

# Grade 1 Music Sample Unit

## Learning Objectives Checklist for Unit 1: Learning to Hear

The checklist that appears below is the same checklist that appears at the beginning of the Grade 1 Music Section of the curriculum guide. The objectives already checked are those that are selected for teaching and/or reinforcement in the sample unit. Note that some objectives are addressed more than once in the sample unit and that other objectives are better addressed in other music units.

The students will:

√	identify sounds in a variety of settings, both natural (e.g., bird) and constructed (e.g., car)
√√√√√	begin to develop a vocabulary of the elemental characteristics of sounds from a variety of settings (e.g., high/low and soft/loud)
	develop an awareness of <i>rhythm, pitch, tone colour, dynamics, and texture</i> in speech, music, and the environment
√	demonstrate awareness of beat in speech, music, and other sounds (e.g., clapping, stepping, and counting)
√√√	respond to fast/slow paces in speech, music, and other sounds in a variety of ways
√√	demonstrate awareness of the relative length of sounds (long/short) in speech, music, and the environment
√√√√√	demonstrate awareness of high/low sounds in speech, music, and the environment
	become aware of the differences in the texture created by sounds heard alone and sounds heard together
√	demonstrate awareness of patterns of same and different sounds in speech, music, and the environment
√√√	demonstrate awareness of loud/soft sounds in speech, music, and the environment
	develop awareness that sounds have distinct tone colours
√√	experiment with the voice and instruments by creating and imitating sounds
√√√√√	develop the ability to match pitch and sing short phrases in tune
	distinguish between the speaking voice and the singing voice
	become aware of differences between own voices and those of others
	become aware of differences of sound between one sound object/instrument and another
√	continue to experiment with a variety of simple found objects and selected instruments, both pitched and unpitched
√√	discuss images and expressive qualities evoked by music expressions
√√	talk about sources of own ideas and become aware that ideas for music compositions come from many sources
√√	make basic decisions (individual/class) about ideas, sounds, instruments, and order in creating a music expression
	think and talk about basic decisions they make in creating music expressions (e.g., loud/soft, fast/slow, high/low)
√√	become aware that notation is a way of preserving compositions and that sounds/music may be represented through a variety of notation devices
√	engage in non-verbal communication by creating sounds to convey particular images or expressive qualities
√√	listen to a variety of contemporary and historical music
	listen to the music of Saskatchewan and Canadian musicians and composers, including First Nation and Métis artists
	listen to the music of a diverse range of cultural groups
	understand that there are many kinds of music
√√	listen to music with curiosity
√	reflect on own response to pieces of music
	show interest in knowing more about a piece of music and the musician or composer
√√	respond to pieces of music verbally and non-verbally (e.g., through movement or drawing)

## Common Essential Learnings Objectives Checklist for Grade 1

The objectives already checked are those that are selected for teaching and/or reinforcement in the Grade 1 Sample Unit. Note that some objectives are addressed more than once.

The students will:

	discuss ideas using their own language (C)
	summarize important understandings (C)
√√√	listen for various purposes (C)
√	gradually incorporate the vocabulary of music into their talk and writing (C)
	recognize common visual symbols particular to music (C)
√√√√√√√ √√	use all of the senses to explore, experiment, create, and interact with the environment (CCT)
√√	visualize objects, people, and places – both real and imaginary (CCT)
√	contribute to group 'brainstorming' and/or other activities for generating many ideas (including drawing ideas, manipulating concrete objects, acting ideas out using people and things) (CCT)
√	develop several ways to demonstrate learning (e.g., drawing, movement, simple charts or graphs) (CCT)
√	begin to recognize opportunities to apply critical thinking abilities within the classroom (CCT)
√	recognize and describe similarities and differences they observe (CCT)
√√	recognize, reproduce, and create patterns of all types (e.g., movement, number, or word patterns; patterns found in nature) (CCT)
	examine their immediate experiences with technology in the home and in the school (TL)
	explore the relationships between the natural and constructed worlds (TL)
	explore the impact of technological change on their immediate environment (the natural and constructed world) (TL)
	explore how technology has affected family and community life, past and present (TL)
	explore the distribution of technology in the community (TL)
	take turns and participate actively or contribute to task (PSD)
√	appreciate the contributions of others (PSD)
√√	begin to develop the ability to follow a process and use basic co-operative skills/abilities when engaging in co-operative learning and other types of small group endeavours (PSD)
	explore and develop appreciation for natural environments in own community (PSD)
	participate in a wide range of learning activities, individually, as well as with their teacher and peers (IL)
√√√√	co-operate with and help each other in order to enhance their understanding through shared information (IL)
√√√	work and communicate with others as a means of meeting learning goals (IL)
	use and enjoy resources and the services of the school library (IL)

Refer to *Objectives for the Common Essential Learnings* (1991) for a more complete listing of C.E.L.s objectives. The objectives are available on Saskatchewan Learning's website: [www.learning.gov.sk.ca](http://www.learning.gov.sk.ca) and were distributed to schools in *Incorporating the Common Essential Learnings and the Adaptive Dimension: A Resource Package* (1991).

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# Unit 1: Learning to Hear – A Sample Unit

Time: Approximately 7 weeks

## Teacher Note:

The following sample unit has been developed from the Starter List of Activities. The purpose is to illustrate how the suggested activities for all the units can be developed into more detailed lesson plans, incorporating the Common Essential Learnings and the grade 1 learning objectives.

This sample unit incorporates several different music series. Each lesson is easily adaptable to whatever listening series the teacher has in his/her school.

## Mini-unit: Sound Qualities

### Sample Topic: Describing Sounds

#### Lesson 1

Time: 20 minutes

Components: Cultural/Historical  
Creative/Productive

#### Supplies/Resources

- Objects selected by the teacher that can be used to create sounds

#### Learning Objectives

Students will:

- begin to develop a vocabulary of the elemental characteristics of sounds from a variety of settings (e.g., high/low and soft/loud)
- demonstrate awareness of loud/soft sounds in speech, music, and the environment
- use all of the senses to explore, experiment, create, and interact with the environment (CCT)
- recognize and describe similarities and differences they observe (CCT)
- co-operate with and help each other in order to enhance their understanding through shared information (IL).

#### Procedure

1. One at a time, introduce pre-selected objects. Ask for student volunteers to make sounds with the objects. Ask students which objects make

loud sounds and which make soft sounds. Can they change the dynamics (loudness or softness) of the sounds made by the objects? What words from their own vocabularies would they use to describe the different sounds?

2. Explain to students that together you will be creating a “sound centre” in the classroom. Every few days different sound-producing objects or instruments will be placed in the sound centre and students are invited to experiment with various objects. Sometimes the teacher will bring the objects; as well, each student will have the opportunity to add something to the sound centre. Remind students the day before their turn. If a student comes without an object on his/her day, help that student find something in the school so that all feel they have contributed. Have only a few objects in the sound centre at one time. Include musical instruments.
3. Place today’s objects in the sound centre and encourage students to experiment with them at appropriate times throughout the day, a few students at a time. Encourage them to use descriptive words from their own vocabularies to describe the sounds they make.

## Teacher Note:

Encourage students to experiment with the objects/instruments and to incorporate music vocabulary into their talk about the sounds. In Grade 1 students focus on pitch (high/low), dynamics (loud/soft), duration (long/short), and tempo (fast/slow).

#### Lesson 2

Time: 30 minutes

Component: Cultural/Historical  
Critical/Responsive

#### Supplies/Resources

- Treasure hunt lists
- Cassette tape recorders

#### Learning Objectives

Students will:

- begin to develop a vocabulary of the elemental characteristics of sounds from a variety of settings (e.g., high/low and soft/loud)

- respond to fast/slow paces in speech, music, and other sounds in a variety of ways
- demonstrate awareness of high/low sounds in speech, music, and the environment
- demonstrate awareness of loud/soft sounds in speech, music, and the environment
- use all of the senses to explore, experiment, create, and interact with the environment (CCT)
- co-operate with and help each other in order to enhance their understanding through shared information (IL)
- work and communicate with others as a means of meeting learning goals (IL).

### Procedure

1. Divide students into groups of four or five for a “sound” treasure hunt. Half of the groups look for indoor sounds, while the other half look for outdoor sounds. The treasure hunt could take place at recess, with a grade 7 or 8 student assigned to each group to help the grade 1 students with their lists and tape recorders. If tape recorders are not available, ask the older student to write down the sounds as the students find them.
2. Give the groups the following list, and a tape recorder and/or a pencil for recording the found sounds:
  - 1 loud sound
  - 1 soft sound
  - 1 high sound
  - 1 low sound
  - 1 slow sound
  - 1 fast sound
  - 1 sound you hear every day
  - 1 unusual sound
3. After recess, listen to and/or discuss the sounds the groups selected. Discuss the meanings of the words high, low, loud, soft. Ask the students to make high, low, loud, soft, fast, and slow sounds with their voices.

### **Lesson 3**

Time: 25 minutes

Components: Creative/Productive  
Critical/Responsive

### Supplies/Resources

- “Carnival of the Animals”, page 18, *Music Builders 1*
- “The Tortoise and the Hare”, page T40, *Share the Music 1, Teacher’s Edition*

### Learning Objectives

Students will:

- demonstrate awareness of the relative length of sounds (long/short) in speech, music, and the environment
- discuss images and expressive qualities evoked by music expressions
- listen to a variety of contemporary and historical music
- respond to pieces of music verbally and non-verbally (e.g., through movement or drawing)
- use all of the senses to explore, experiment, create, and interact with the environment (CCT)
- visualize objects, people, and places – both real and imaginary (CCT).

### Procedure

1. Ask the students to think about the following animals: lion, tortoise, kangaroo, and swan. What kind of sounds do these animals make? What words would the students use to describe the sounds? How do these animals move? Ask the students to move like each of the four animals. What words would they use to describe the animals’ movements? Keep track of the words on the blackboard. (If you have *Share the Music* series, adapt this procedure for the rabbit and tortoise. You might begin by telling the students the fable of The Tortoise and the Hare.)
2. Play the four excerpts from “Carnival of the Animals” by Saint-Saens. Have the students move to the music. Are their movements similar to the movements they created before hearing the music?
3. Play the selections again. This time, before each selection read the students the words they listed for the particular animal. After playing each selection, ask the students if they could identify the animal in the music. Did the selections sound anything like the words they listed for that animal? Draw the students’ attention to high/low, fast/slow, and loud/soft sounds.
4. Introduce the concept of long and short sounds (duration). Listen to the selections again and have students use their hands, moving them together and apart to indicate long and short sounds.

### **Lesson 4**

Time: 25 minutes

Components: Creative/Productive  
Critical/Responsive

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### Supplies/Resources

- Many sound-producing objects and instruments
- Objects and instruments from the sound centre

### Learning Objectives

Students will:

- begin to develop a vocabulary of the elemental characteristics of sounds from a variety of settings (e.g., high/low and soft/loud)
- make basic decisions about ideas, sounds, instruments, and order in creating a music expression
- engage in non-verbal communication by creating sounds to convey particular images or expressive qualities
- listen for various purposes (C)
- contribute to group 'brainstorming' and/or other activities for generating many ideas (including drawing ideas, manipulating concrete objects, acting ideas out using people and things) (CCT)
- use all of the senses to explore, experiment, create, and interact with the environment (CCT).

### Procedure

1. In this lesson, students focus on animals that live in or near their own communities. List animals on the blackboard. Encourage students to list birds, mammals, and reptiles. Look at whatever pictures are available.
2. Ask students to propose movements for the animals listed. Describe the movements in words such as long and slow or short and choppy.
3. Hand out objects and instruments to various students. Ask the students, in turn, to make a sound with their object/instrument while the rest of the class describes the sound and suggests which animal that sound might match. The purpose of this part of the activity is to familiarize the students with all the sounds available to them.
4. Have pairs of students select an animal and choose an object/instrument that they might use to create a short sound composition to describe their animal's movements. Ask them: "If your animal were to walk/crawl/fly across the room, how could you use your sound object to create a pattern of sounds to describe the movement? What words would you use to describe an appropriate sound? Would you make long, low, slow sounds? Would you make short and choppy sounds? Would you make high, quiet sounds?"

5. Have students experiment and practise. Give them the opportunity to choose a new object/instrument if they cannot make their first choice work. They play their compositions for the rest of the class in the next lesson.
6. As a simple research assignment, ask each pair of students to find a picture of its animal to bring for the next music lesson. They might bring a picture from home, or you might take them to the resource centre to find pictures there.

### **Lesson 5**

Time: 25 minutes

Components: Creative/Productive  
Critical/Responsive

### Supplies/Resources

- The students' compositions and pictures

### Learning Objectives

Students will:

- demonstrate awareness of the relative length of sounds (long/short) in speech, music, and the environment
- demonstrate awareness of high/low sounds in speech, music, and the environment
- demonstrate awareness of loud/soft sounds in speech, music, and the environment
- respond to pieces of music (sound compositions) verbally and non-verbally (e.g., through movement or drawing)
- use all of the senses to explore, experiment, create, and interact with the environment (CCT)
- develop several ways to demonstrate learning (e.g., drawing, movement, simple charts or graphs) (CCT)
- co-operate with and help each other in order to enhance their understanding through shared information (IL.)

### Procedure

1. This lesson can be used as a review of high/low (pitch), loud/soft (dynamics), and long/short (duration). Have each pair of students present its picture and its sound composition.
2. Have the rest of the class respond to each sound composition according to one of three questions from you. Ask a different question for each animal sound composition.

*Question 1:* Does this composition have long or short sounds? If you think the sounds are long,

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move your hands far apart. If you think they are short, hold your hands close together.

*Question 2:* Does this composition have high or low sounds? If they are high, stand up tall. If they are low, scrunch up close to the floor.

*Question 3:* Does this composition have loud or soft sounds? If they are loud, put your hands on your head. If they are soft, put your finger to your lips.

3. Ask the class if everyone seemed to agree on the answers to your questions. Was it hard to tell with some of the sounds and easy to tell with others?
4. Close the discussion by asking students about any unusual sounds that they heard. What words would they use to describe these unusual sounds?

## Mini-unit: The Environment

### Sample Topic: Natural and Human-made Sounds

#### Lesson 1

Time: 25 minutes

Components: Critical/Responsive

#### Supplies/Resources

- “It’s Raining, It’s Pouring”, page 22, *Music Builders I*.

#### Learning Objectives

Students will:

- respond to fast/slow paces in speech, music, and other sounds in a variety of ways
- demonstrate awareness of high/low sounds in speech, music, and the environment
- develop the ability to match pitch and sing short phrases in tune
- listen to music with curiosity
- listen for various purposes (C)
- use all of the senses to explore, experiment, create, and interact with the environment (CCT).

#### Procedure

1. Discuss the natural and human-made environments. What sounds might students hear in the natural environment? What sounds might they hear in the human-made environment? Can they hear any sounds in the

classroom (e.g., the lights humming, radiators clanking)?

2. Suggest that students might hear rain in the natural environment. Listen to “It’s Raining, It’s Pouring”. Ask students if they know the song. Listen again. Can they hear when the music is getting higher and when it is getting lower?
3. Have students sing the song. Can they tell when their own voices are getting higher and lower? Introduce the word “pitch” into the discussion.
4. Have the students stand and sing the song again, slowly this time. (Introduce the word “tempo”.) As they sing, they should move their bodies up or down as the pitch changes. They could also hold out their arms and move them up or down.
5. Write the words to the song on the blackboard and have students tell you whether each syllable should be higher or lower than the last.
6. Have students sing the song again, this time alternating between loud and soft for each phrase (introduce the word “dynamics”). For example:

It’s raining, it’s pouring (soft)  
The old man is snoring (loud)

Use hand signals to cue the singers for loud and soft. Sing the song a few times and vary the places where the dynamics change so that students have to follow your hand signals.

#### Lesson 2

Time: 25 minutes

Component: Creative/Productive  
Critical/Responsive

#### Supplies/Resources

- “Create Patterns”, page 23, *Music Builders I*

#### Learning Objectives

Students will:

- demonstrate awareness of high/low sounds in speech, music, and the environment
- experiment with the voice and instruments by creating and imitating sounds
- develop the ability to match pitch and sing short phrases in tune
- become aware that notation is a way of preserving compositions and that sounds/music

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may be represented through a variety of notation devices

- listen for various purposes (C)
- recognize, reproduce, and create patterns of all types (e.g., movement, number, or word patterns; patterns found in nature) (CCT).

#### Procedure

1. Refer to the instructions on page 23 of *Music Builders I*. If you do not have this series, proceed as follows.
  - Draw a series of lines on the blackboard that curve up and down in different patterns: a “hill”, a straight line that dips down, an incline, a decline, and so on.
  - Choose a syllable (such as oh, ah, um) and have students try to match a starting pitch. From this starting point, have them follow the pitch directions of the lines with their voices. Do each one separately, and then do them in a sequence.
  - Ask the students to contribute some line patterns.
  - Try putting the line patterns on cards and then putting them together in various orders.

#### **Lesson 3**

Time: 30 minutes

Component: Critical/Responsive

#### Supplies/Resources

- Large file cards, pieces of Bristol board, and markers
- Musical instruments such as xylophones, bells, keyboards, and tin flutes (optional).

#### Learning Objectives

Students will:

- demonstrate awareness of high/low sounds in speech, music, and the environment
- develop the ability to match pitch and sing short phrases in tune
- become aware that notation is a way of preserving compositions and that sounds/music may be represented through a variety of notation devices
- begin to develop the ability to follow a process and use basic co-operative skills/abilities when engaging in co-operative learning and other types of small group endeavours (PSD)
- co-operate with and help each other in order to enhance their understanding through shared information (IL)

- work and communicate with others as a means of meeting learning goals (IL).

#### Procedure

1. Have students work in small groups to create line pattern compositions they can perform for the rest of the class. It would be useful to have parents or older students to help with organization for this activity.
2. Remind the groups to keep their compositions simple (perhaps five different line patterns).
3. The focus for this activity is pitch. Ensure that students understand they are creating higher and lower sounds when they follow their line patterns with their voices or with instruments.
4. Have each group practise its composition.

#### **Lesson 4**

Time: 20 minutes

Components: Creative/Productive  
Critical/Responsive

#### Learning Objectives

Students will:

- demonstrate awareness of high/low sounds in speech, music, and the environment
- make basic decisions (individual/class) about ideas, sounds, instruments, and order in creating a music expression
- reflect on own response to pieces of music
- appreciate the contributions of others (PSD)
- begin to develop the ability to follow a process and use basic co-operative skills/abilities when engaging in co-operative learning and other types of small group endeavours (PSD).

#### Procedure

1. Have each group perform its composition.
2. Have the other students close their eyes as they are listening and focus on hearing the sounds going higher and lower.

#### **Lesson 5**

Time: 25 minutes

Components: Creative/Productive  
Critical/Responsive

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## Supplies/Resources

- “Jig Along Home”, page T4, *Share the Music 1*, Teacher’s Edition.

## Learning Objectives

Students will:

- demonstrate awareness of beat in speech, music, and other sounds (e.g., clapping, stepping, and counting)
- respond to fast/slow paces in speech, music, and other sounds in a variety of ways
- develop the ability to match pitch and sing short phrases in tune
- discuss images and expressive qualities evoked by music expressions
- listen to a variety of contemporary and historical music expressions
- use all of the senses to explore, experiment, create, and interact with the environment (CCT)
- visualize objects, people, and places – both real and imaginary (CCT).

## Procedure

1. Play the song.
2. Discuss any instruments the students can identify. Discuss the refrain. Ask if anyone remembers the words to the refrain. Practise singing the refrain together.
3. Play the song again and have students sing along with the refrain as best they can.
4. Play the song again and ask students to call out the names of any animals mentioned. Record on the blackboard.
5. Go through each animal and ask students if they think that animal would move quickly or slowly. If they were to pat a beat on their desks, what would it be like for each animal? Ask for volunteers for each animal. How are the beat patterns different from one another? Are some of the beat patterns faster or slower than others? Louder or softer? What other words can students use to describe the patterns?
6. Sing along with “Jig Along Home” one more time.

### **Teacher Note:**

There is an opportunity here for integration with the dance strand. Students might investigate the jig and learn a few simple steps. See the dance strand and *Métis Dances* for information.

## **Lesson 6**

Time: 1-2 hours (Note: Extra time can be gained by integrating with the visual art strand and other subjects such as English language arts or social studies.)

Components: Cultural/Historical  
Critical/Responsive

## Supplies/Resources

- Tape and/or video recorders

## Learning Objectives

Students will:

- identify sounds in a variety of settings, both natural (e.g., bird) and constructed (e.g., car)
- begin to develop a vocabulary of the elemental characteristics of sounds from a variety of settings (e.g., high/low and soft/loud)
- demonstrate awareness of patterns of same and different sounds in speech, music, and the environment
- gradually incorporate the vocabulary of music into their talk and writing (C)
- work and communicate with others as a means of meeting learning goals (IL).

## Preparation

Arrange a tour of a workplace where you would expect to hear a lot of machine-made or industrial sounds. Possible workplaces might include: an airport, an agricultural research station, a quick print shop, a processing plant, a machine shop, a factory, or a newspaper office. Ask for permission ahead of time for students to record (audio and/or video) sounds they hear on their tour.

Prepare students by reminding them that the sounds to which they have been listening in this unit have so far related mainly to the natural environment. They are now going to listen to sounds in the constructed or human-made environment.

Arrange for a parent helper to accompany each group of about five or six students. Ask for extra audio or video recorders from parents. As students will be recording sounds, they will need technical help and supervision.

### **Teacher Note:**

If a field trip is not possible, find a film or video that contains footage of the kinds of workplaces described above. Students can listen for sounds in the film/video.

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## Procedure

1. During the tour, ask students to note and record as many sounds in the constructed environment as they can. Ask them to listen for patterns in the sounds; for example:
  - sounds that are repeated at intervals
  - sounds that are loud, soft, loud, soft in a repeating pattern
  - sounds that change in pitch
  - sounds that are long, short, long, short in a repeating pattern

These are a few examples only. Students might recognize many different patterns.

2. Ask students to notice what materials or machines make the sounds. Parent group leaders might help the students by keeping notes about the various sounds being recorded.
3. Ask the students to notice if any of the workers wear special protective ear covering if the sounds are very noisy.

## **Lesson 7**

Time: 25 minutes

Components: Cultural/Historical  
Critical/Responsive

### Supplies/Resources

- The students' recordings from the field trip

### Learning Objectives

Students will:

- begin to develop a vocabulary of the elemental characteristics of sounds from a variety of settings (e.g., high/low and soft/loud)
- experiment with the voice and instruments by creating and imitating sounds
- talk about sources of own ideas and become aware that ideas for music compositions come from many sources
- use all of the senses to explore, experiment, create, and interact with the environment (CCT)
- recognize, reproduce, and create patterns of all types (e.g., movement, number, or word patterns; patterns found in nature) (CCT).

## Procedure

1. In this lesson, students focus their attention on the timbre or unique qualities of sounds. Play the

students' audio and/or video recordings. For each sound ask the students to generate a list of words to describe that sound (e.g., crunchy, whiny, booming). Can they remember how each of the sounds was made? If they can, ask them to describe the machine or material that made the sound. Do they see any connections between the material and the sound? For example, do big machines make big loud sounds? Ask students also to notice any patterns the sounds make. Do they change between high and low, loud and soft, long and short?

2. Have each group of students (same groups as on the field trip) choose one of its sounds and try to recreate the quality and pattern of the sound using their voices. Have the groups practise and then perform their sound for the rest of the class.

### **Teacher Note:**

A sample assessment sheet for Lessons 6 and 7 can be found at the end of this sample unit.

## **Lesson 8**

Time: 25 minutes

Components: Creative/Productive  
Critical/Responsive

### Supplies/Resources

- "The Playground Marching Band", CD 8, *Share the Music 1*

### Learning Objectives

Students will:

- develop the ability to match pitch and sing short phrases in tune
- continue to experiment with a variety of simple found objects and selected instruments, both pitched and unpitched
- talk about sources of own ideas and become aware that ideas for music compositions come from many sources
- listen to music with curiosity
- use all of the senses to explore, experiment, create, and interact with the environment (CCT)
- begin to recognize opportunities to apply critical thinking abilities within the classroom (CCT).

## Procedure

1. Explain to students that many musicians incorporate sounds from the environment into

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their work. Sometimes they use real sounds and sometimes they recreate the sounds using instruments.

2. Play “The Playground Marching Band”, or another piece that contains sounds from the environment, once for the students to familiarize them with the song. Play it again, and this time ask them to listen for the different sounds and instruments in the music. Are different sounds representing different parts of the playground? Which parts?
3. Remind students of the short song “It’s Raining, It’s Pouring” that they listened to and sang at the beginning of the unit. Sing it together.
4. Ask for suggestions for sounds they could add to the song. Make a quick list.
5. Choose a few from the list that can be created in the classroom from available objects. Sing the song again, incorporating the “real” sounds.
6. Ask students what they think of the song with real sounds added. Do they like it better? Do they want to make any changes or additions?



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**Sample Assessment Checklist**  
**Grade 1 Sample Unit – Learning to Hear**  
**Mini-unit: The Environment**

This form provides a quick summary of the student’s participation and learning in Lessons 6 and 7 of the mini-unit.

Student’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Yes</b>		<b>No</b>
Knows the meaning of the term “constructed environment”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify loud and soft sounds in the constructed environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify sounds that change in pitch in the constructed environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify long and short sounds in the constructed environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify fast and slow rhythms in sounds in the constructed environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify same and different patterns in sounds in the constructed environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made connections between materials in the constructed environment and the sounds they made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated appropriately on the field trip (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated appropriately in classroom activities after the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: