

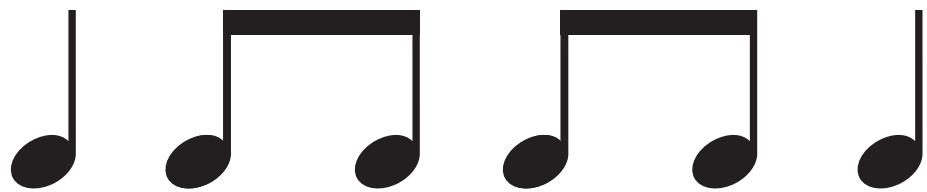


Music

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



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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*

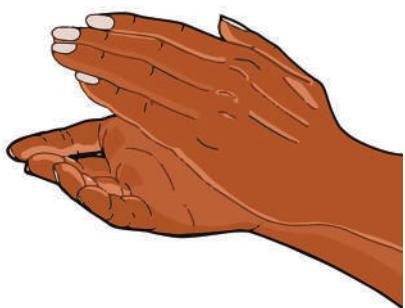
Students will learn how opera, ballet, and instrumental music can each tell stories through their artistic medium. They will learn *Hansel and Gretel* by Engelbert Humperdinck, *The Nutcracker Suite* by Pyotr Illyich Tchaikovsky, and *The Sorcerer's Apprentice* by Paul Dukas.

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

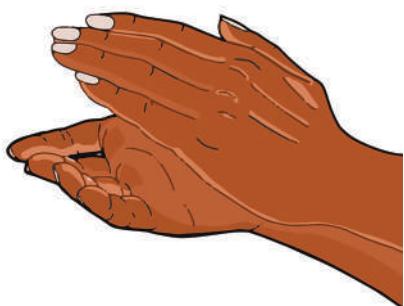
4



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

Echo the Beat

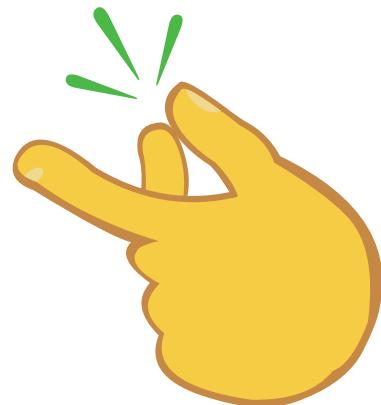
Clap



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.

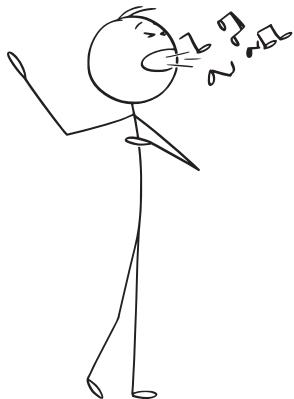
Short and Long Sounds



Short



Long



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

Pitch



High

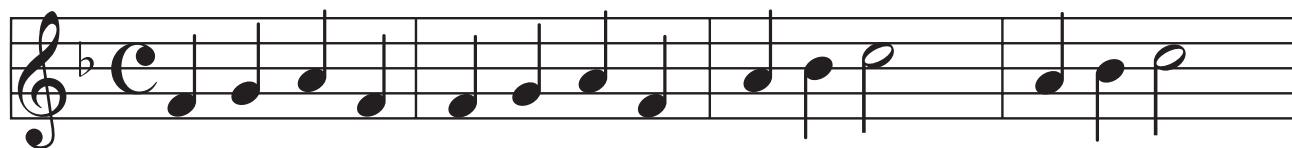
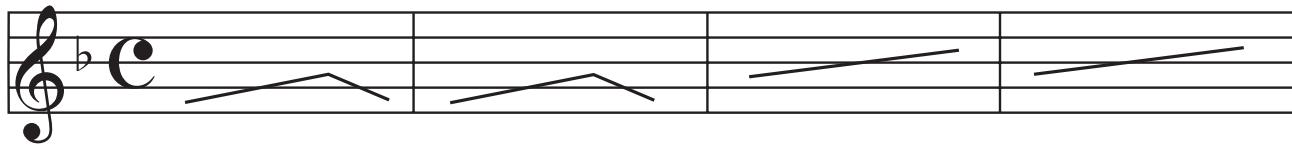


Low



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

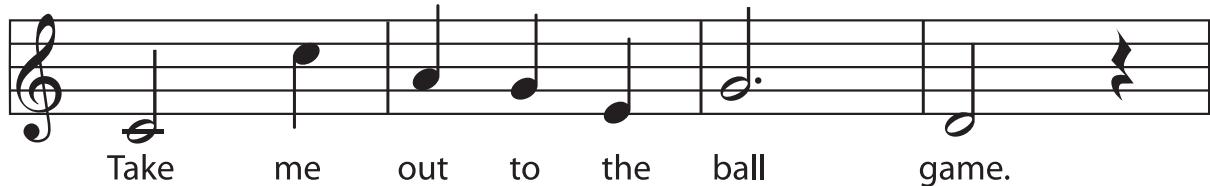
Melody



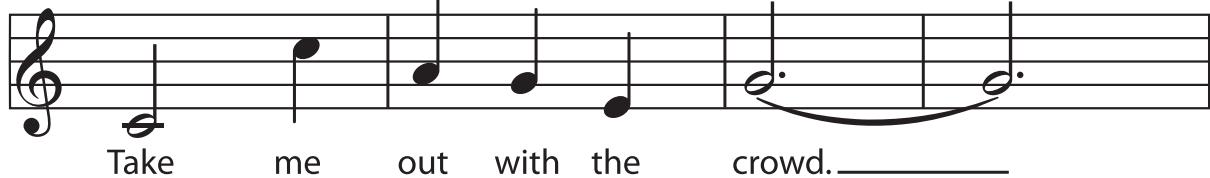
Directions: Use your finger to trace the melody lines.

Same or Different?

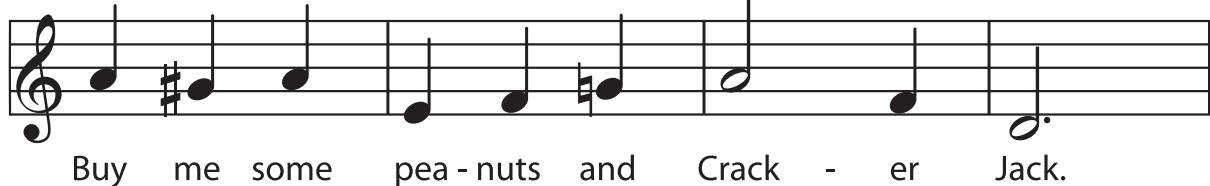
1.



2.



3.



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.

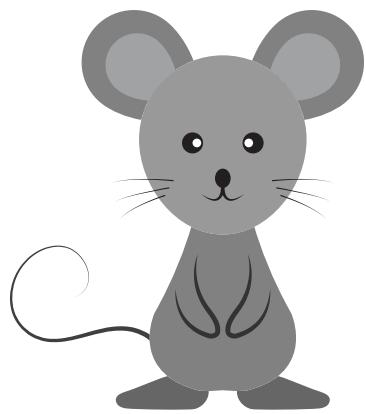


One is silver, and the other, gold.

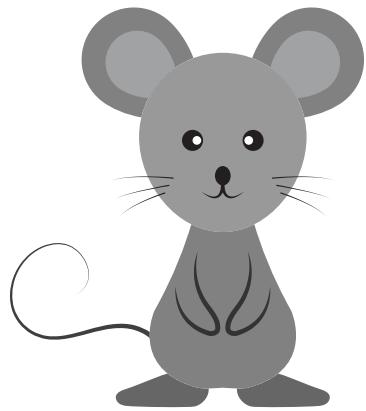
Directions: Follow along with the lyrics of “Make New Friends” by touching the picture at the beginning of each line.

Is It Loud or Soft?

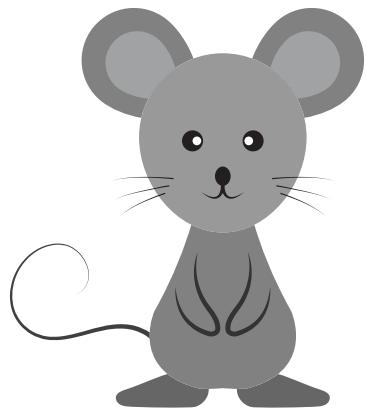
1.



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”

The image shows four staves of musical notation in G clef. The lyrics are written below each staff, corresponding to the notes. The first staff has lyrics: "Oh when the saints go marching in". The second staff has lyrics: "oh, when the saints go marching in". The third staff has lyrics: "how I long to be in that num-ber". The fourth staff has lyrics: "when the saints go marching in". The music consists of quarter notes and eighth notes, with some notes having stems pointing up and others down. There are also some rests and a fermata at the end of the fourth staff.

Oh when the saints go marching in

oh, when the saints go marching in

how I long to be in that num-ber

when the saints go marching in

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

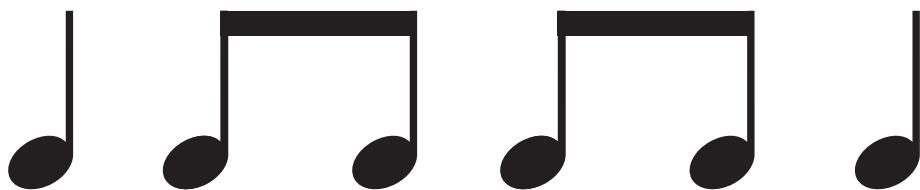
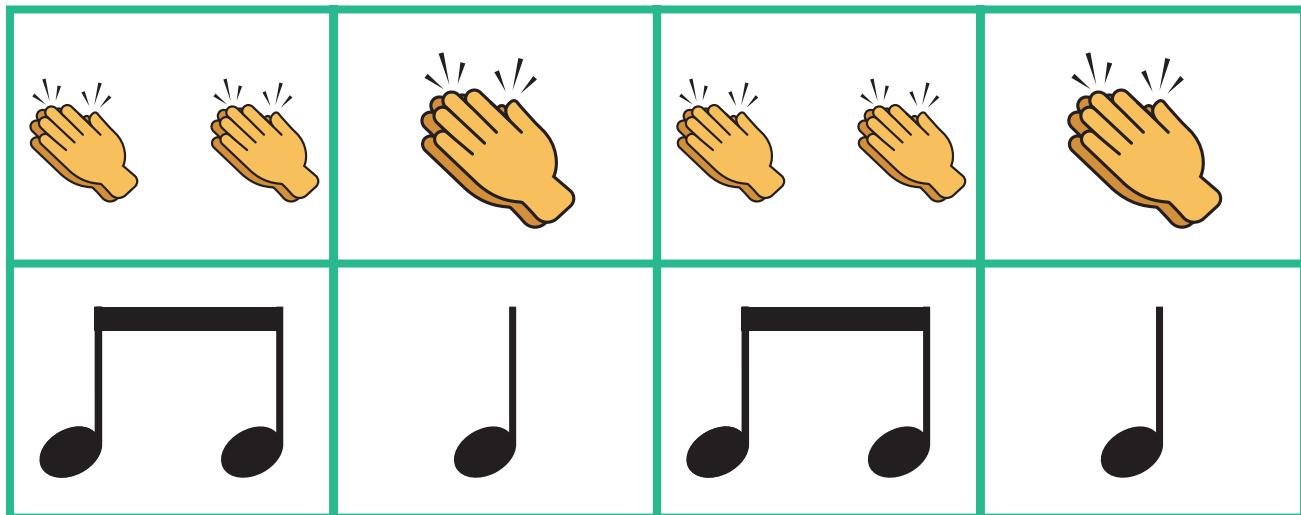


1

Eighth notes

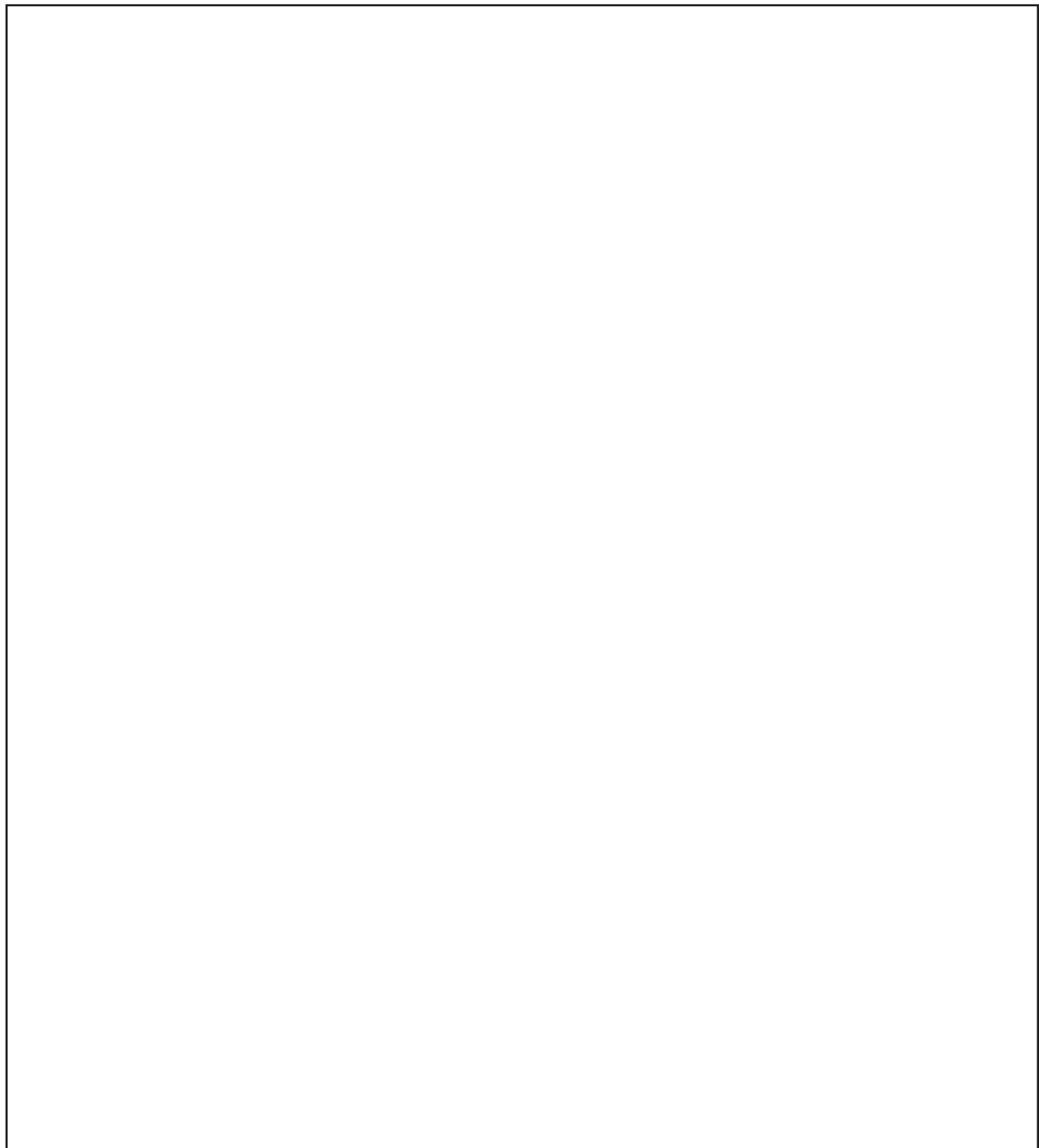


1 and



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

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.

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



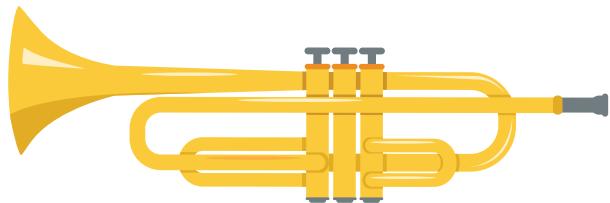
Bassoon



Directions: Learn the instruments of the woodwind family.

The Brass Family

Trumpet



Trombone



French horn



Tuba



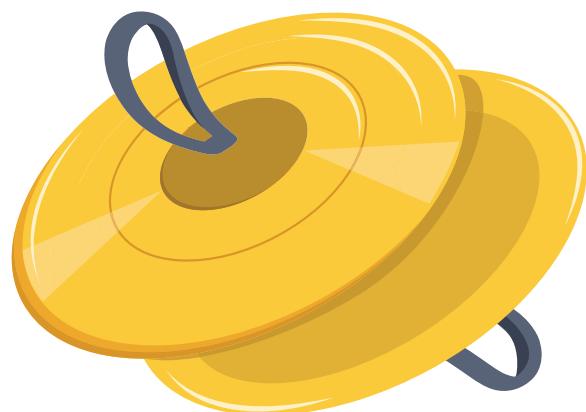
Directions: Learn the instruments of the brass family.

The Percussion Family

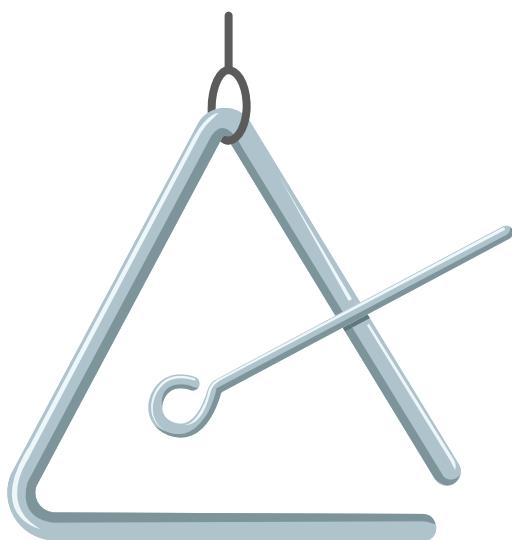
Drums



Cymbals



Triangle



Xylophone



Directions: Learn the instruments of the percussion family.

Who Is in the Family?

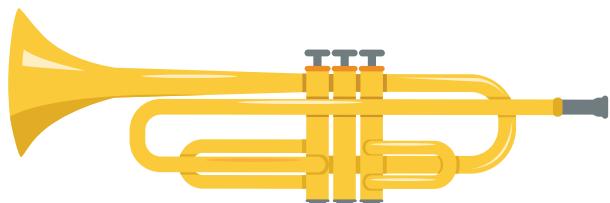
Violin (string family)



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



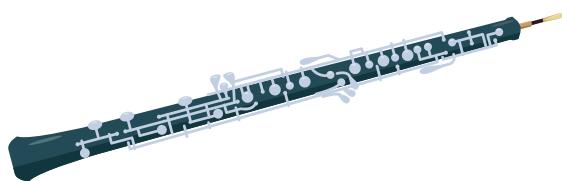
Peter



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.



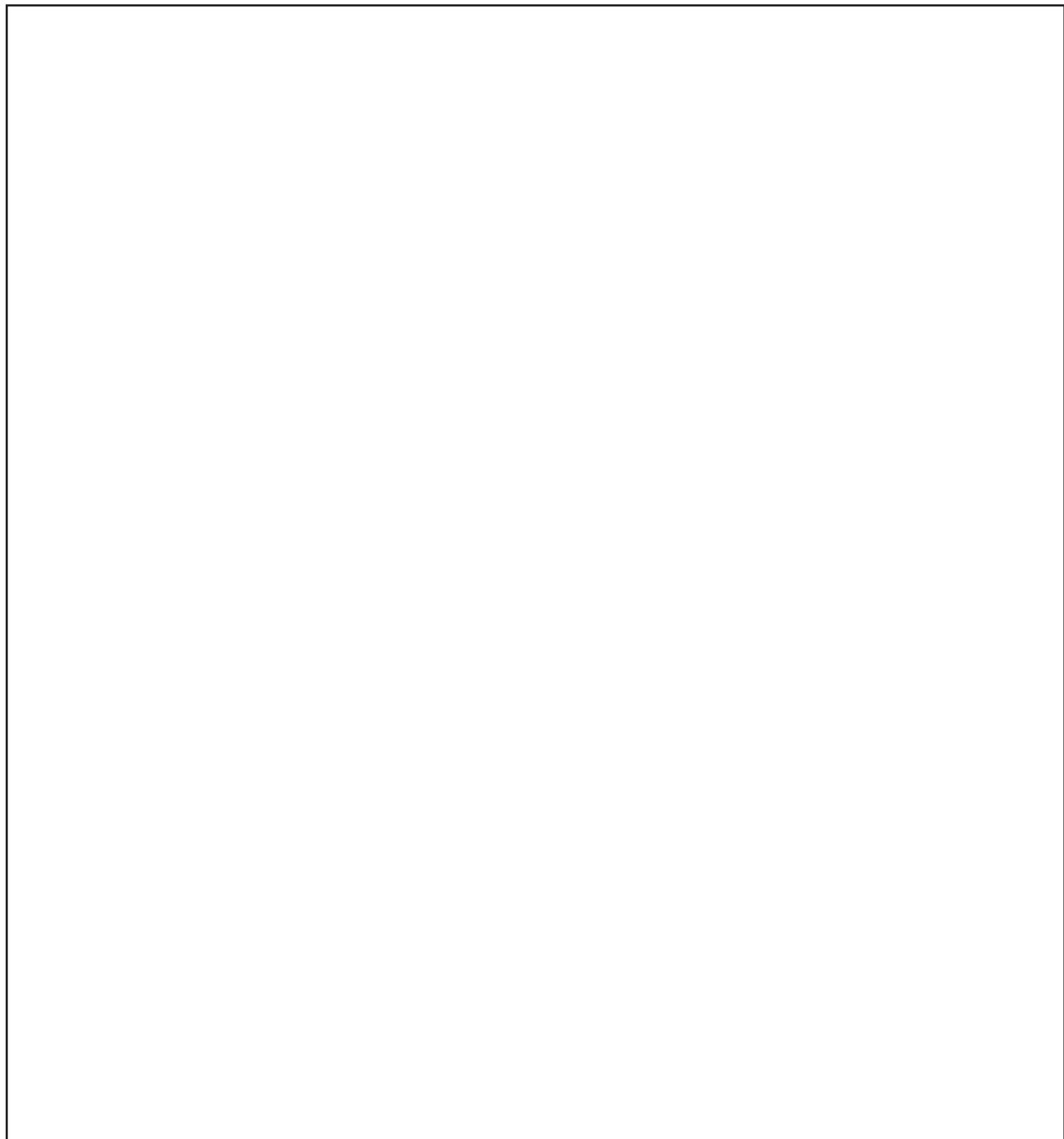
4.



Directions: 1–2. Listen to the music. Circle the instrument that you hear.

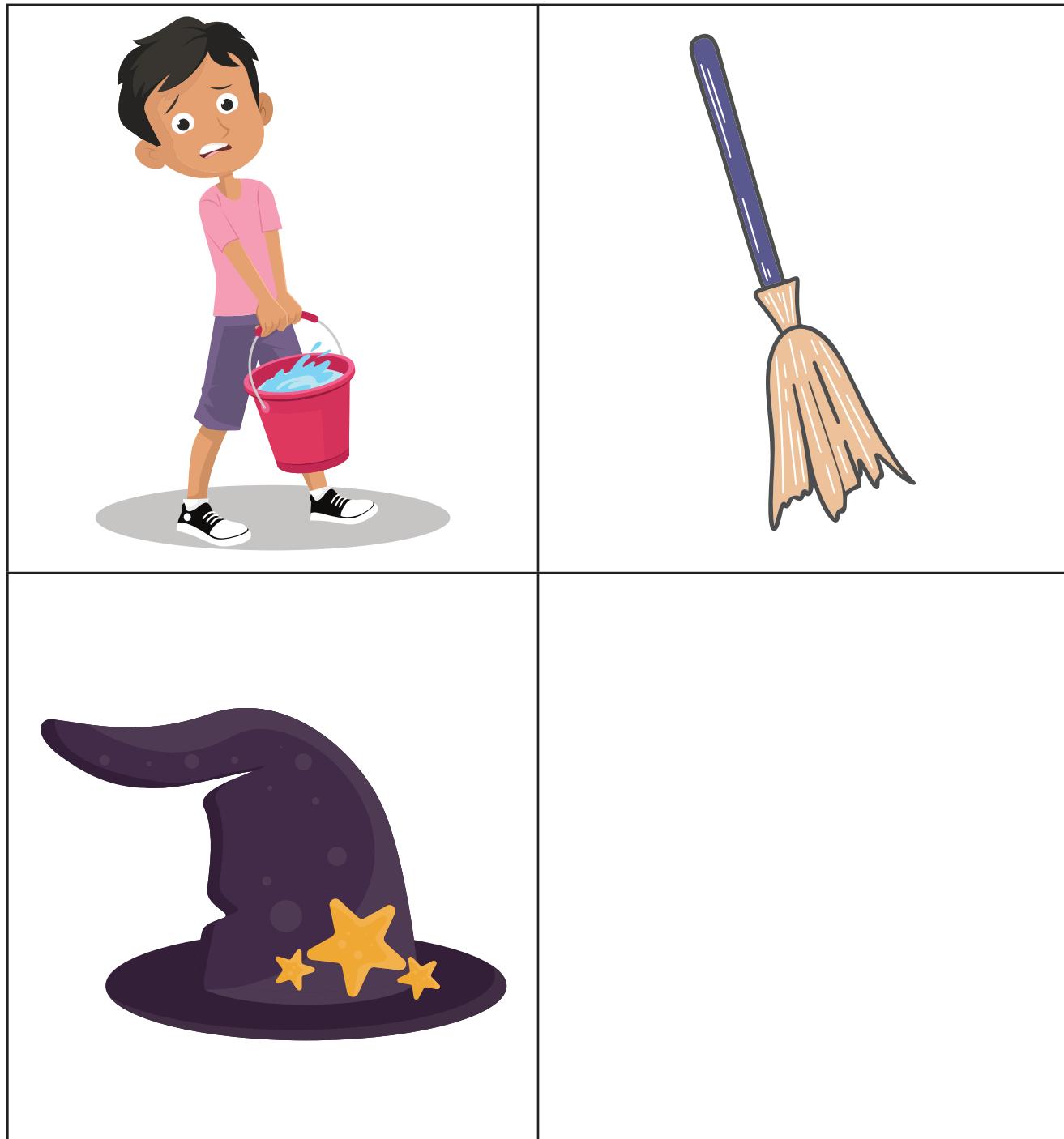
3. Look at the two pictures, and circle the one who is a conductor. **4.** Draw a picture of what a composer does.

Respond to Opera



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

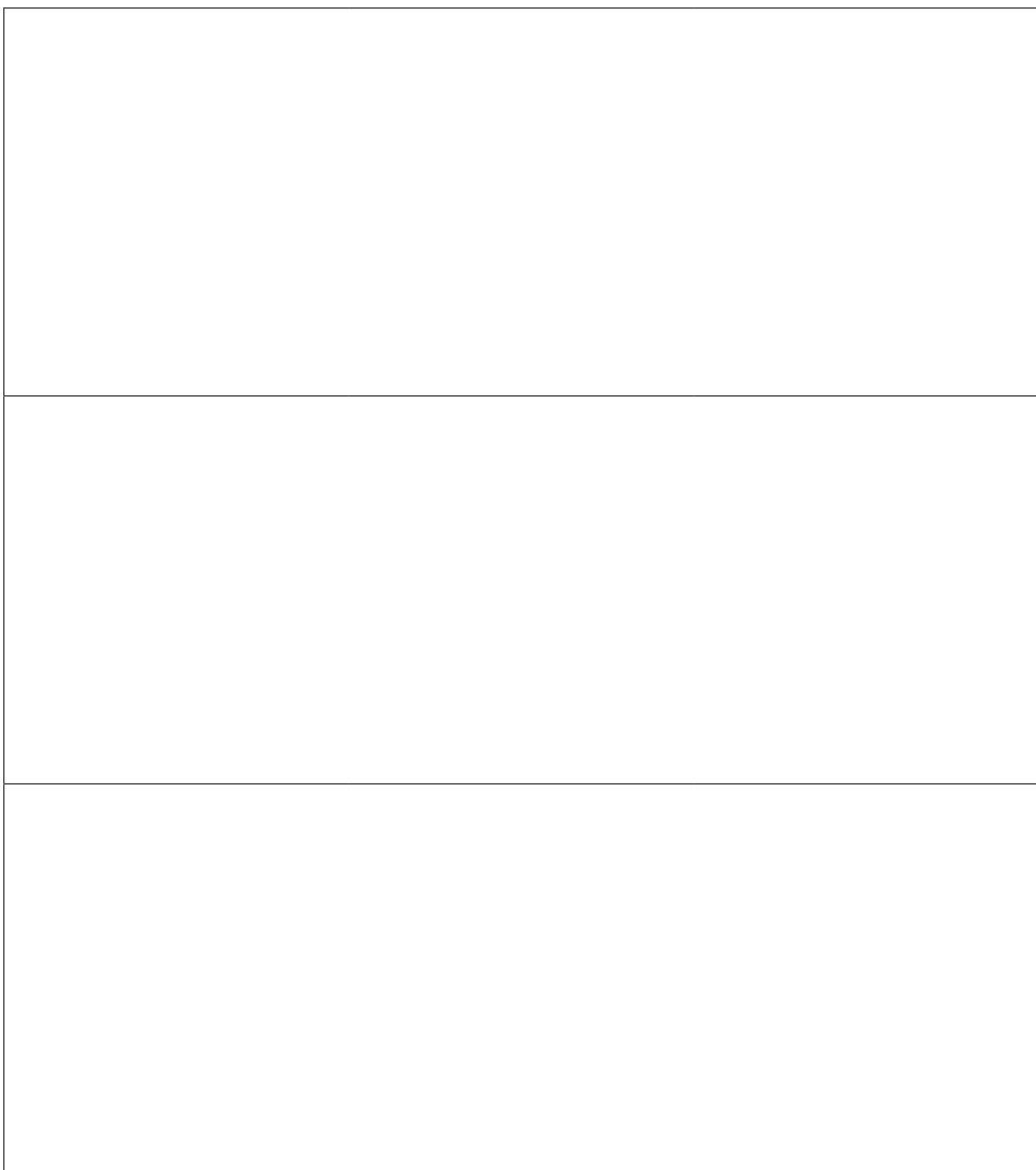
The Sorcerer's Apprentice



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.

Three large, empty rectangular boxes stacked vertically, intended for students to draw scenes from the story "The Sorcerer's Apprentice".

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)”



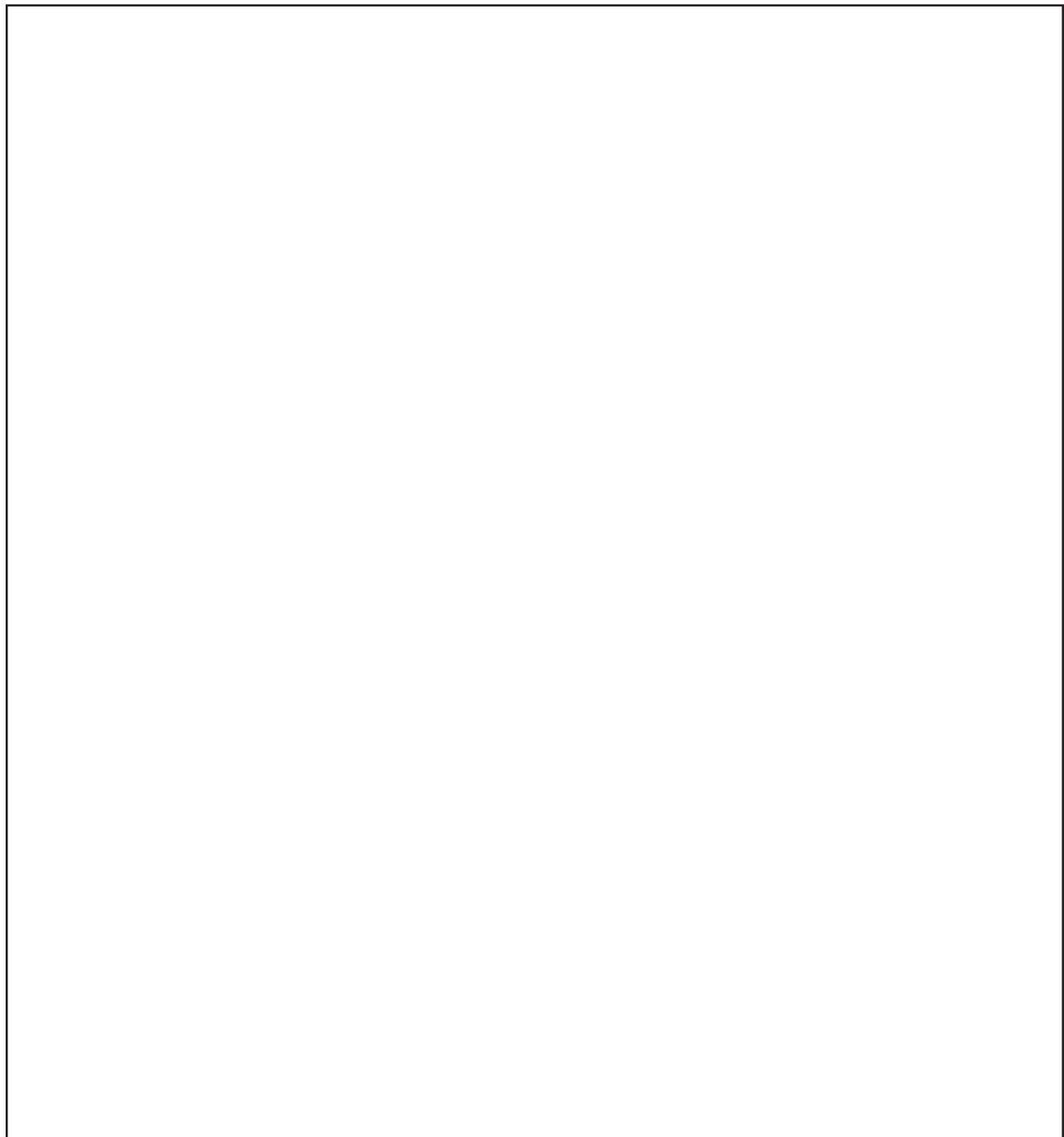
Directions: With your group, create a dance for one of the parts of *The Nutcracker*.

Improvisation

Four large, empty rectangular boxes stacked vertically, intended for students to draw or write musical notation in response to the improvisation directions.

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.

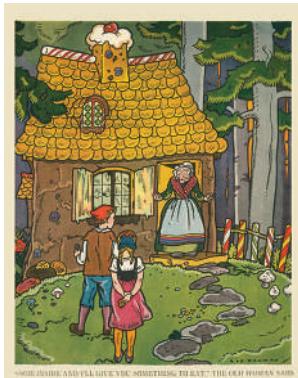
Louis Armstrong and Lil Hardin Armstrong



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



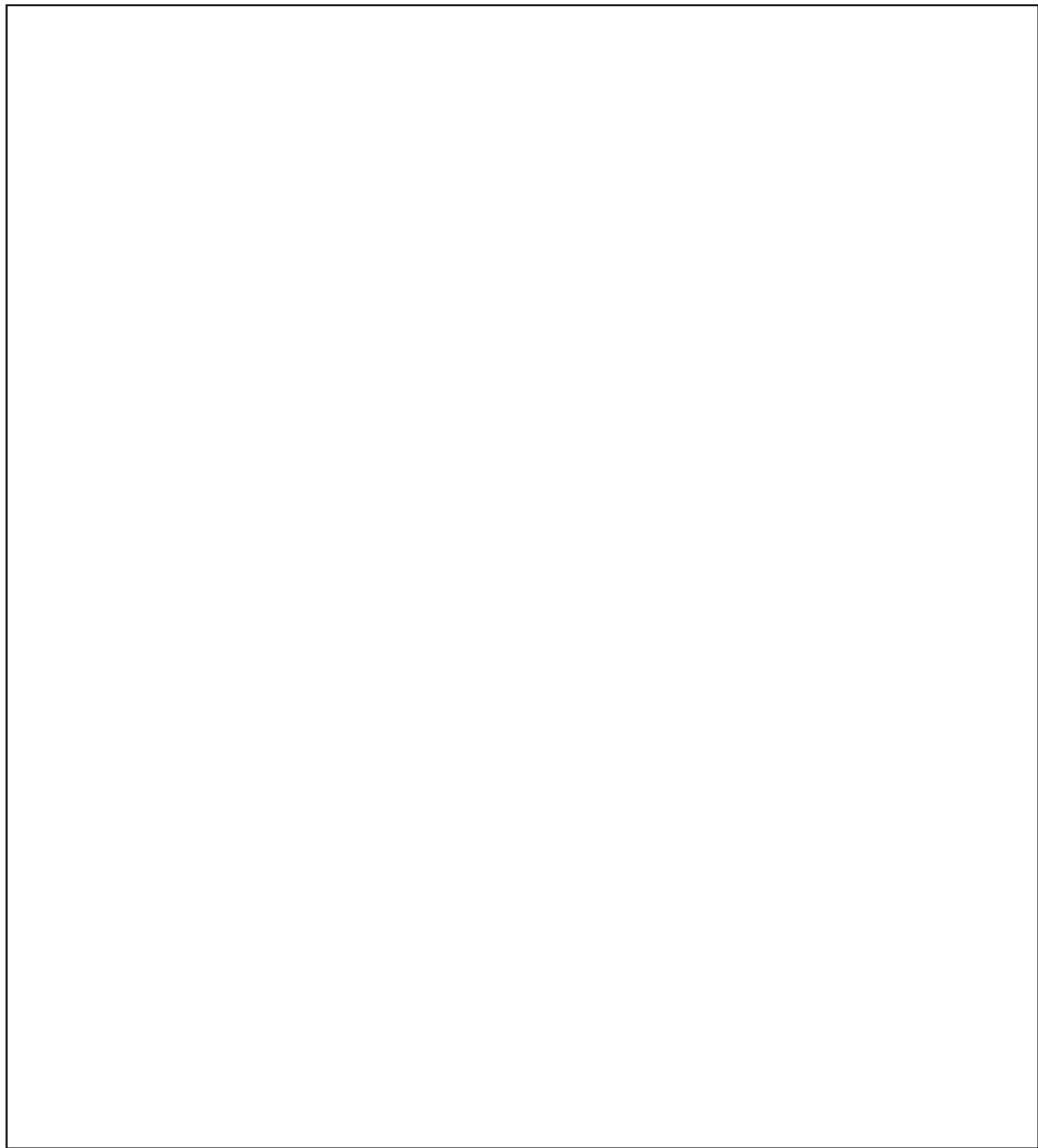
3. Jazz



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

A large, empty rectangular box with a thin black border, occupying most of the page below the title. It is intended for the student to draw their chosen culminating activity.

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



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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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