Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. "The Power and Pain of Love") or Skill-Based (i.e. Research and Argumentation) or Content-Driven ("Quadratic Functions and Operations").

2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.

3. Unit Overview - The unit overview is a "meaty" paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...

4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click here.

5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those "level three" learning targets on our eventual proficiency scales that we've been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

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Course Title: General Music		
School: BRS	**Grade: First Grade**	**Curriculum Pacing: 36 weeks**
Unit One: Vocal Development (Singing)	**Unit Two: Movement**	**Unit Three: Music Literacy Rhythmic (Beat/Rhythm)**
Unit Pacing: 36 Weeks	**Unit Pacing: 36 Weeks**	**Unit Pacing: 36 Weeks**
Unit Overview: In this unit students will develop their singing (head) voice focusing on matching pitch with the teacher and student models. Students will experience and develop their voices through a variety of songs including simple songs as well as individually created melodic reponses.	**Unit Overview**: In this unit students will move their bodies to a variety of recorded music and music games. Students will move through a variety of leveled movement activities including individual personal space activities, whole class moving circle games, choosing partner games, concentric moving circle games and Longways Set dances.	**Unit Overview**: In this unit students will gain a solid understanding of Duple and Triple Macro Beats which will be experienced through a variety of songs, rhymes and recordings. Students will show their understanding through multilevel bilateral movements. Students develop an understanding of the difference between steady beat (both duple and triple meters) and rhythm within familiar and unfamiliar songs, rhymes and recordings. Students will echo, read and write a variety of simple Duple Meter Rhythm patterns.
Compelling Questions - How do I use my voice to sing? - How do I make my voice sound the same as others?	**Compelling Questions** - How do I choose a partner for a game? - How do I follow directions with my movements? - How do I lead a game for my class?	**Compelling Questions** - How do I use my body to show the difference between beat and rhythm? - How do musical rhythms relate to words and sentences?
Priority Learning Targets 1. I can use my singing voice to match pitch. 2. I can sing alone and with others using my singing voice.	**Priority Learning Targets** 1. I can move by myself and with others while keeping my body and the bodies of others safe. 2. I can respectfully choose and partner for a	**Priority Learning Targets** 1. I can evaluate the difference between beat and rhythm in familiar songs and rhymes. 2. I can demonstrate a variety of simple

3. I can create my own vocal response using my singing voice. (MU:Cr1.1.1) (MU:Cr2.1.1) (MU:Cr3.1.1) (MU:Cr3.2.1)	variety of games. 3. I can follow given directions in music games.	duple meter rhythm patterns on my body and on unpitched percussion. 3. I can read, write and create my own duple meter rhythm patterns.
Unit Four: Form	**Unit Five: Musical Concepts (Expression)**	**Unit Six: Music Literacy Melodic (Tonal)**
Unit Pacing: 36 Weeks	**Unit Pacing: 12 Weeks**	**Unit Pacing: 8 Weeks**
Unit Overview: In this unit students will gain understanding of the overall form (AB, ABA, Phrases and Verses) of classroom songs and rhymes. This will be completed through sequencing activities, identifying same/different parts in classroom songs and rhymes as well as creating whole class and small group verses of familiar songs.	**Unit Overview**: In this unit students will experience and evaluate differences in recorded music. Students will be listening for differences in Dynamics (Loud/Quiet) and Tempo (Fast/Slow). Students will show these changes in recorded music through movement as well as visual (drawing) representation.	**Unit Overview:** In this unit students will correctly respond to the pitches D-R-M. This will be completed through echoing (and signing) patterns as well as recognizing the pitches in familiar songs.
Compelling Questions - How does the form of a song/rhyme help me understand the words/story of the song/rhyme? - How do verses help me tell and understand the story of a song?	**Compelling Questions** - What kind of differences are found in the music I listen to? - How can I show differences in a variety of music?	**Compelling Questions** - How do two (or more) notes sound different? - How do I use my body to show D-R-M? - How do the pitches D-R-M relate to familiar songs I know?
Priority Learning Targets 1. I can identify different parts in classroom songs and rhymes. 2. I can identify and create different verses for familiar songs.	**Priority Learning Targets** 1. I can listen to a wide variety of musical examples. 2. I can identify differences in recorded music. 3. I can show differences in recorded music with body movements and with drawings.	**Priority Learning Targets** 1. I can use my singing voice to echo the pitches D-R-M. 2. I can identify D-R-M in familiar songs. 3. I can create my own D-R-M patterns with my voice.

Unit Seven: Young Person's Guide to the Orchestra	Unit Eight: Peter and the Wolf	
Unit Pacing: 8 Weeks	Unit Pacing: 8 Weeks	
Unit Overview: In this unit students will experience the four instrument families through Benjamin Britten's composition "The Young Person's Guide to the Orchestra". Through this unit students will gain a deeper understanding of the four instrument families and the orchestral instruments that make up those four families.	**Unit Overview**: In this unit students will listen to Sergei Prokofiev.	
Compelling Questions - How are instruments grouped? - How are instrument families like/unlike my own family?	**Compelling Questions** - How do instruments show feelings for characters in a story? - How does the music of the story affect the mood?	
Priority Learning Targets 1. I can identify the four instrument families. 2. I can identify how each instrument family makes its sound. 3. I can identify and sort given instruments into the correct family.	**Priority Learning Targets** 1. I can be a respectful audience member while listening to music. 2. I can match the characters to their correct instrument.	