specified guidelines.		
1.4A = Create short rhythmic patterns using known rhythms	Utilize <u>quarter note, two eighths, quarter rest</u>	<u>1.4A Clarification Document</u>
1.4B = Create short melodic patterns using known pitches	Utilize <u>S M L</u>	<u>1.4B Clarification Document</u>
1.4C = Explore new musical ideas using singing voice and classroom instruments	<u>Arioso using vocal exploration and neutral syllables</u>	<u>1.4C Clarification Document</u>
Historical and cultural relevance: The student examines music in relation to history and cultures.		
1.5A = Sing songs and play musical games including rhymes, patriotic events, folk music and seasonal music	Including <u>Texas</u>	<u>1.5A Clarification Document</u>
1.5B = Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	SCD	<u>1.5B Clarification Document</u>
1.5C = Identify simple interdisciplinary concepts relating to music	Math (counting and groupings); language arts (Vocabulary, rhyming words, lyrics); science (sound, posture); social studies (songs that enhance academic classroom curriculum)	<u>1.5C Clarification Document</u>
Critical evaluation and response: The student listens to, responds to, and evaluates music and musical performances.		
1.6A = Identify and demonstrate appropriate audience behavior during live or recorded performances	Learn to sit still, no talking, quiet hands, appropriate applause during school performances and classroom performances	<u>1.6A Clarification Document</u>

1.6B = recognize known rhythmic and melodic elements in simple aural examples using known terminology	Utilize recorded music, teacher performance, peer performance	<u>1.6B Clarification Document</u>
1.6C = Distinguish same/ different between beat/rhythm, higher/lower, louder/softer, faster/slower and simple patterns in musical performances	Utilize recorded music, teacher performance, peer performance	<u>1.6C Clarification Document</u>
1.6D = Respond verbally or through movement to short musical examples	Utilize recorded music, teacher performance, peer performance	<u>1.6D Clarification Document</u>