

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 <u>one instrument</u> from each family: woodwinds, brass, percussion, strings	1.1B Clarification Document
1.1C = use basic music terminology in describing changes in tempo, including <i>allegro/targo</i> , and dynamics, including <i>forte/piano</i>	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	9U 0 0 -1 Z v99 Z 1.0 473.546• μ o o Ç v μ 0 o o Ç š Z	ou w

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:		

