

Course Scope & Sequence

Spotlight On Music, Grade 1

Course Overview

Explore and build foundational musical skills with *Spotlight On Music* from McGraw-Hill. This course offers a variety of learning activities that include singing, dancing, virtual instruments, listening maps, and authentic sound recordings. Six units in the course are organized into four sections: Spotlight on Concepts, Spotlight on Music Reading, Spotlight on Performance, and Spotlight on Celebrations. Students learn about these musical elements: duration, pitch, design, tone color, expressive qualities and cultural context. Students explore beat, meter, rhythm, melody, texture, form, tone color, dynamics, tempo, style, and music background.

Course Length: One academic year (72 Lessons, 45 minutes)

Materials: Rhythm Sticks, Tambourine

Prerequisites: none

Course Outline

Unit 1

Section 1 Spotlight on Concepts

- Beat/Meter – sounds as steady or not steady, steady sounds as beat, steady beat
- Rhythm – create four-beat body percussion patterns, experience long and short sounds, quarter note, eighth note and quarter rest patterns
- Melody – melodic direction, melodic direction as upward and downward
- Texture – unison, orchestra, accompaniment with body percussion and instruments
- Form/Structure – AB, one-section song, several verses, echo song
- Tone Color – speaking and singing voices, orchestral music
- Dynamics – loud and soft, dynamic levels in a song, dynamic levels in a poem, changing dynamic levels, expressive qualities in orchestral music
- Tempo – fast and slow sounds, fast and slow in orchestral music
- Style/Background – African American game songs, Cajun folk music, American folk, Zimbabwean folk music, March, Hispanic music, Newcastle lullaby

Section 2 Spotlight on Music Reading

- Steady beat
- Upward and downward
- Steady beat and no beat

Section 4 Spotlight on Celebrations

- Seasonal Songs
- Butterfly Migration
- Hispanic Heritage Month

Unit 2

Section 1 Spotlight on Concepts

- Beat/Meter – maintain steady beat, 4/4, 2/4, 6/8
- Rhythm – long and short sounds, long and short sounds in the environment, Navajo rhythms
- Melody – high and low sounds, high and low sounds in the environment, instrumental sounds as higher and lower, animal sounds as higher and lower
- Texture – unison, accompaniment using classroom instruments, *a capella*, unaccompanied harmony
- Form/Structure – call-and-response form, solo or group, verse and refrain, several verses
- Tone Color – high and low vocal registers, flute and tuba, speaking, singing, whispering, and calling, Navajo drums, Individual and group singing
- Dynamics – maintain and create loud and soft vocal sounds, dynamics in *a capella* song
- Tempo – fast and slow
- Style/Background – Hopi singing game, African American music, Puerto Rican folk music, game songs, Japanese game song, Navajo folk music, South African folk music

Section 2 Spotlight on Music Reading

- Longer and shorter
- Higher and lower

Unit 3

Section 1 Spotlight on Concepts

- Beat/Meter – steady beat, faster and slower
- Rhythm – one and two sounds to a beat, longer and shorter sounds, word rhythms, quarter and eighth note rhythm patterns
- Melody – maintain higher and lower
- Texture – accompaniment using instruments
- Form/Structure – AB and verse/refrain, different sections in an orchestral work, ABA, contrasting sections
- Tone Color – speaking, singing and speaking, woods, metals, shakers, scrapers, and drums, tone color in orchestral music
- Dynamics – maintain and create loud and soft vocal sounds, dynamics in orchestral music
- Tempo – faster and slower, changing tempo in a song
- Style/Background – Polish Folk music, game songs, neo-classical, African American children's game, Japanese folk music, American folk music, Caribbean folk music, Latin American folk, English folk music, Puerto Rican game song

Section 2 Spotlight on Music Reading

- One and two sounds to a beat
- Quarter note and eighth note pairs

Section 4 Spotlight on Celebrations

- Halloween
- Thanksgiving
- Seasonal Songs
- Hanukkah
- Christmas

Unit 4

Section 1 Spotlight on Concepts

- Beat/Meter – maintain steady beat, tempo as the speed of the beat, faster and slower tempos
- Rhythm – maintain and read quarter and eighth note patterns
- Melody – higher and lower, so-mi
- Texture – orchestra, pitched folk instruments
- Form/Structure – call-and-response, cumulative verses, repeat signs, contrasting sections
- Tone Color – Chinese folk instruments, vocal tone color, tone color in orchestral music, Gamelan instruments
- Dynamics – louder and softer, expressive elements, dynamics in orchestral music
- Tempo – aural identification of tempo change, faster and slower tempos, tempo in orchestral work
- Style/Background – Yiddish folk music, games songs, classical Chinese folk music, classical, Brazilian folk music, Hungarian children’s game, Baroque concerto, neo-classical, Mexican folk riddle, Gamelan ensemble, cumulative song

Section 2 Spotlight on Music Reading

- So and mi

Section 4 Spotlight on Celebrations

- Las Posadas
- Kwanzaa
- Martin Luther King Jr. Day
- Chinese New Year

Unit 5

Section 1 Spotlight on Concepts

- Beat/Meter – maintain steady beat, beats in sets of two and three, no sound to the beat
- Rhythm – quarter rest, eighth note, quarter note, quarter rest rhythm patterns
- Melody – la, mi-so-la patterns
- Texture – accompaniment using instruments, orchestra
- Form/Structure – verse/refrain, leader/group, ABA, cumulative verses
- Tone Color – tone color in orchestral music, singing and speaking, individual and group singing
- Dynamics – loud and soft sounds in orchestral work, dynamic levels in a song

- Tempo – faster and slower tempos in orchestral work, maintain fast and slow
- Style/Background – African American children’s game, musical, Mexican folk riddle, Baroque dance, English folk, game songs, Japanese music, cumulative song, Korean music

Section 2 Spotlight on Music Reading

- La
- No sound on a beat
- Quarter rest
- Mi-so-la
- Mi-la leap

Section 4 Spotlight on Celebrations

- Valentine’s Day
- President’s Day

Unit 6

Section 1 Spotlight on Concepts

- Beat/Meter – maintain steady beat, one and two beats in a sound
- Rhythm – quarter note, eighth notes, quarter rest, rhythm patterns, word patterns
- Melody – create mi-so-la patterns, aural identification of mi so la
- Texture – accompaniment using unpitched instruments, African folk instruments with orchestra string instruments, accompaniment with pitched instruments
- Form/Structure – verse/refrain, AB, ABA, one-section song
- Tone Color – tambourine cymbals, claves, drum, maraca, castanet, African folk instruments, string quartet, Erhu, difference between orchestral and folk instruments, identify speaking, singing and whispering
- Dynamics – dynamics in an orchestral character piece, expression
- Tempo – faster and slower tempos, varying tempos in an orchestral character piece
- Style/Background - waltz, Mexican folk music, American folk music, Thai folk music, English rhyme, Brazilian music, string quartet with African percussion, Latin American folk music, Chinese folk music, African American singing game

Section 2 Spotlight on Music Reading

- Quarter notes, quarter rests, and eighth-note pairs
- AB form

Section 3 Spotlight on Performance

- Rhythm patterns

Section 4 Spotlight on Celebrations

- Seasonal Songs