



# Music

## Student Activity Book



Bass drum



Quarter and eighth notes

Students dancing to music



<b>THIS BOOK IS THE PROPERTY OF:</b>			
STATE _____		Book No. _____	
PROVINCE _____		Enter information in spaces to the left as instructed.	
COUNTY _____			
PARISH _____			
SCHOOL DISTRICT _____			
OTHER _____			
ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

- 1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
- 2. The following terms should be used in recording the condition of the book:  
New; Good; Fair; Poor; Bad.



# Core Knowledge Music

## Grade 1

Student Activity Book



Core Knowledge®

## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

Under the following conditions:

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge Science™, CKSci™, Core Knowledge Music™, CKMusic™, Core Knowledge Visual Arts™, CKVA™, Core Knowledge Language Arts™, CKLA™, Core Knowledge History and Geography™, CKHG™, Core Knowledge Math™, and CKMath™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-674-8



# Core Knowledge Music: Grade 1

## Table of Contents

Letter to Family.....	1
Activities	
Unit 1 <b>Elements of Music</b> .....	3
Unit 2 <b>Composers and the Orchestra</b> .....	17
Unit 3 <b>Music Can Tell a Story</b> .....	28
Culminating Activity.....	35

# **Core Knowledge Music**

## **Grade 1**

### **Student Activity Book**

This Activity Book contains pages that accompany many of the lessons from the Teacher Guide for Grade 1 Music. Each activity is identified by the unit and lesson number in which it is used. The Activity Book is a student component, which means each student should have an Activity Book. Please read the directions that appear at the bottom of each page out loud for students.

Dear Family Member,

It is exciting to start the new year—a warm welcome to you and your student.

This year, your student will be using a music program called Core Knowledge Music (CKMusic). It is an innovative set of K–8 instructional materials developed by the Core Knowledge Foundation, including an Activity Book for student use and many opportunities for interacting with music and creating music in the classroom.

In Grade 1, students will explore all forms of musical participation. The goal is for students to enjoy the pleasures of music and in the process gain a deeper understanding of it. Grade 1 students will begin to recognize the commonalities and differences in musical selections and begin to identify and react to music based on a song's individual elements. They will develop preferences, opinions, and reasons why they prefer one musical selection to another.

The three units of study in Grade 1 CKMusic are as follows:

**1. *Elements of Music***

Music is made up of several basic elements: rhythm, melody, harmony, form, dynamics, and timbre. Students will study these elements throughout their Core Knowledge Music education. In Grade 1, students will deepen their understanding of rhythm and melody. They will learn call-and-response form, investigate dynamics of loud and soft, and play with fast, medium, and slow tempos. They will learn the lyrics and melodies to traditional children's songs such as "There's a Hole in My Bucket" and "Frère Jacques."

**2. *Composers and the Orchestra***

Students will learn about the four families of instruments in the orchestra (woodwinds, strings, brass, and percussion) and study the life and music of composer Wolfgang Amadeus Mozart. They will also listen to *Peter and the Wolf* by Sergei Prokofiev to investigate how the composer used each instrument in the orchestra to represent a character in his story.

**3. *Music Can Tell a Story***

Students will learn how opera, ballet, and instrumental music can each tell stories through their artistic medium. They will learn *Hansel and Gretel* by Engelbert Humperdinck, *The Nutcracker Suite* by Pyotr Illyich Tchaikovsky, and *The Sorcerer's Apprentice* by Paul Dukas.

Throughout the year, students will be listening, singing, performing, dancing, and improvising to the music in class.

Please let us know if you have any questions.





## Feeling the Beat

Clap



Stomp



Snap



1

2

3

4

1

2

3

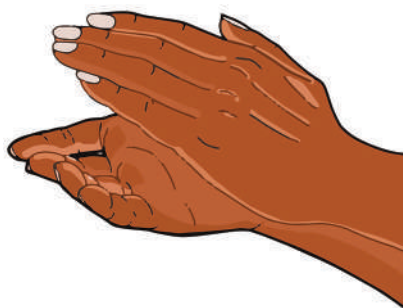
4



**Directions:** Draw or write your own beats in the boxes.

## Echo the Beat

Clap



Stomp



Snap



1

2

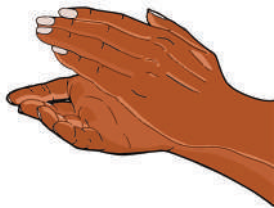
3

4



**Directions:** Create a rhythm. Then teach a partner to echo your rhythm, and try to echo the rhythm of your partner.

## Short and Long Sounds



Short

L o n g

**Directions:** Are these sounds short or long? Draw a line from each picture to the matching label.



## Pitch



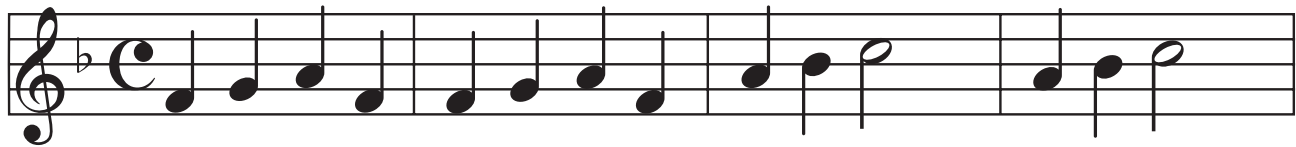
High

Low

**Directions:** Do these instruments make high-pitched sounds or low-pitched sounds? Draw a line from each instrument to the matching label.

Unit 1 Lesson 4

## Melody



## Elements of Music

## Same or Different?

1.

Take me out to the ball game.

Musical notation for phrase 1: A single staff with a treble clef. The notes are: G4 (half note), A4 (quarter note), B4 (quarter note), C5 (quarter note), D5 (quarter note), E5 (half note), F5 (quarter note), G5 (half note), and A5 (quarter note). The lyrics are written below the staff.

2.

Take me out with the crowd. \_\_\_\_\_

Musical notation for phrase 2: A single staff with a treble clef. The notes are: G4 (half note), A4 (quarter note), B4 (quarter note), C5 (quarter note), D5 (quarter note), E5 (half note), F5 (quarter note), G5 (half note), and A5 (quarter note). The lyrics are written below the staff.

3.

Buy me some pea - nuts and Crack - er Jack.

Musical notation for phrase 3: A single staff with a treble clef. The notes are: G4 (half note), A4 (quarter note), B4 (quarter note), C5 (quarter note), D5 (quarter note), E5 (half note), F5 (quarter note), G5 (half note), and A5 (quarter note). The lyrics are written below the staff.

**Directions:** 1. Draw a line connecting the notes from left to right to show the melody of each phrase. 2. Circle the two melodies that are the same.



## Echo the Melody



**Directions:** Draw a melody line that moves up and down. Then sing your melody to a partner. Can your partner echo it back to you?

## In Unison



**Directions:** Draw what it looks like to sing in unison.

## New Verses



\_\_\_\_\_  
\_\_\_\_\_  
There's a \_\_\_\_\_ (1) in my \_\_\_\_\_, (2)

\_\_\_\_\_  
\_\_\_\_\_  
dear \_\_\_\_\_ (3) dear \_\_\_\_\_ (4).

**1****2****3****4**

**Directions:** Create and illustrate a new version of the song.



## Silly Songs

\_\_\_\_\_  
On top of \_\_\_\_\_ (1),

\_\_\_\_\_  
All covered with \_\_\_\_\_ (2),

\_\_\_\_\_  
I lost my \_\_\_\_\_ (3)

\_\_\_\_\_  
When \_\_\_\_\_ (4).

1

2

3

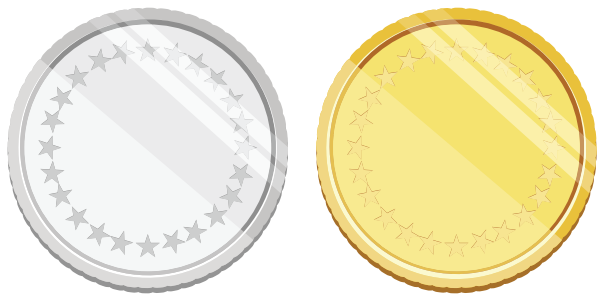
4

**Directions:** Write and/or draw new lyrics to the song.

## “Make New Friends”



Make new friends, but keep the old.

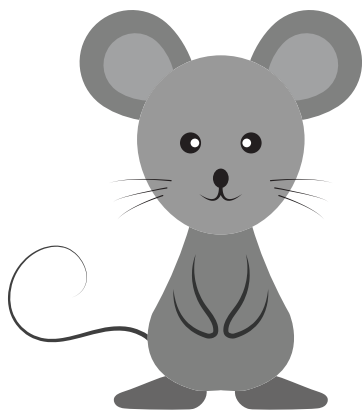


One is silver, and the other, gold.

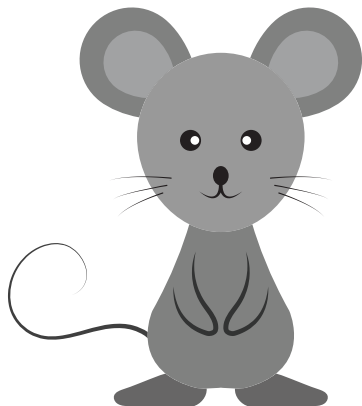
**Directions:** Follow along with the lyrics of “Make New Friends” by touching the picture at the beginning of each line.

## Is It Loud or Soft?

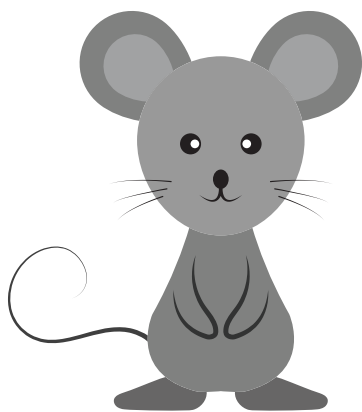
1.



2.



3.



**Directions:** Listen to each rhythm or melody. Circle the lion if it is loud and the mouse if it is soft.



## “When the Saints Go Marching In”

Oh when the saints go march-ing in

oh, when the saints go march ing - in

how I long to be in that num - ber

when the saints go march - ing in

The image displays four staves of musical notation for the hymn 'When the Saints Go Marching In'. Each staff begins with a treble clef and a key signature of one sharp (F#). The first staff contains a whole note, a quarter note, a quarter note, a quarter note, a half note, a quarter note, a quarter note, and a whole note. The second staff contains a whole note, a quarter note, a quarter note, a quarter note, a half note, a quarter note, a quarter note, and a whole note. The third staff contains a whole note, a quarter note, a quarter note, a quarter note, a half note, a quarter note, a quarter note, and a whole note. The fourth staff contains a whole note, a quarter note, a quarter note, a quarter note, a half note, a quarter note, a quarter note, and a whole note. The lyrics are written below each staff, with hyphens indicating syllables that span across measures.

**Directions:** 1. Use your finger to follow the musical notation from left to right on each line.  
2. Challenge! Find and circle all the quarter notes in the music.

## Quarter Notes and Eighth Notes

Quarter note













1

Eighth notes



1 and

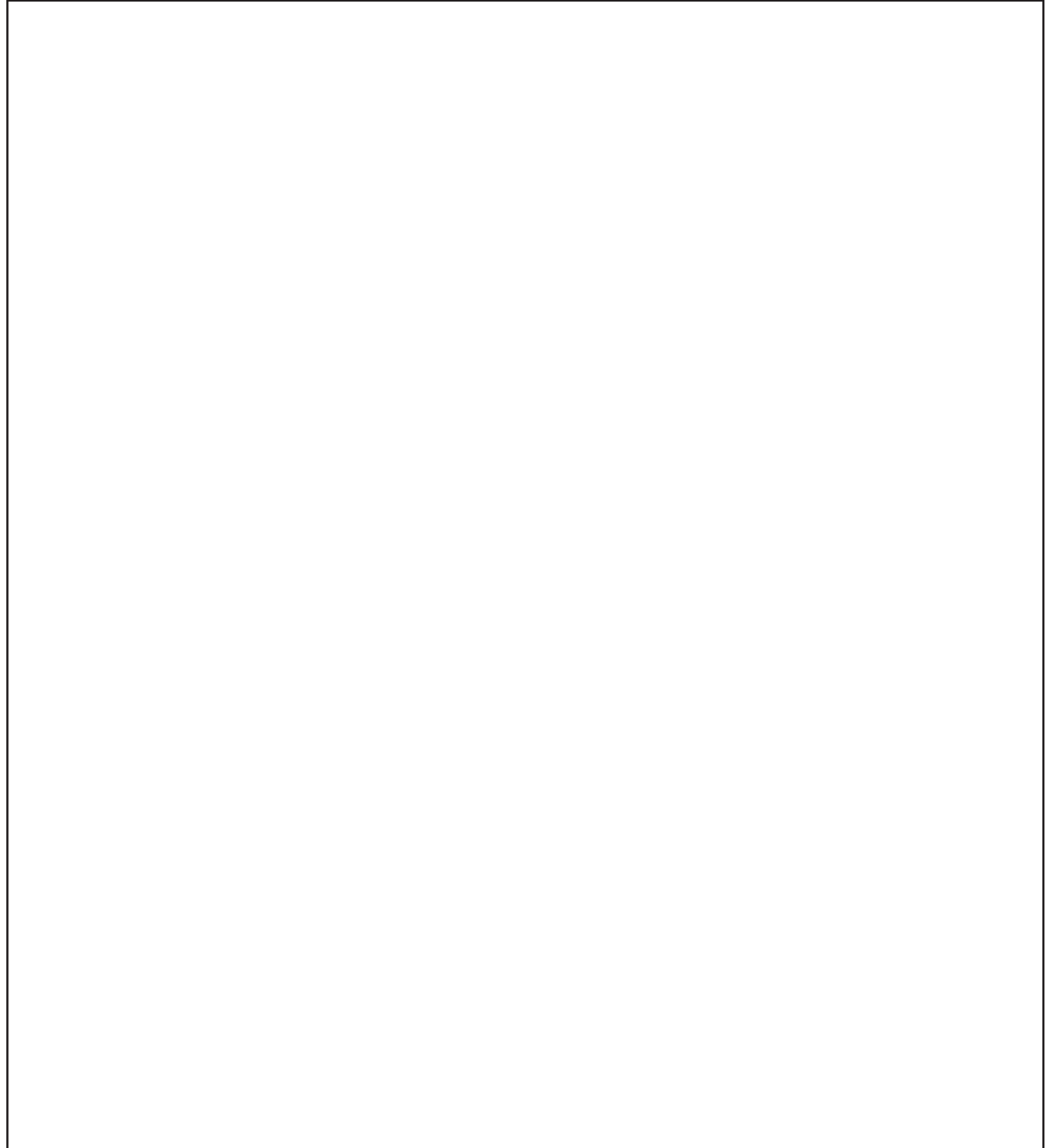
					
					



**Directions:** Follow along as your teacher demonstrates the rhythms of quarter and eighth notes.

NAME: \_\_\_\_\_

## Classical Music

A large, empty rectangular box with a thin black border, intended for a student to draw their imagination while listening to classical music.

**Directions:** Draw what you imagine while listening to the music.

## Mozart

**Word Bank**

five

music



1. Mozart wrote \_\_\_\_\_.

2. He started composing when he was \_\_\_\_\_ years old.

3. How do you feel when you listen to Mozart's music? \_\_\_\_\_

**Directions:** Listen to the story about Mozart. Then answer the questions.

NAME: \_\_\_\_\_

## Listening Map

1	2	3
4	5	6
7	8	9
10	11	12

**Directions:** Draw what happens in each part of *Peter and the Wolf*.

## The String Family

Violin



Viola



Cello



Double bass

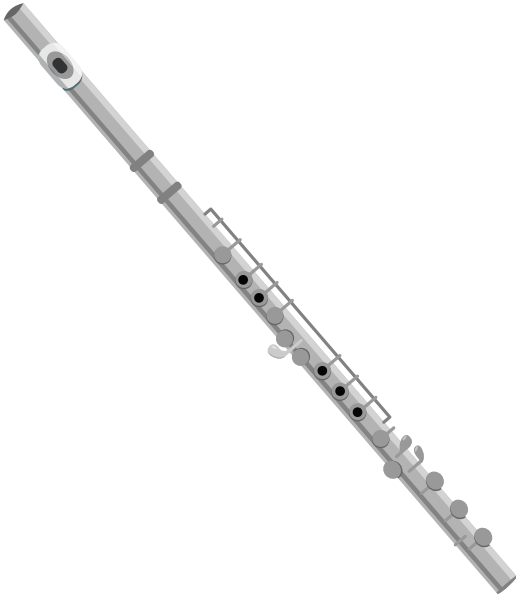


**Directions:** Learn the instruments of the string family.



## The Woodwind Family

Flute



Clarinet



Oboe



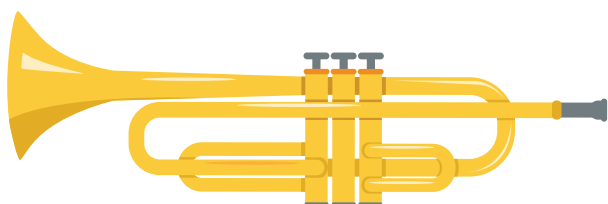
Bassoon



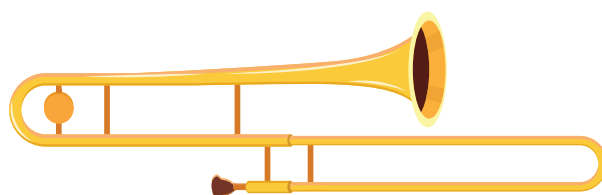
**Directions:** Learn the instruments of the woodwind family.

## The Brass Family

Trumpet



Trombone



French horn



Tuba



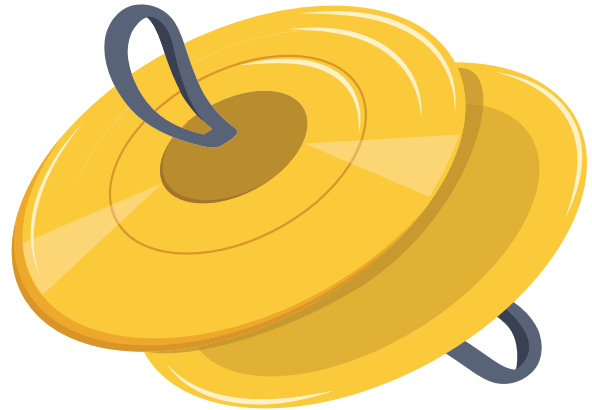
**Directions:** Learn the instruments of the brass family.

## The Percussion Family

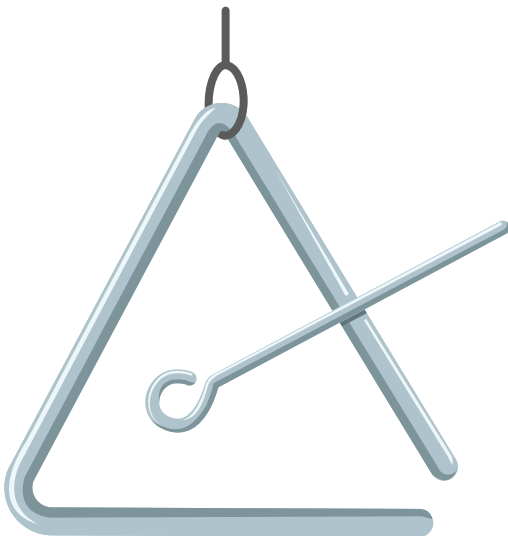
Drums



Cymbals



Triangle



Xylophone



**Directions:** Learn the instruments of the percussion family.

## Who Is in the Family?

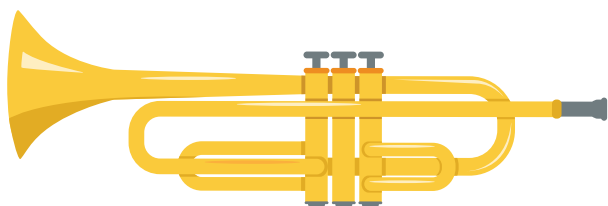
Violin (string family)



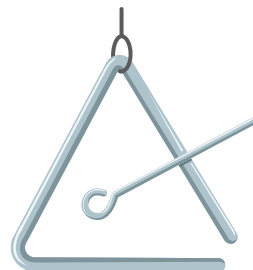
Tuba



Trumpet (brass family)



Triangle



Flute (woodwind family)



Oboe



Drum (percussion family)



Cello



**Directions:** Draw a line to match instruments in the same family.

## Strings and Brass

Violin



Wolf



French horn



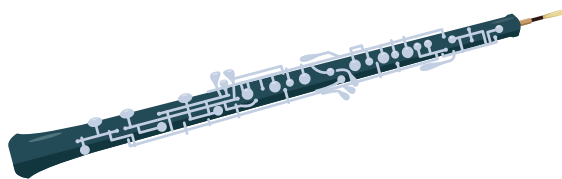
Peter



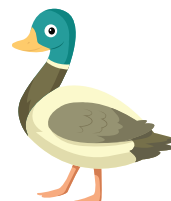
**Directions:** Draw a line to match the instrument to its character from *Peter and the Wolf*.

## Woodwinds and Percussion

Oboe



Duck



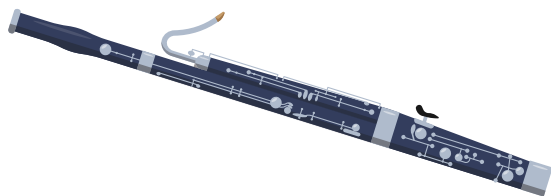
Clarinet



Hunters



Bassoon



Cat



Drums



Grandfather



**Directions:** Draw a line to match the instrument to its character from *Peter and the Wolf*.



## Unit 2 Assessment

1.



2.



3.

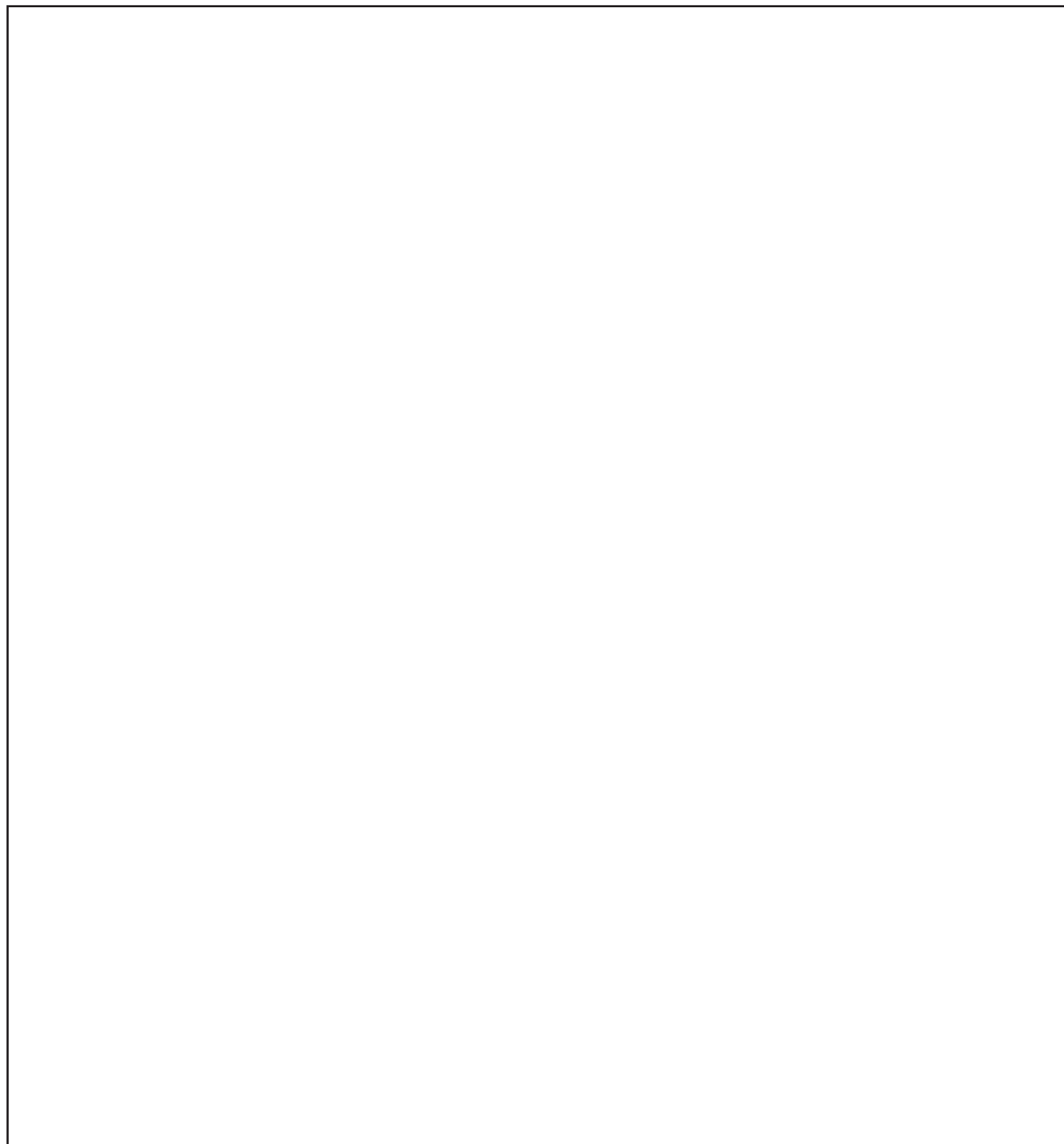


4.

A large empty rectangular box with a black border, intended for drawing.

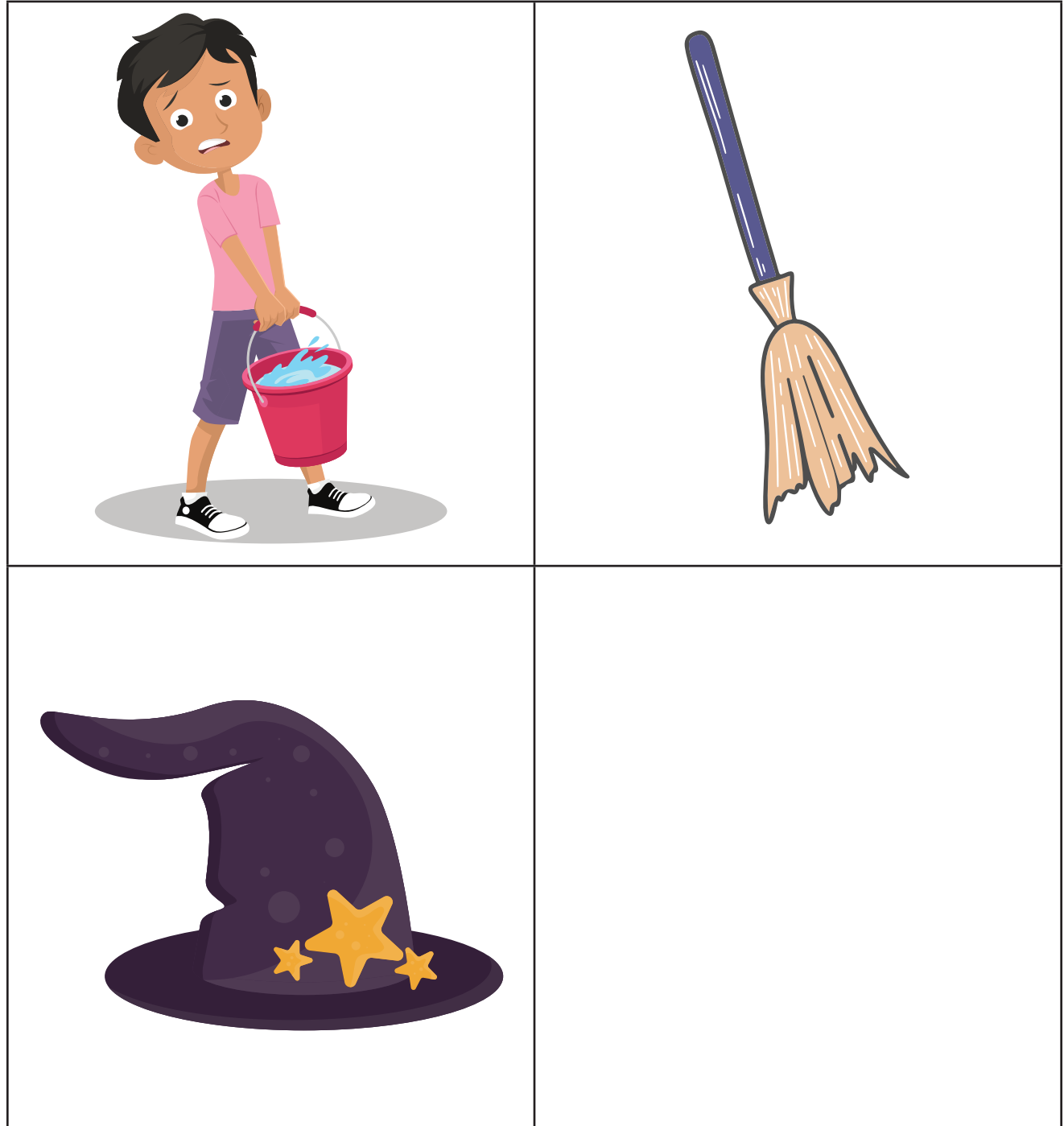
**Directions:** 1–2. Listen to the music. Circle the instrument that you hear. 3. Look at the two pictures, and circle the one who is a conductor. 4. Draw a picture of what a composer does.

## Respond to Opera

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of what they imagine was happening in their favorite song from *Hansel and Gretel*.

**Directions:** Draw a picture of what you imagine was happening in your favorite song from *Hansel and Gretel*.

## *The Sorcerer's Apprentice*



**Directions:** Think about what happens in the first part of *The Sorcerer's Apprentice*. Then draw a picture of the rest of the story.

## Connecting Stories to Music

1.


**Directions:** Think about the music of *The Sorcerer's Apprentice*. Draw three pictures that tell the story you hear.

## Dance

“Miniature Overture”



“March”



“Dance of the Sugar-Plum Fairy”



“Russian Dance (Trepak)”



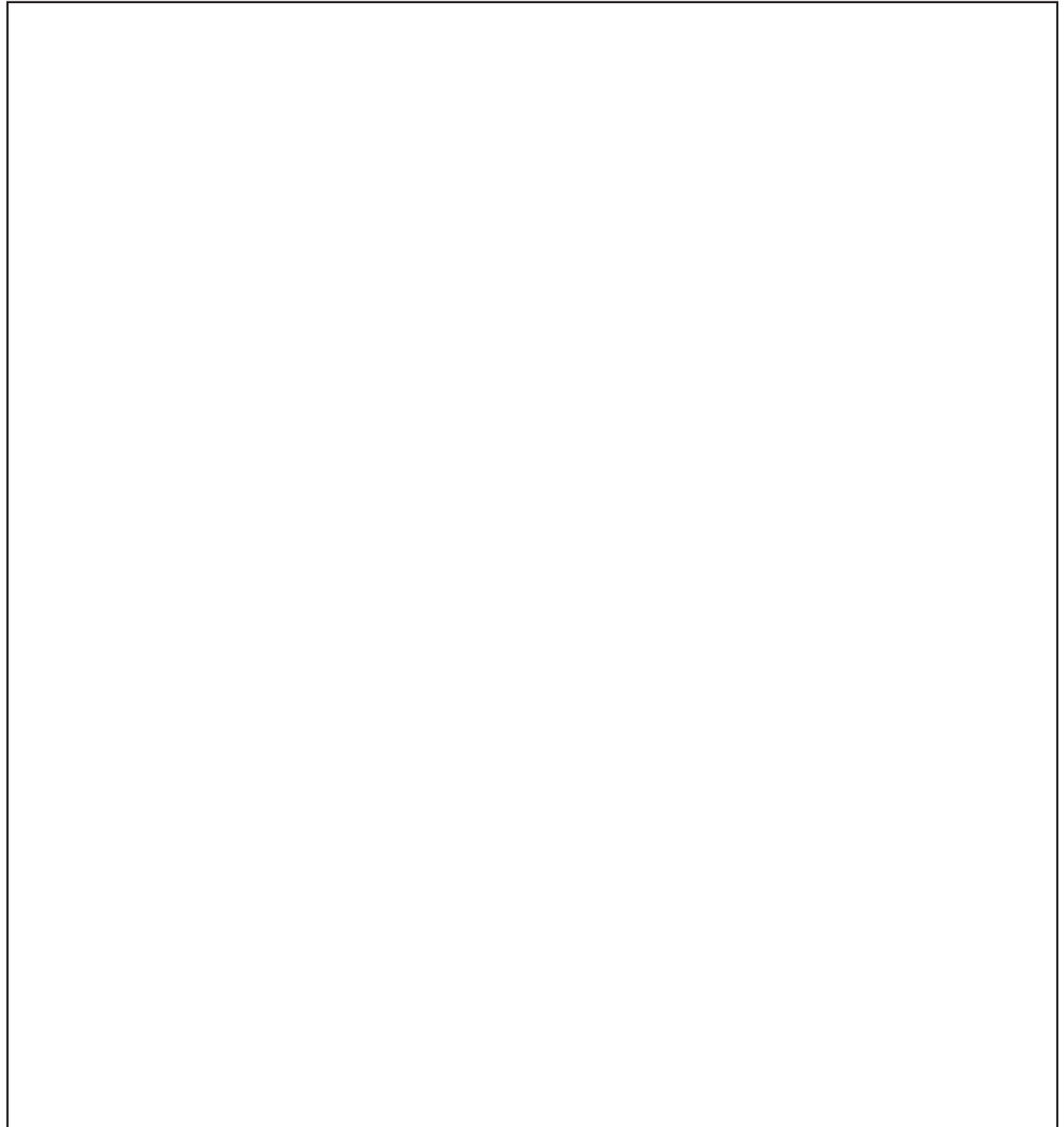
**Directions:** With your group, create a dance for one of the parts of *The Nutcracker*.

## Improvisation


**Directions:** Improvise your own rhythm to play with “When the Saints Go Marching In.” Write or draw it in the boxes. Then play it with the recording.



## Louis Armstrong and Lil Hardin Armstrong

A large, empty rectangular box with a thin black border, intended for a drawing or illustration.

**Directions:** Listen to “What a Wonderful World” and/or “Doin’ the Suzie-Q” again. Draw shapes and lines that show how the music sounds to you. Use lots of colors!

## Unit 3 Assessment

### 1. Opera



---



---



---

---



---



---

### 2. Ballet



---



---



---

---



---



---

### 3. Jazz



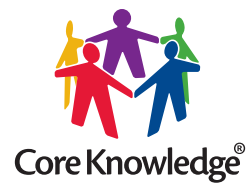
**Directions:** 1. What are two parts of opera? 2. What are two parts of ballet? 3. Write or draw a picture of how jazz makes you feel.

NAME: \_\_\_\_\_

## Culminating Activity

**Directions:** Choose an activity to show what you have learned this year in music class.





## **Core Knowledge Music™**

### **Editorial Director**

Linda Bevilacqua

### **Editorial Staff**

Sue Herndon

### **Design Manager**

Ivan Pesic

## Subject Matter Expert

Katherine Witt

Doctorate of Musical Arts, University of Georgia

Masters in Instrumental Music Education P-12, University of North Alabama

## Illustration and Photo Credits

abbydesign / Alamy Stock Photo: 31a

alexblacksea / Alamy Stock Photo: 3b, 4b, 5a

Daniel Cole / Alamy Stock Photo: 6d

iki hanohi illustration / Alamy Stock Photo: 13a

imageBROKER.com / Alamy Stock Photo: Cover D

Lebrecht Music & Arts / Alamy Stock Photo: Cover A, 18, 27h

LionGate / Alamy Stock Photo: 6c

LJSpotography / Alamy Stock Photo: 27g

Matthew Cole / Alamy Stock Photo: 11

Michael Burrell / Alamy Stock Photo: 6b

olga Yastremska / Alamy Stock Photo: 10

Panther Media Global / Alamy Stock Photo: 14b

Pavel Losevsky / Alamy Stock Photo: i, iii

Prostorina / Alamy Stock Photo: 31c, 34b

sebastian coll / Alamy Stock Photo: 3c, 4c

Sergey Gromyko / Alamy Stock Photo: 14a

Serkan ÖZBAY / Alamy Stock Photo: 3a, 4a, 5c

Sudowoodo / Alamy Stock Photo: 34c

Tatiana Klimiankova / Alamy Stock Photo: 29b—c

The Protected Art Archive / Alamy Stock Photo: 34a

Viktoriia Chorna / Alamy Stock Photo: 5b

Wilawan Khasawong / Alamy Stock Photo: Cover B, 6a

Yurii Lysiak / Alamy Stock Photo: 31b

Yusuf Demirci / Alamy Stock Photo: 9

Zdenek Sasek / Alamy Stock Photo: 5d





# CKMusic™

## Core Knowledge Music™ GRADE 1

### **Core Knowledge Visual Arts (CKVA) and Core Knowledge Music (CKMusic) Instructional Materials, K–8**

A comprehensive program in visual arts and music: integrating topics in theory and performance, encouraging creativity, and exploring different cultural expression and concepts specified at each grade level in the *Core Knowledge Sequence* (Content and Skill Guidelines for Grades K–8)

#### **Core Knowledge GRADE 1**

units in this volume include:

**Elements of Music  
Composers and the Orchestra  
Music Can Tell a Story**

**See Core Knowledge Visual Arts Grade 1 for more  
information about Grade 1 Visual Arts units.**

[www.coreknowledge.org](http://www.coreknowledge.org)

**Core Knowledge Curriculum Series™**