#  Bloom’s Taxonomy

Remembering Analyzing

Understanding Evaluating

Applying Creating

 (1.1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes and reproduces music notation. The student is expected to: (A) identify the known 5 voices and adult/children singing voices; (B) identify visually and aurally the instrument families (C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and (D) identify and label repetition and contrast in simple songs such as AB, AABA, or ABAC patterns

 (1.2) 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. The student is expected to: (A) read, write, & reproduce rhythmic patterns using standard notation, including quarter note, paired eighth notes and quarter rest; (B) read, write and reproduce melodic patterns including 3 tones from the pentatonic scale;

 (1.3) Creative Expression. The student performs a varied repertoire of developmentally appropriate music in informal and formal settings. The student is expected to: (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups; (C) move alone and with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; (D) perform simple part work including beat vs. rhythm, rhythmic ostinato , and vocal exploration; (E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano

 (1.4) Creative Expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: (A) create short rhythmic patterns using known rhythms; (B) create short melodic patterns using known pitches; and (C) explore new musical ideas using singing voice and classroom instruments .

 (1.5) Historical & Cultural Relevance. The student examines music in relation to history and cultures. The student is expected to: (A) sing songs and play musical games, including rhymes, patriotic events, folk music and seasonal music; (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and (C) identify the simple interdisciplinary concepts relating to music

 (1.6) Critical Evaluation & Response. The student listens to, responds to and evaluates music and musical performances. The student is expected to: (A) identify and demonstrate appropriate audience behavior during live or recorded performances; (B) recognize known rhythmic and melodic elements in simple aural using known terminology; (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; (D) respond verbally and through movement to short musical examples.

Objectives:

Introduction/Focus:

Procedures:

Review and Closure:

Assessment:

# Grade: 1 Week # \_\_\_\_ Date\_\_/\_\_/\_\_

Materials Needed:

SW Experience, Explore, Imitate through:

Singing Playing Instruments Moving Technology

SW Perform, Read, Write, Analyze, Listen

As a class Individually In Small Groups