



# Music

## Student Activity Book



Bass drum



Quarter and eighth notes

Students dancing to music



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# Core Knowledge Music

## Grade 1

Student Activity Book



Core Knowledge®

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ISBN: 979-8-88970-674-8



# Core Knowledge Music: Grade 1

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# **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.

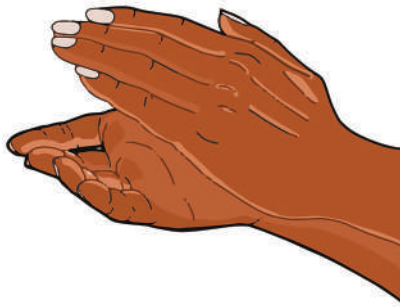
Please let us know if you have any questions.





## Feeling the Beat

Clap



Stomp



Snap



1

2

3

4

1

2

3

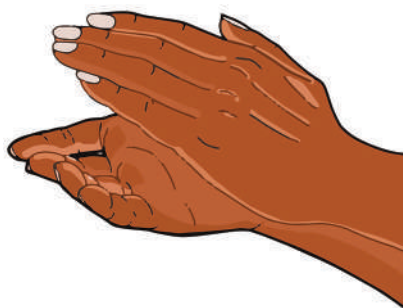
4



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

## Echo the Beat

Clap



Stomp



Snap



1

2

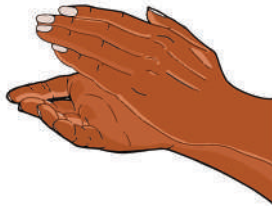
3

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



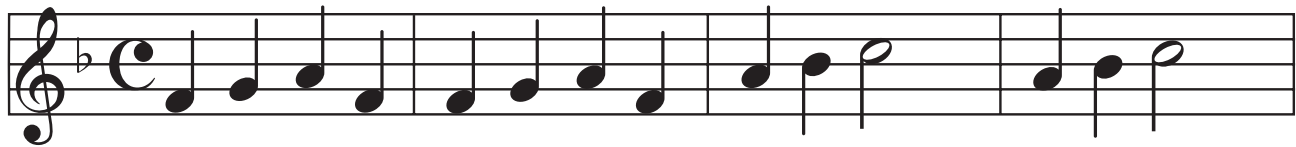
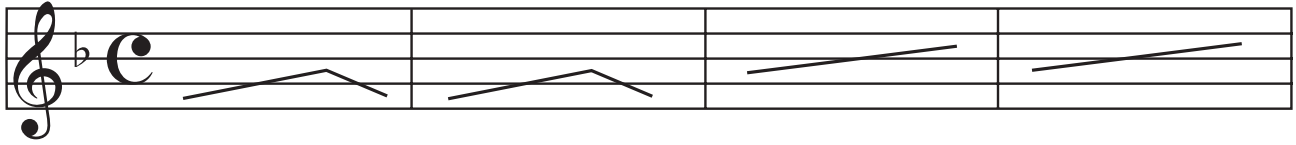
High

Low

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

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

## Melody



**Directions:** Use your finger to trace the melody lines.

## Same or Different?

1.

Take me out to the ball game.

Detailed description: A single staff of music in treble clef. The melody consists of the following notes: G4 (half note), A4 (quarter note), B4 (quarter note), C5 (quarter note), D5 (quarter note), E5 (half note), D5 (quarter note), and C5 (half note). The lyrics are written below the staff, aligned with the notes.

2.

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

Detailed description: A single staff of music in treble clef. The melody consists of the following notes: G4 (half note), A4 (quarter note), B4 (quarter note), C5 (quarter note), D5 (quarter note), E5 (half note), and D5 (half note). A slur connects the E5 and D5 notes. The lyrics are written below the staff, aligned with the notes. The phrase ends with a blank line for a continuation.

3.

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

Detailed description: A single staff of music in treble clef. The melody consists of the following notes: G4 (quarter note), A4 (quarter note), B4 (quarter note), C5 (quarter note), D5 (quarter note), E5 (quarter note), F#5 (quarter note), G5 (half note), F#5 (quarter note), E5 (quarter note), D5 (half note), and C5 (half note). The lyrics are written below the staff, aligned with the notes.

**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

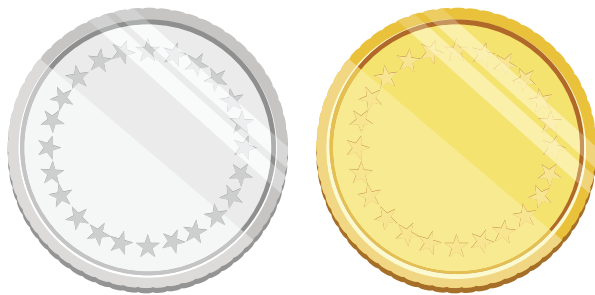
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**Directions:** Write and/or draw new lyrics to the song.

## “Make New Friends”



Make new friends, but keep the old.

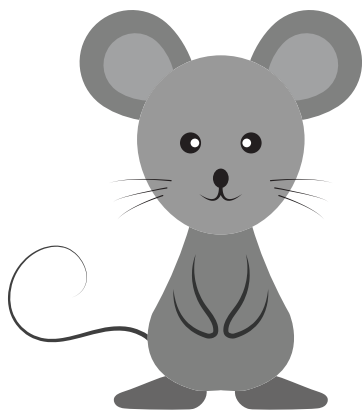


One is silver, and the other, gold.

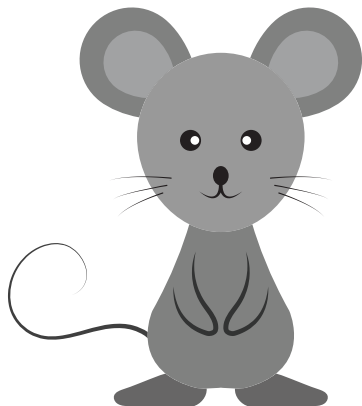
**Directions:** Follow along with the lyrics of “Make New Friends” by touching the picture at the beginning of each line.

## Is It Loud or Soft?

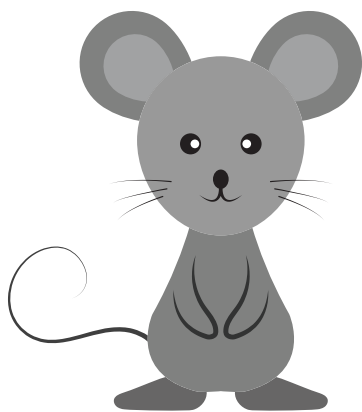
1.



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 shows 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 has a 3/4 time signature. The lyrics are written below the notes. A vertical line is drawn after the second measure of each staff, separating the first two measures from the rest of the phrase. The notes are: Staff 1: G4 (quarter), A4 (quarter), B4 (quarter), C5 (half), G4 (quarter), A4 (quarter), B4 (quarter), C5 (half). Staff 2: G4 (quarter), A4 (quarter), B4 (quarter), C5 (half), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (half). Staff 3: G4 (quarter), A4 (quarter), B4 (quarter), C5 (half), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (half). Staff 4: G4 (quarter), A4 (quarter), B4 (quarter), C5 (half), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (half).

**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

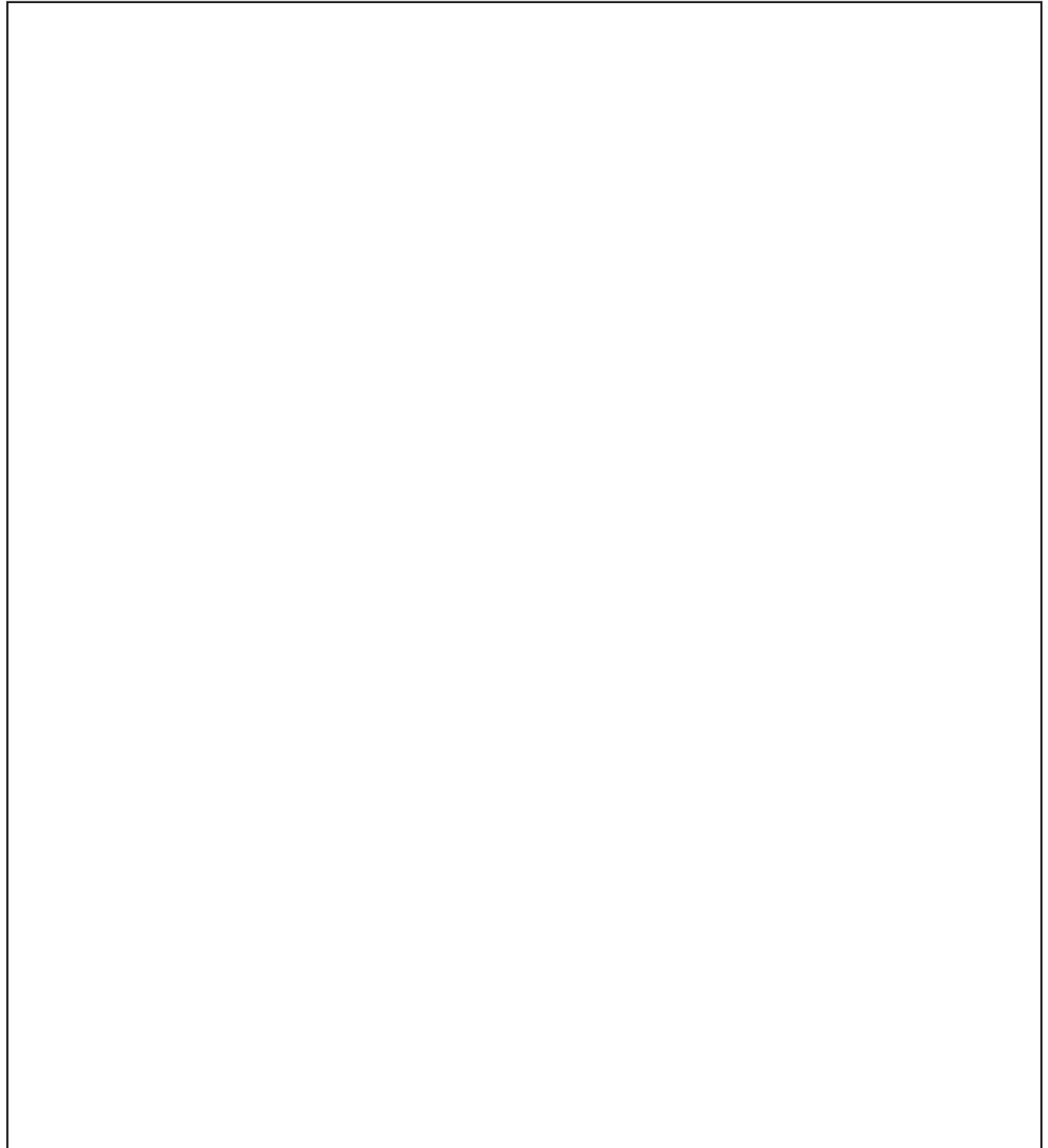
					
					



**Directions:** Follow along as your teacher demonstrates the rhythms of quarter and eighth notes.

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



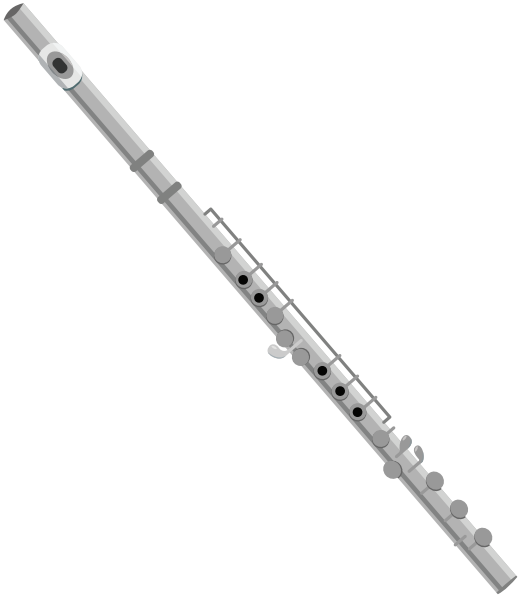
Double bass



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

## The Woodwind Family

Flute



Clarinet



Oboe



Bassoon

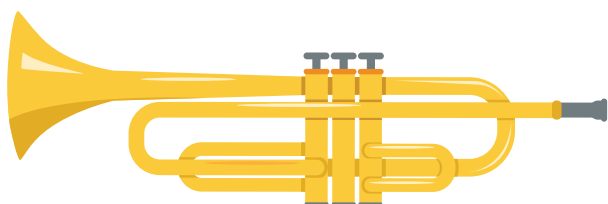


**Directions:** Learn the instruments of the woodwind family.

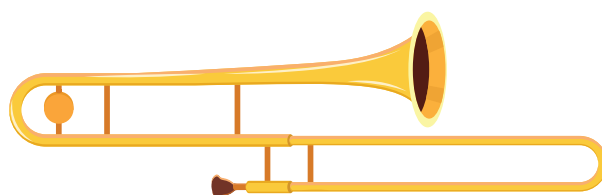


## The Brass Family

Trumpet



Trombone



French horn



Tuba



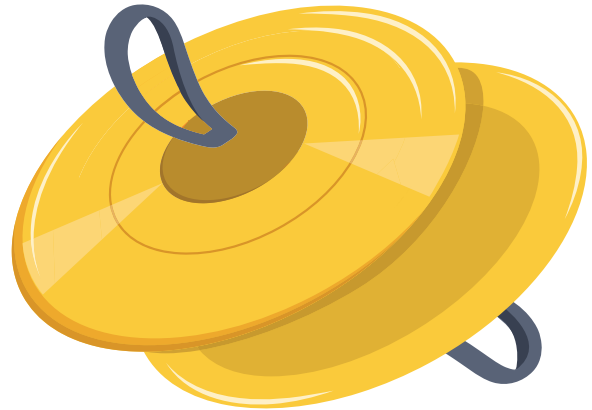
**Directions:** Learn the instruments of the brass family.

## The Percussion Family

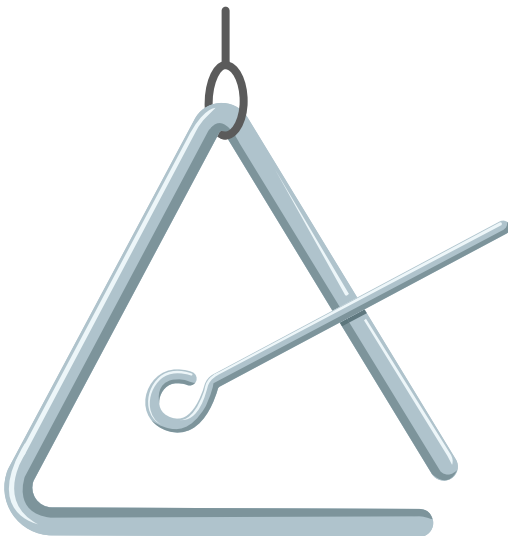
Drums



Cymbals



Triangle



Xylophone



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

## Who Is in the Family?

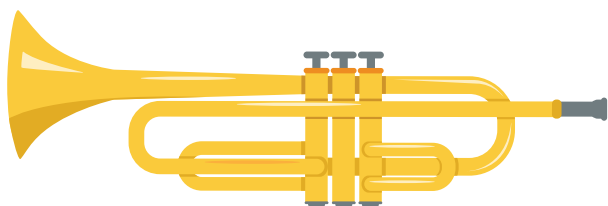
Violin (string family)



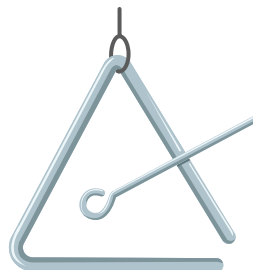
Tuba



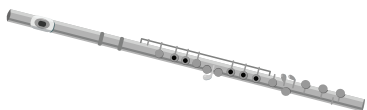
Trumpet (brass family)



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



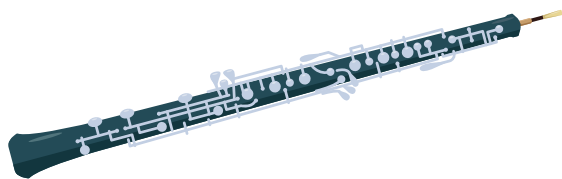
Peter



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

## Woodwinds and Percussion

Oboe



Duck



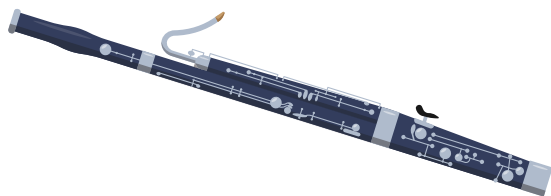
Clarinet



Hunters



Bassoon



Cat



Drums



Grandfather



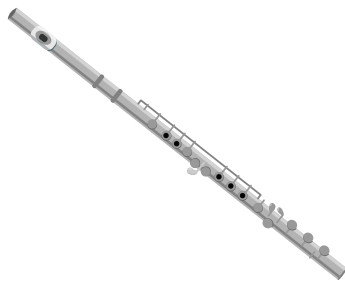
**Directions:** Draw a line to match the instrument to its character from *Peter and the Wolf*.

## Unit 2 Assessment

1.



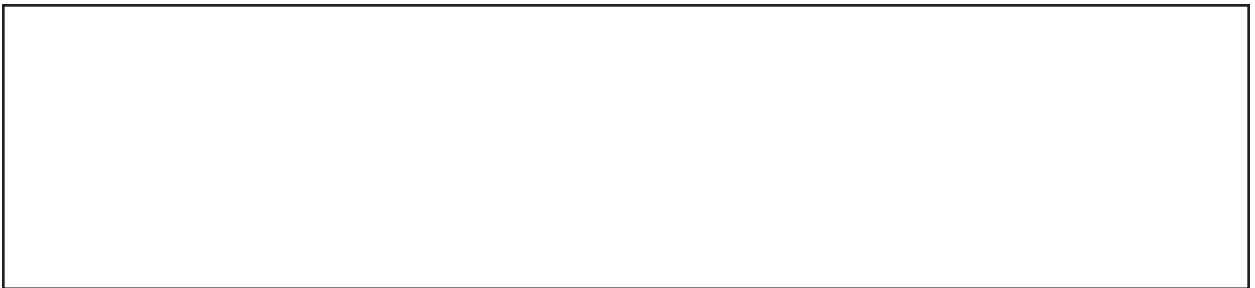
2.



3.



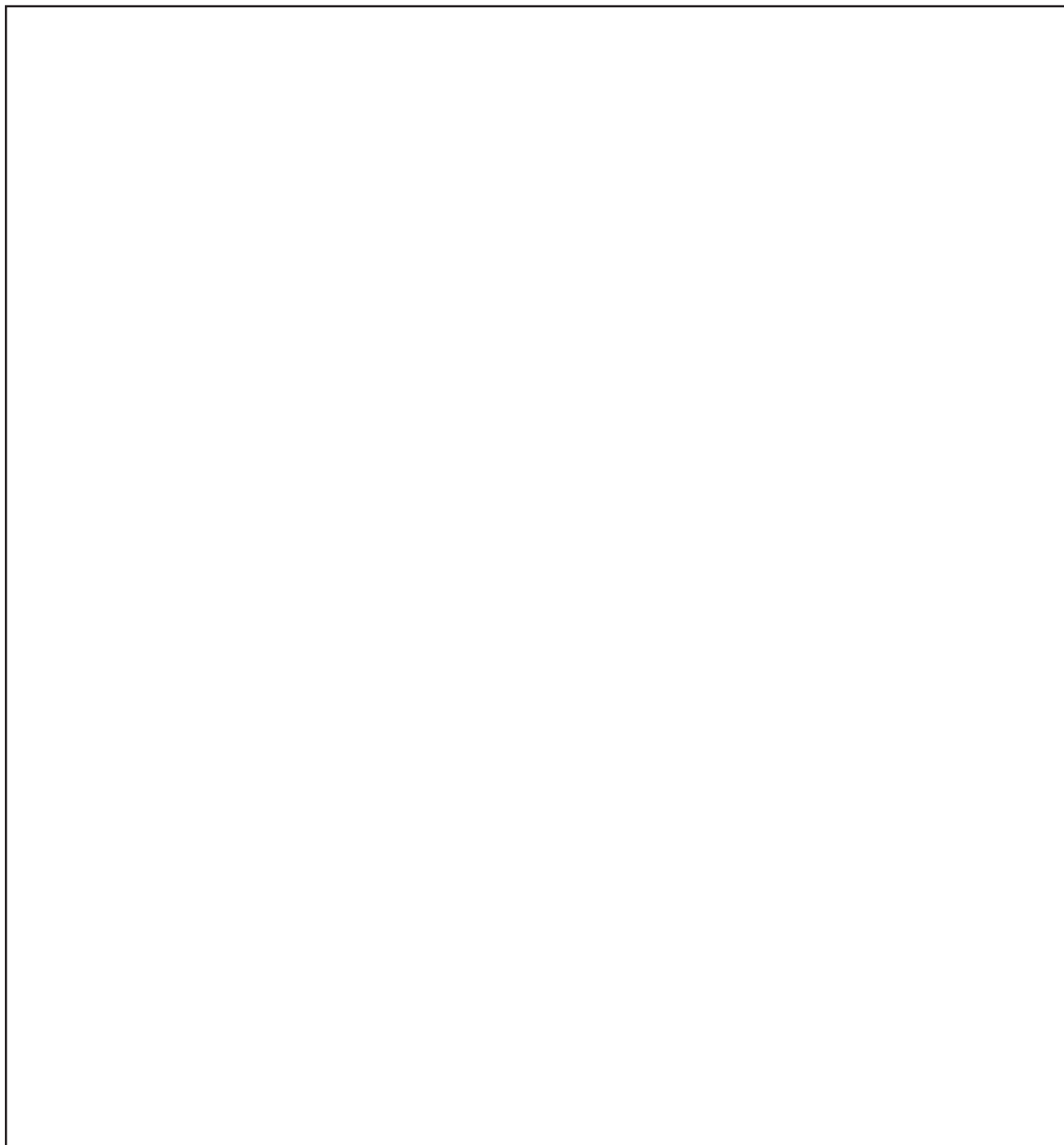
4.



**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.

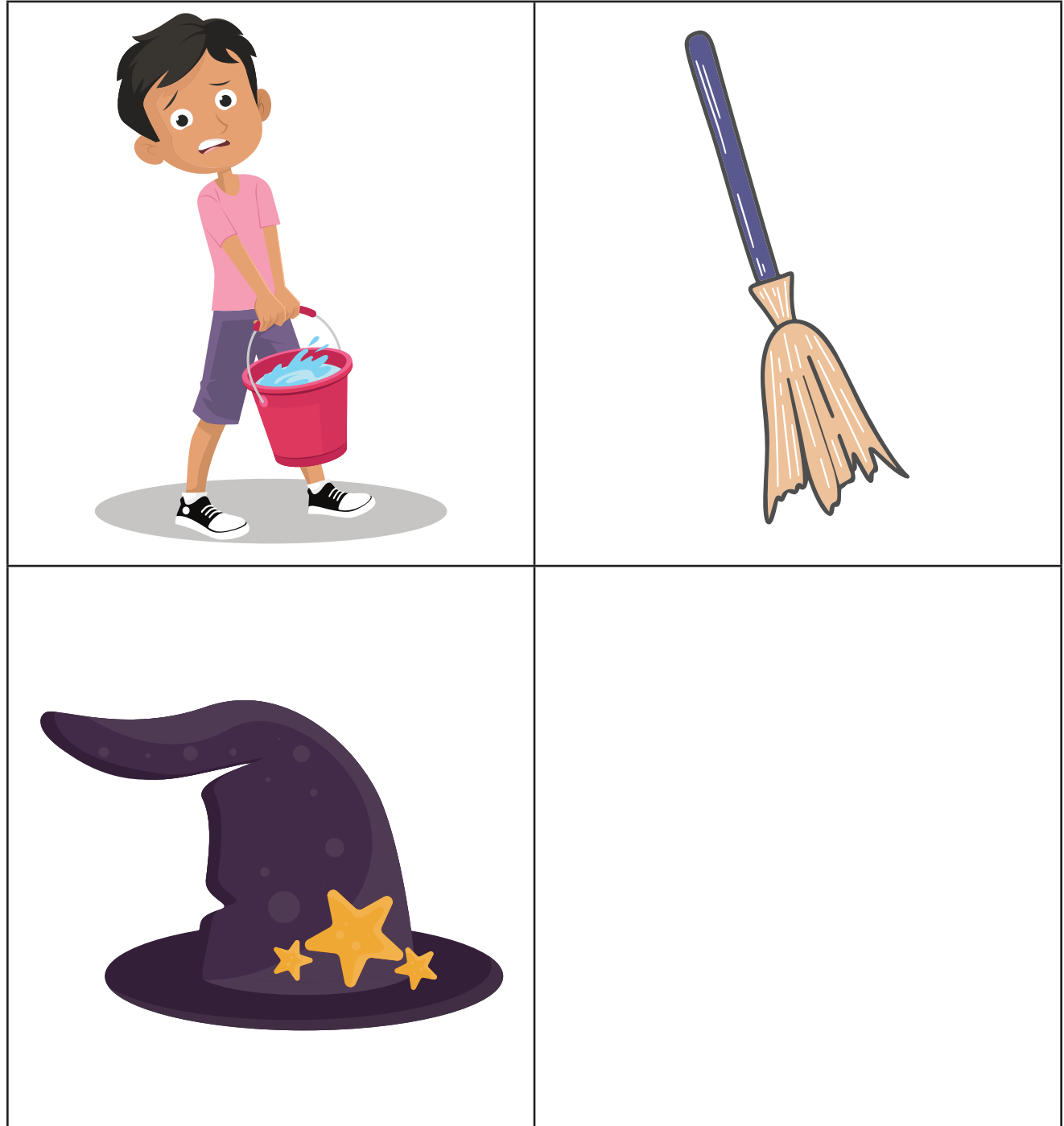


## Respond to Opera

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)”

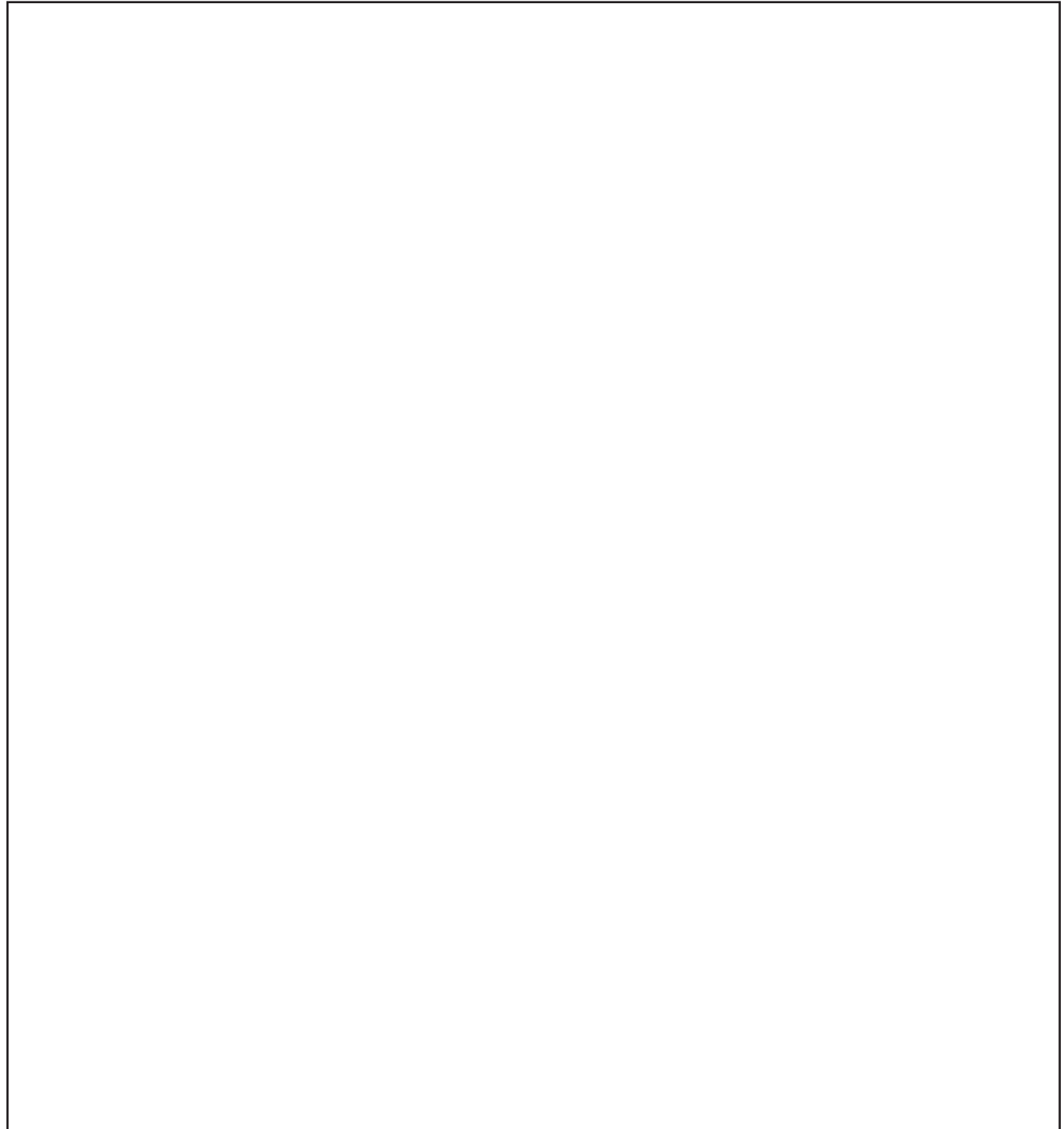


**Directions:** With your group, create a dance for one of the parts of *The Nutcracker*.

## 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



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### 2. Ballet



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### 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.





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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.**

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