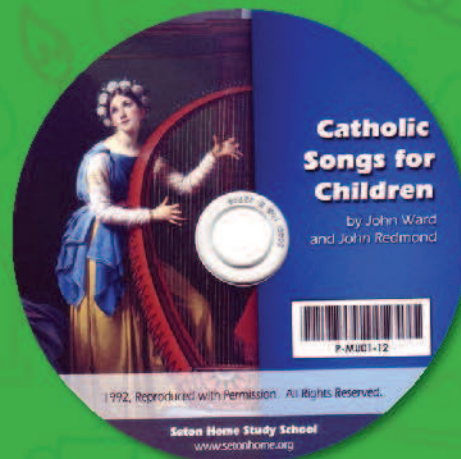




MUSIC 1

COURSE MANUAL

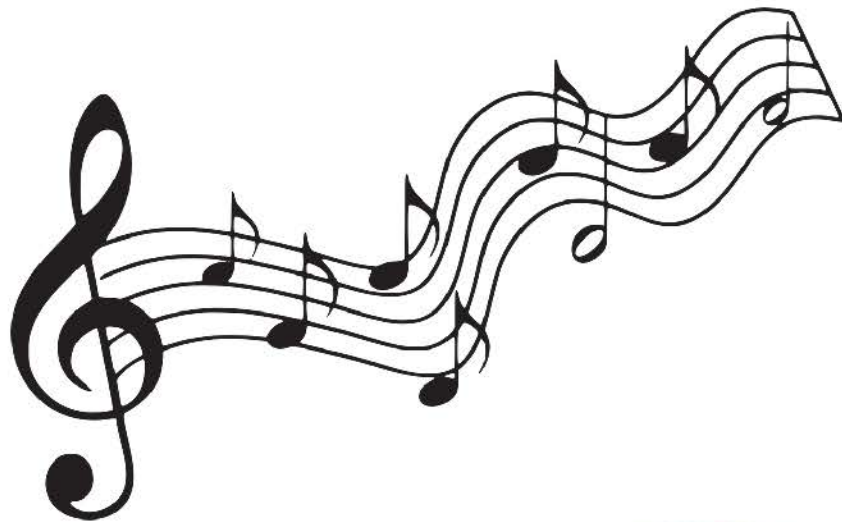


LESSON PLANS - QUARTER REPORT FORMS

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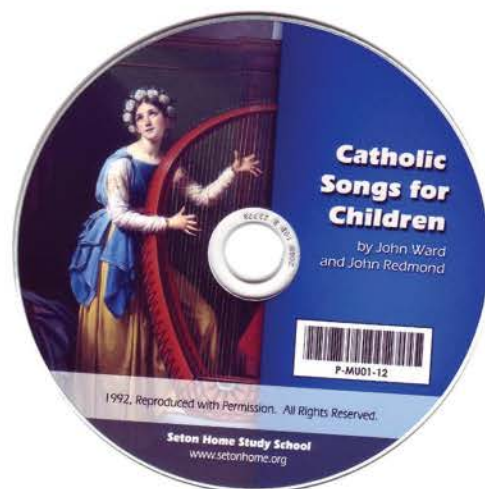
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Quarter Report Forms are located at the end of this Course Manual.



Course Materials

- *Catholic Songs for Children* (CD)
(Lyrics are included in this lesson plan.)



MUSIC 1 LESSON PLAN

INTRODUCTION

TEACHING TIPS

Children in the First Grade should have music for an hour each week. You may like to have music each day for 10 to 15 minutes, or twice a week for 30 minutes, or for an hour once a week. Many homeschooling families like to end the formal schooling time each day with a song. On the other hand, while you are helping an older child with his schoolwork, a younger child can be listening to music. Another option is to have music class together as a family, perhaps in the evening when father comes home or after the family rosary. Some families like to attend local musical events performed in churches, in theaters, or in schools.

Music is not required by Seton if students need to spend more time on the major subjects, such as religion, math, phonics, reading, English, or handwriting. Our music lessons are certainly not required if your child is taking music lessons, is involved in a singing group or choir, or is involved in a regular musical activity. We know some children are exposed to music in ballet classes or tap dancing classes. You may determine the type and length of music lessons for your child.

We highly recommend that at least one family member take music lessons. If you are not a musician, you may want to find a musician who can teach you basic music concepts so that you can teach music to your children. You may want to provide music lessons for at least one of your children; the musical child can then teach music to the other children.

Please visit your library and borrow musical cassettes for children. Some cassettes include music for children's dances. Many libraries have children's songbooks and books on musical instruments. Consider going on a field trip to a music store to study musical instruments and their distinctive sounds.

MUSIC ACTIVITIES

Young children love to respond to music through active participation. You may want to make simple instruments using household items such as oatmeal boxes (drums), and glasses full of different levels of water (tapping on the side of each glass will produce a different tone). If you wish to purchase simple rhythm instruments, look for online sources of instruments for young children such as Lakeshore Curriculum Materials (available at www.lakeshorelearning.com).

Play a simple rhythm game with your child. Clap a short rhythm and ask your child to clap the same rhythm. See how well your child can listen and copy your rhythm.

Teach your child simple rhythms in relation to musical notes. Teach your child the differences between whole notes (4 equal beats), half notes (2 equal beats), and quarter notes (1 beat). Make picture flash cards of the musical notes to teach your child these concepts.

Young children love to dance to music. Play a variety of music for your child, and encourage your child to match the dancing motions to the music (fast motions for fast music, slow motion for slow music). You may want to find library books about folk dances, or take your child to see live folk dancers.

Compose simple songs with your child, matching your own words to familiar melodies, or creating your own melodies to match familiar rhymes or chants. Show your child how to write the composed melody on staff paper.

You can develop your child's music comprehension by asking your child to recognize and demonstrate various distinctions vocally, instrumentally, and with movement. The following distinctions are appropriate for the First Grade child:

- Distinguish between melodic rhythm and steady beat by sight and sound
- Recognize when music changes from one section to a contrasting section
- Describe changes in qualities of music such as dynamics and tempo
- Identify and demonstrate high pitches and low pitches
- Identify pitched and non-pitched instruments by sight and sound
- Distinguish between accompanied and unaccompanied vocal music