

Holy Names Music Curriculum - Grade 1

	Materials	Element	Skill development	Games	Add'l Materials
1	<i>Hunt the Slipper</i> <i>Engine, Engine</i>	beat	tap, clap, walk beat demonstrate moving beat by phrase	<i>Sally Go Round</i>	
2	<i>Hunt the Slipper</i> <i>Shoe a Little Horse</i> <i>This Little Cow</i>	reinforce beat	compare steady beat/freer chant	<i>Bye'm Bye</i>	
3	<i>Hunt the Slipper</i>	beat/tempo	reinforce beat	<i>All 'Round the Brickyard</i>	
	<i>Engine, Engine</i> <i>Page's Train</i>		explore tempo changes		
4	<i>Page's Train</i>	beat--rhythm	review beat	<i>Down Came a Lady</i>	
	<i>Engine, Engine</i> <i>Hunt the Slipper</i>		introduce rhythm		
5	<i>Lucy Locket</i> <i>Snail, Snail</i>	rhythm	assess rhythm proficiency with percussion instruments		
6	<i>Lucy Locket</i>	beat or rhythm	perform beat or rhythm	<i>Kitty Kitty Casket</i>	
	<i>Snail, Snail</i> <i>Hunt the Slipper</i>		include stepping beat or rhythm		
7	<i>Bounce High</i> <i>2,4,6,8</i>	beat or rhythm	assess individual performance	<i>Oats and Beans</i>	
8	<i>Bee, Bee, Bumblebee</i> <i>Hunt the Slipper</i>	beat and rhythm	show beat or rhythm while other is sounding		
	<i>Haydn</i>		listen, describe feeling, suggest title		
9	<i>Engine, Engine</i>	beat and rhythm	switch on cue	<i>Round and Round</i>	
	<i>Lucy Locket</i>				
10	<i>Hunt the Slipper</i> <i>Bounce High</i>	beat and	walk beat and clap rhytm	<i>One, two, tie my shoe</i>	
	<i>Engine, Engine</i>	character of beat	beat stays the same, rhythm changes		
11	<i>Snail, Snail</i>	character of rhythm	discover that R is sometimes same as beat (w/in motive), sometimes when more than 1 sound/beat, 2		
	<i>Lucy Locket</i>				
12	<i>Hunt the Slipper</i>	ta, ti-ti	present rhythm names (RN), then write		
	<i>Engine, Engine</i>	ti-ti ti-ti ti-ti ta	using this motive		
	<i>I Climbed up an Apple Tree</i>		reinforce with textbook		
13	<i>Kittv Kittv Casket</i> <i>Little Sally Water</i>	ti-ti ti-ti ta ta	derive new rhytm pattern write with sticks	<i>Little Robin Redbreast</i>	
	<i>Little Polly Flinders</i>		reinforce with textbook		
14	<i>Snail, Snail</i>	ta ta ta ta	step beat, clap R; derive R for motive		
	<i>Bounce High</i>		write R on worksheets		
15	<i>Bounce Hiah</i>		derive RN from text of motives	<i>Let Us Chase the</i>	

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	<i>Snail, Snail</i>			<i>Squirrel</i>	
	<i>Lucy Locket</i>	ti-ti ti-ti ti-ti ti-ti	discover new motive; learn new way to write ti-ti ti-ti		
16	<i>Lucy Locket</i>	stressed beats	step beat, clap rhythm; attention to left-right stepping as cymbals mark stressed beats		
	<i>We Are Dancing</i>				
17	<i>Burny Bee</i>		walk beat and clap accent;	<i>Round and Round</i>	
		ti-ti ta ti-ti ta	discover new motive and write first 2 motives		
	<i>Starlight, Starbright</i>		from same R, hum last 2 motives to ID; recognize known 2 beat		
18	<i>Burny Bee</i>	bar line	sing RN (R on board) while performing 2 beat ostinato;		
	<i>Bee, Bee, Bumblebee</i>		step beat and perform R with text		
19	<i>Seesaw</i>	ta ta ti-ti ta	step beat, perform R with text, with RN, with RN and stressed	<i>Bluebells</i>	
	<i>Rain, Rain</i>		Students (Ss) dictate R as T writes on board		
	<i>Burny Bee</i>	review	match R patterns with icons		
20	<i>Snail, Snail</i>	add bar lines			
	<i>Bee, Bee, Bumblebee</i>		introduce term: measure		
21	<i>Seesaw</i>		review with RN		
	<i>Rain, Rain</i>		introduce 2 at the beginning		
	<i>Hunt the Slipper</i>		read R and ID.		
	<i>Haydn Symphony #94 2nd movement</i>		Listen for same R in Haydn theme		
22	<i>Bye Lo</i>	high/low	draw melody, showing higher and lower		
	<i>Doggie, Doggie</i>	ta ti-ti ta ta	intro new motive, walk beat, clap R		
	<i>Little Tommy Tucker</i>		recognize R of new motive		
	<i>Here Comes a Bluebird</i>				
23	<i>Little Tommy Tucker</i>		recognize R using flash cards		
	<i>Starlight</i>		echo and read rhythms		
	<i>Goodnight</i>		introduce double bar line		
	<i>Doggie, Doggie</i>				
24	<i>See Saw</i>		play known patterns on percussion instruments		
	<i>Rain, Rain</i>		match R patterns with icons		
	<i>Snail, Snail</i>				
	<i>Goodnight</i>				
	<i>Hunt the Slipper</i>				
	<i>Quaker, Quaker</i>				
25	<i>Quaker, Quaker</i>	ostinato	introduce ostinato: ti-ti ta		
			echo 4 beat R patterns/improvise patterns		
	<i>Goodnight</i>	high/low	draw melody, showing higher and lower pitches		
26	<i>Hunt the Slipper</i>	rev. ostinato	review/sing with ti-ti ta ostinato	<i>Lemonade</i>	
	<i>Witch, Witch</i>	prep so-mi	improvise ways to show high & low		

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	<i>Seesaw</i>		sing RN and show high & low		
27	<i>Starlight</i>	rev. ostinato	sing with ti-ti ta ostinato	<i>Ducks and Geese</i>	
			derive and memorize R of song		
	<i>Goodnight</i>	name so-mi	introduce melody names (MN) and hand signs (HS), xylophone		
	<i>Bounce High</i> <i>We Are Dancing</i> <i>Ducks and Geese</i>		sing text of first motive & show direction of songs, then sing with RN and show direction of melody		
28	<i>Lemonade</i>	beaming tis	add missing beams		
	<i>Quaker, Quaker</i>	write rhythm	write missing measures		
	<i>Goodnight</i>		melodic dictation and rhythm		
	<i>Bye Low</i>	review so-mi	sing with MN and HS		
		staff	introduce staff (itself)		
29	<i>Seesaw</i>	so-mi on staff	review MN, identify distance between so and mi with tone bells	<i>No Robbers Out Today</i>	
			place so-mi on staff; introduce finger staff		
30	<i>Burny Bee</i> <i>Seesaw</i> <i>Ducks and Geese</i>	staff placement	recognize different staff placements of so-mi: in C, F and G do.		
		ta ti-ti	derive RN from humming and clapping well-known motives		
31	<i>Quaker, Quaker</i>	so-mi (read)	read known song		
	<i>Lemonade</i>	so-mi (write)	improvise and write motives on staves		
	<i>Bobby Shaftoe</i>	ostinato	perform with ti-ti ta ostinato		
32	<i>Rain, Rain</i>	2-part rhythm	read rhythm in 2 parts		
	<i>Ducks and Geese</i>	derive MN	draw motives, find and read on staff		
33	<i>Witch, Witch</i>	so-mi (write)	rule for writing so and mi		
	<i>Hunt the Slipper</i> <i>See Saw</i> <i>Goodnight</i>	so-mi (read)	read motives from flash cards, ID corresponding song		
34	<i>Goodnight</i>	write stems	write stems with note heads, both up and down		
	<i>Seesaw</i>		fill in missing measure		
	<i>Bounce High</i>	prep la	sing and draw melody		
35	<i>Ducks and Geese</i>	so-mi (improvise)	improvise so-mi motives on tone bells		Bacon, <u>185</u> #2
	<i>Down Came a Lady</i>	so-mi ostinato	choose s-m motive to sing with DCAL		
	<i>Little Tommy Tucker</i>	prep la	sing and draw melody		
36	<i>Starlight</i>		recognize song from its rhythm	<i>Mailong Sera</i>	Bacon, <u>185</u> #3
	<i>Bobby Shaftoe</i>	prep la	recognize song from its melody(M), sing and draw M,		
37	<i>Bounce High</i>		recognize/demonstrate height of notes		
	<i>Here Comes a Bluebird</i>		improvise ways to show direction of melody		
	<i>Lucy Locket</i>	name la	introduce name of new note, sing MN while drawing melody		
38	<i>Bounce High</i>	la - hand sign	review name, introduce hand sign		
	<i>Haydn</i>		tap R as listen, then tap R and sing RN		

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39	<i>Hob Shoe Hob</i>	la on staff	melody turns upwards, then downwards; use tone bells to find distance from so, place on staff	<i>Round and Round</i>	
	<i>Bobby Shaftoe</i>	staff placements	explore different staff placements, with finger staff		
40	<i>Here Comes a Bluebird</i>	s-sl-s-m	watch beat icons as sing and draw M: which beat(s) has changing M? Inner hear and draw M, sing with		
	<i>Little Tommy Tucker</i>		find beats with changing M, read from staff		
	<i>Little Tommy Tittlemouse</i>	ostinato	ti-ti ta ostinato		
41	<i>Here Comes a Bluebird</i>	s-sl-s-m	derive M of one motive, find in book		
	<i>Little Tommy Tittlemouse Little Tommy Tucker Little</i>		read motives of songs		
42	<i>Bounce High Starlight/ Lucy Locket We Are Dancing</i>	s-l-s-m	M & R (of 1st motives) is the same		
43	<i>Bounce High See Saw Starlight Rain, Rain Ducks and Geese Hunt the Slipper</i>	s-l/s-m ta ti-ti ostinato	find songs that have the same beginning motive; match with motive on flash cards. introduce ta ti-ti ostinato with Hunt the Slipper	<i>Acka-Backa</i>	
44	<i>Bobby Shaftoe See Saw Snail, Snail</i>	s-l/s-m	which melody is turning upwards first (s-l) and which is turning downwards (s-m)		
	<i>Peas Porridge Hot</i>	prep rest	sing and keep beat, show silent beat in different ways		
	<i>Doggie, Doggie</i>	ostinato	sing with ta ti-ti ostinato		
45	<i>Naughty Kitty Cat</i>	prep rest	perform R, improvise ways of showing silence		Walsh #12
	<i>Burny Bee</i>	direction of M	notice, via chain singing, that first motive goes down first, others go		
	<i>Snail, Snail</i>	s-l/s-m	sing and draw M, derive MN for each motive		
46	<i>Hob, Shoe, Hob</i>	prep rest	perform rhythm while stepping beat, improvise motion for rest		
	<i>Naughty Kitty Cat</i>		learn hand motion for rest		
	<i>Old Mr. woodpecker</i>		sing with beat, find silences		
	<i>Burnie Bee</i>	s-l/s-m	sing and show direction of M, derive MN, put flash cards in order		
47	<i>Old Mr. Woodpecker</i>		review where silences occur, then sing and perform R	<i>Come, Butter, Come</i>	
	<i>Pease Porridge Hot</i>	present rest (Z)	sing and perform R, present rest on staff		
	<i>Little Tommy Tucker</i>		T hums 3 notes, Ss show HS for last note		
48	<i>Hob, Shoe, Hob</i>	ta ta ta Z	perform R, derive RN, see on staff		
	<i>Bow Wow Wow</i>	ta ti-ti ta Z	ID song from R, derive RN by motive		
	<i>Rain, Rain</i>	s-ml-s-m	sing and draw M, find place that melody jumps up, figure our MN		
	<i>Little Sally Water</i>		listen for m-l jump in this song		
49	<i>Bell Horses</i>	ta ti-ti ta Z	derive R of motive with Z, write with sticks		Walsh #10

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	<i>Pease Porridge Hot</i>		read R of song, memorize with RN		
	<i>Doggie, Doggie</i>	s-ml-s-m	derive MN for last motive, see on staff		
50	<i>Rain, Rain</i>	s-ml-s-m	derive MN by motive (bells); write 3rd m	<i>Bluebells</i>	
	<i>Little Sally Water</i>	repeat sign	read 1st half of song, ID; learn sign of the repeat		
	<i>Naughty Kitty Cat</i>	ti-ti ti-ti ta Z	perform R of motives 1 & 2, dervie RN, write		
51	<i>Doggie, Doggie</i>	s-ml-s-m	write last motive on staff		
	<i>Bye Baby Bunting</i>	similar motives	differences and similarities between motives 1 & 2.		
	<i>Bobby Shaftoe</i>	repeat sign	which motives are repeated? how write?		
		improvise w/ Z	iimprovise R answers with Z to T's 4 beat patterns		
52	<i>Burny Bee</i>	repeat sign	using repeat sign--not at beginning	<i>Oliver Twist</i>	Bacon 185 #18
	<i>Starlight</i>	writing R	write R of song from memory		
	<i>I Climbed Up an Apple Tree</i>		create/compose melodic motives sing chant, after T demonstrates		
53	<i>Candle Burning Bright</i>	ss-sl-s-Z	derive R & M of 1st motive, find on flash card		
	<i>Little Tommy Tucker Here Comes a Bluebird Take a little partner</i>	s-sl-s-m	read other s-sl-s-Z and s-sl-s-m patterns, ID text/song		
		2-part w/ Z	two-part R exercise with Z		
54	<i>Rain, Rain</i>	R canon	read known song from stick notation; introduce R canon		Walsh #14
	<i>Doggie, Doggie</i>	s-ml-s-m	read known song from staff		
	<i>Hob, Shoe, Hob</i>		improvise R patterns, use one as ostinato		
55	<i>Pease Porridge Hot</i>	prep do	read R to ID song, sing and draw M; T claps changes to R, Ss ID and		Walsh #22 (2-part)
	<i>Hot Cross Buns</i>		Ss read R and T introduces new song		
		Z	R telephone game		
56	<i>Old Mr. Woodpecker</i>	name do	read first 2 ptrases, ID song. Sing and draw M, listen for new note		
	<i>Ickle, Ockle</i>	s-m-d Z	sing and draw M, find new note, name and perform with MN		
	<i>Haydn</i>		tap R and sing RN as listen, then sing RN and draw M while listening		
57	<i>Pease Porridge Hot</i>	do - hand sign	sing and draw M, find new note, review name and sing with MN introduce hand sign and perform		Walsh #17
	<i>Teddy Bear</i>	do -skip below mi	listen for s-m-d-Z in another song, review with HS. Use tone bell to discover distance of do from mi.		
58	<i>Pease Porridge Hot</i>	do on staff	review with MN and HS, skip below mi. sing from staff and find do; reinforce with finger staff, write on		
	<i>Old Mr Woodpecker</i>		read song from staff and ID		

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59	<i>Ickle Ockle</i>	s-m-d-Z	review last motive of Pease Porridge Hot, listen for motive in Ickle Ockle. ID words, sing with solfa, find on flash card on staff. Read song (flash cards), then mix	<i>Down Came a Lady</i>	
	<i>Love Somebody</i>	ta ti-ti ostinato	ta ti-ti rhythm ostinato		
60	<i>Old Mr. Woodpecker</i>	ledger line	orient to staff and read, then transfer last motive to C=do.		Walsh #25 (canon)
	<i>Teddy Bear</i>		change R (&M) of last phrase of OMW to last phrase of Teddy		
61	<i>Ring Around the Rosie</i>	s-s-d-Z	sing and draw M to notice where M jumps down. What words? What MN? Sing from staff and figure out where do will go (from so)		
	<i>Pease Porridge Hot</i>	do drone	introduce do drone with song		
62	<i>Ring Around the Rosie</i>	s-s-d-Z	sing and draw M, review w/ MN. Echoes with known s-m-d/s-d motives, plus s-md. Find s-md-s-md motive on flash cards.	<i>Hunt the Cows</i>	Bacon, <u>185</u> #29
	<i>I See the Moon</i>	s-md-s-md	Listen to see how many times motive occurs in song; read from staff, find what is missing (mm7,8), then complete on staff		
63	<i>I See the Moon</i>	s-md-s-md	read song from staff, change gradually to next song. Ss read after each change, ID new song.		Walsh #33
	<i>Mouse, Mousie</i>		sing with MN and memorize		
	<i>Great Big House</i>	ta ti-ti ostinato	perform in duets		
64	<i>Mouse, Mousie</i>	d-s ostinato	read song from staff, ID. Repeat as T adds d-s ostinato on loo. Ss ID pattern and sing on MN (or text such as "hurry")while others sing		Walsh #41
	<i>Sea Shell</i>	d-s	ID song from humming. Sing while drawing M to find parts that jump from do-so. Sing and draw M while looking at d-m-s tone		
65	<i>Sea Shell</i>	d-s	review, sing d-s parts on MN, hum on other motives	<i>Froggie in the Meadow</i>	Bacon, <u>185</u> #33
	<i>Who's That?</i>		ID song from humming, listen for d-s pattern, write d-s on felt staff, then add d-m-s and s-m-d		
	<i>Love Somebody</i>		ID dm-ss motive of this song		
66	<i>Haydn</i>	d-m-s-m	echo and read familiar patterns in stick notation, including dd-mm-ss-m; listen for which motive	<i>Closet Key</i>	Bacon, <u>185</u> #32
	<i>Great Big House</i>	R canon	read rhythm from board, ID song. Sing song as T adds R canon. ID, then try in 2 parts.		
67	<i>Ring Around the Rosie</i>	s-s-d-Z	sing with MN, write last motive on staff, use as ostinato with I See		
	<i>I See the Moon</i>	d-m-s-l	review MN for song, put notes on tone ladder; then read Ickle Ockle		
	<i>Ickle, Ockle</i>		sing and draw M, orient to first note, repeat to listen for new note. Sing with known MN and hum on new note; note that new note		
	<i>Rain Come Wet Me</i>	prep re			
68	<i>Rain Come Wet Me</i>	s-m-r-d	sing, review where new note happens (text, where in tone ladder), sing with MN and num		

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	<i>Frosty Weather</i>	name re	sing and play game, sing and draw M, repeat to listen for new note-- what words? Sing with MN and hum on new note. After T sings with name, Ss sing on MN		
	<i>Sea Shell</i>	R part-work			
69	<i>Hot Cross Buns</i>	m-r-d	Sing and draw M, find new note, review MN and sing with MN	<i>Sailor, Sailor</i>	
	<i>Frosty Weather</i>	re hand sign	introduce hand sign		
	<i>Here Comes a Bluebird</i>	R part work	sing song while clapping R of Hot Cross Buns		
70	<i>Rain Come Wet Me</i>	re on staff	find where re lives on staff and sing song		Bacon, 185 #45
	<i>Go Round the Mountain</i>	m-r-d	derive MN for first motive		
	<i>Frog in the Meadow</i>	m-d	read R, ID song, derive MN for mm 3-4		
<p>This curriculum guide is designed for teachers who have studied in Kodaly Teacher Education programs. Based on the design of the Hungarian curriculum mentioned in the Introduction, it indicates the core musical skill development for each lesson. This model has several advantages.</p> <p>Because it outlines just the music literacy portion of the curriculum, it allows the teacher freedom to include additional songs and singing games from various genres and cultures that are of most interest to the children in the classroom. To learn how to implement the curriculum, please read the accompanying Introduction.</p>					

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The Grade 1 curriculum assumes that children have had prior musical experiences in kindergarten, with emphasis on beat/rhythm development and in-tune singing. 70 lessons are included, for implementation in a twice a week music program over the course of a school year (45 minute classes are recommended; if 30 minute classes are scheduled, 3 classes per week are recommended).

If music is offered just once a week, students will not be able to progress through the entire curriculum in one year. Three or more music classes per week will provide for more review, the use of the additional materials section, and greater integration of the emotional and intellectual learning that music can provide.

The songs and skill development designated for each lesson can be presented in whatever order best fits with the other materials chosen. It is assumed that the children know these songs well and can sing them without the teacher (unless they are being used as reading material).

The curriculum invites the teacher to think creatively and to search for how other materials fit with those that are recommended. It also has the advantage of being of use in different settings.

Materials

Songs are recommended for the skill development related to each element or concept. These materials must be well-known songs which the children can sing independently of the teacher (unless they are serving as new reading material, more common in older grades than in earlier ones). Other songs can be substituted, as long as they have the requisite musical material.

Elements

This category indicates the elements and concepts being addressed in the lesson. Teachers will want to review other elements, as well; those designated are the newest learning.

Skill development

This category briefly notes the skill development associated with each element or concept.

Singing games

Many of the songs designated for concept and skill development (the first column in the curriculum) are themselves singing games. However singing games may contain the concept being studied but have more advanced elements that the children do not yet understand consciously. These are listed under the singing games column.

Additional materials

Additional reading exercises, two-part exercises and arrangements are indicated which relate to the skill development level of the lesson. These can be used if there is additional class time, or students are able to move quickly (older beginners).
