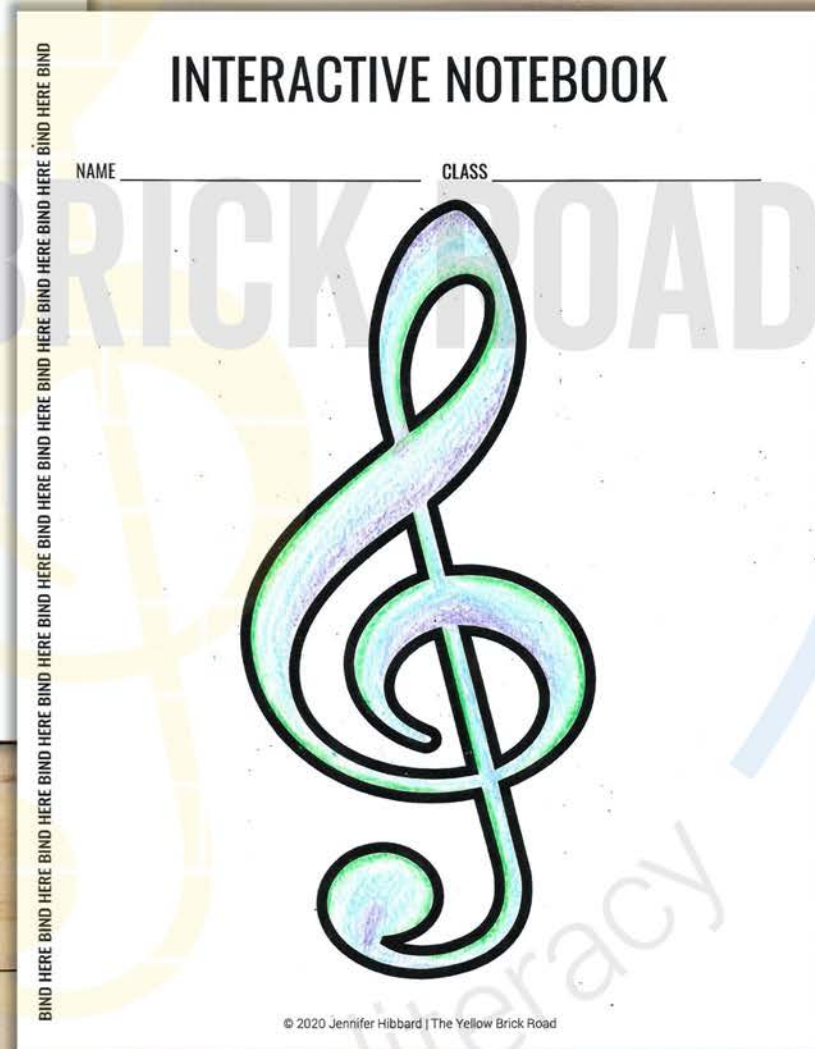
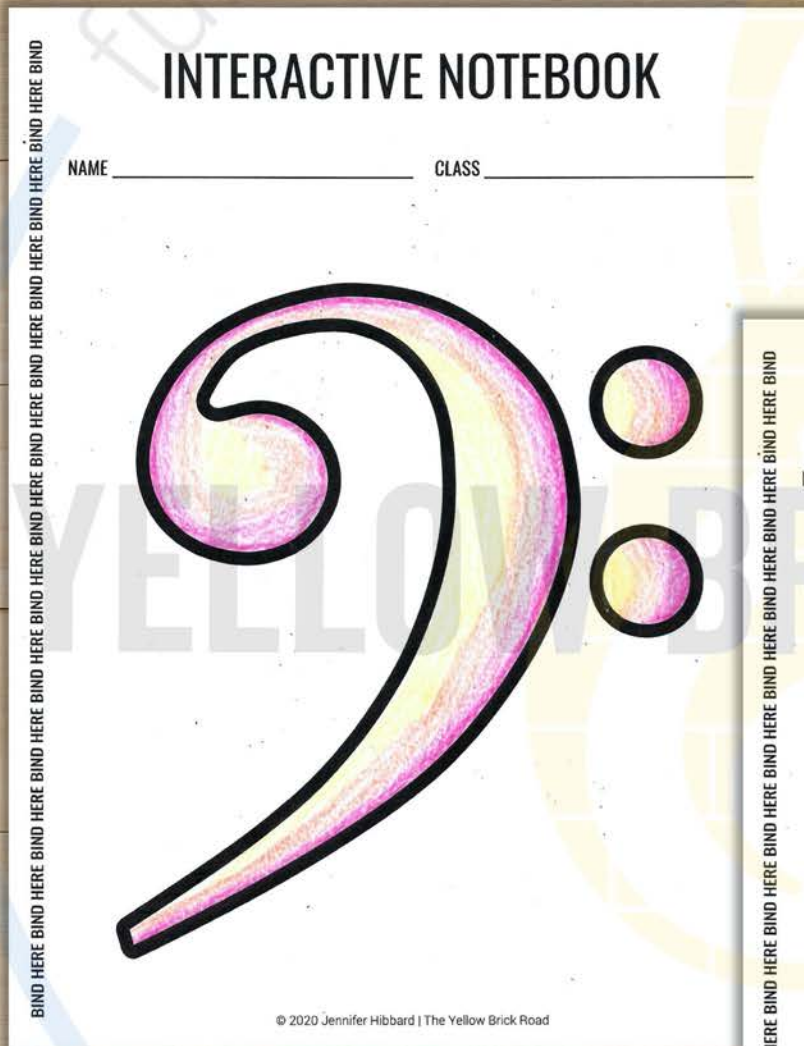


PRE-MADE COVER OPTIONS



plus one blank cover that students can customize

CHECKLIST FOR CONCEPTS

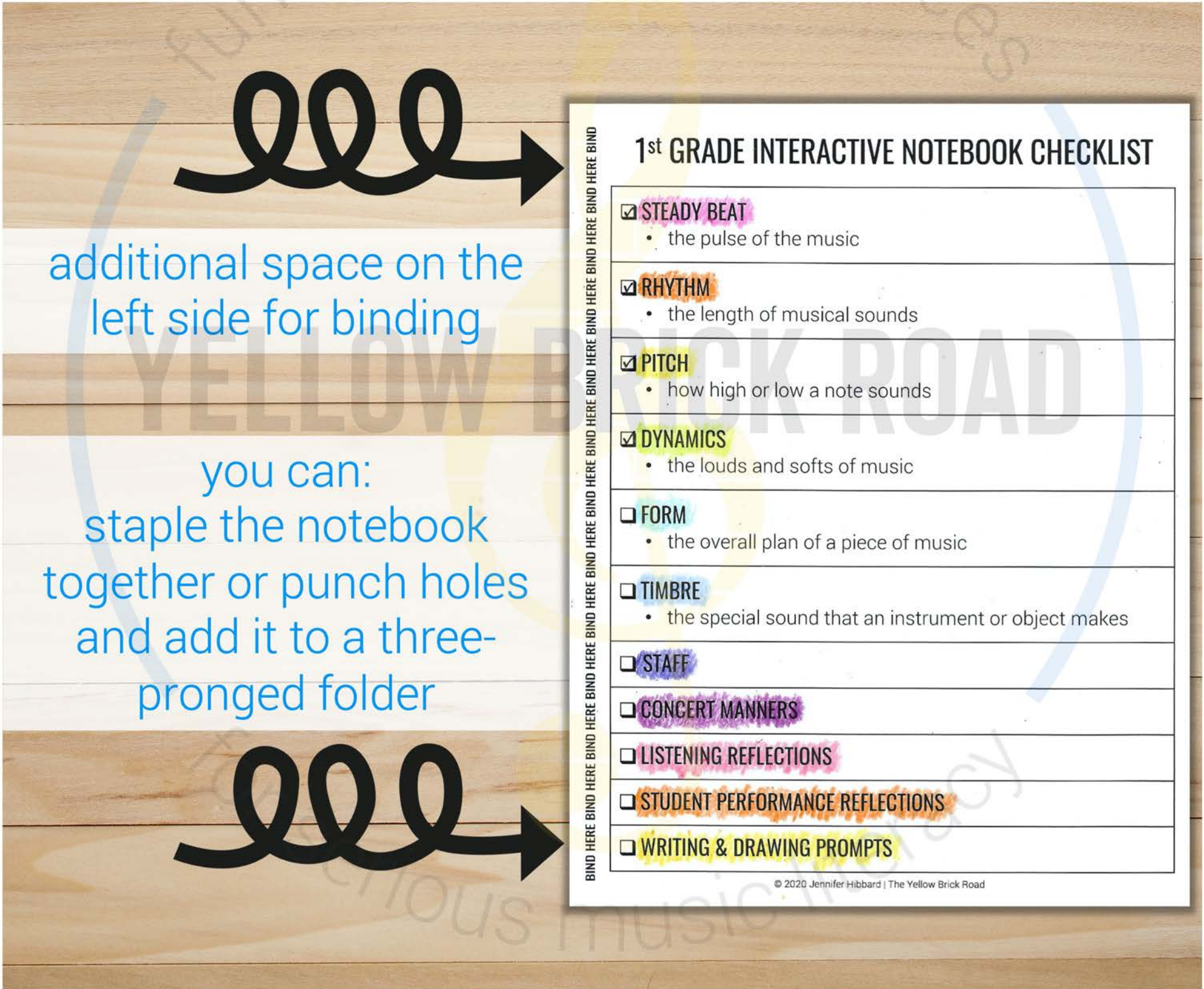
1st GRADE INTERACTIVE NOTEBOOK CHECKLIST

- ☒ **STEADY BEAT**
 - the pulse of the music
- ☒ **RHYTHM**
 - the length of musical sounds
- ☒ **PITCH**
 - how high or low a note sounds
- ☒ **DYNAMICS**
 - the louds and softs of music
- ☐ **FORM**
 - the overall plan of a piece of music
- ☐ **TIMBRE**
 - the special sound that an instrument or object makes
- ☐ **STAFF**
- ☐ **CONCERT MANNERS**
- ☐ **LISTENING REFLECTIONS**
- ☐ **STUDENT PERFORMANCE REFLECTIONS**
- ☐ **WRITING & DRAWING PROMPTS**

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Students keep track of what they've covered throughout the year

EASY BINDING

[illegible][illegible]



additional space on the left side for binding

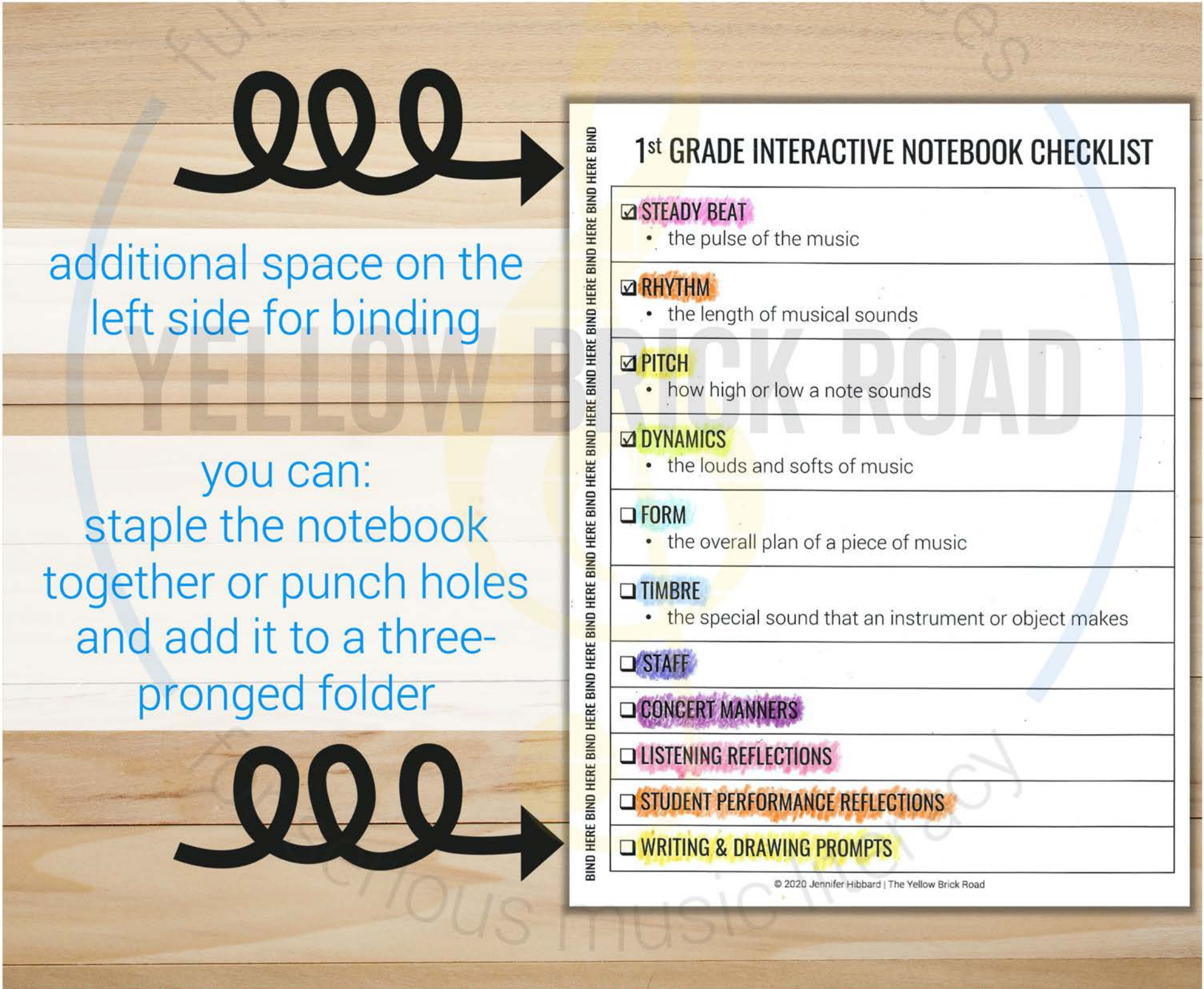
you can:
staple the notebook together or punch holes and add it to a three-pronged folder



1st GRADE INTERACTIVE NOTEBOOK CHECKLIST

☒ STEADY BEAT	• the pulse of the music
☒ RHYTHM	• the length of musical sounds
☒ PITCH	• how high or low a note sounds
☒ DYNAMICS	• the louds and softs of music
☐ FORM	• the overall plan of a piece of music
☐ TIMBRE	• the special sound that an instrument or object makes
☐ STAFF	
☐ CONCERT MANNERS	
☐ LISTENING REFLECTIONS	
☐ STUDENT PERFORMANCE REFLECTIONS	
☐ WRITING & DRAWING PROMPTS	

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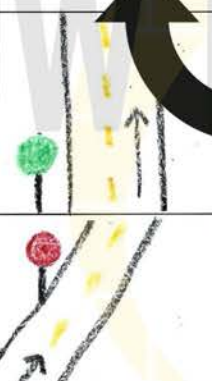
1st GRADE INTERACTIVE NOTEBOOK CHECKLIST	
☒ STEADY BEAT	the pulse of the music
☒ RHYTHM	the length of musical sounds
☒ PITCH	how high or low a note sounds
☒ DYNAMICS	the louds and softs of music
☐ FORM	the overall plan of a piece of music
☐ TIMBRE	the special sound that an instrument or object makes
☐ STAFF	
☐ CONCERT MANNERS	
☐ LISTENING REFLECTIONS	
☐ STUDENT PERFORMANCE REFLECTIONS	
☐ WRITING & DRAWING PROMPTS	

- | 1st GRADE INTERACTIVE NOTEBOOK CHECKLIST | |
|--|--|
| ☒ STEADY BEAT | <ul style="list-style-type: none">the pulse of the music |
| ☒ RHYTHM | <ul style="list-style-type: none">the length of musical sounds |
| ☒ PITCH | <ul style="list-style-type: none">how high or low a note sounds |
| ☒ DYNAMICS | <ul style="list-style-type: none">the louds and softs of music |
| ☐ FORM | <ul style="list-style-type: none">the overall plan of a piece of music |
| ☐ TIMBRE | <ul style="list-style-type: none">the special sound that an instrument or object makes |
| ☐ STAFF | |
| ☐ CONCERT MANNERS | |
| ☐ LISTENING REFLECTIONS | |
| ☐ STUDENT PERFORMANCE REFLECTIONS | |
| ☐ WRITING & DRAWING PROMPTS | |

INPUT PAGES

BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE

STEADY BEAT

Steady beat is the...	pulse of the music.	Write or draw an example. Example: Steady beat can get slower like a car coming to a stop sign. 
Steady beat can...	get faster.	
Steady beat can...	get slower.	
Not all music has...	a steady beat.	

FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE BIND HERE

STEADY BEAT

Steady beat is the...
Steady beat can...
Steady beat can...
Not all music has...

FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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input pages consist of the information students are given, such as musical terms and concepts

OUTPUT PAGES

STEADY BEAT REFLECTIONS

Draw a line to match each picture with its description.



STEADY BEAT

NO STEADY BEAT



1. In one of the boxes below, draw a picture that shows a steady beat.
2. In the other box, draw a picture that shows something with no steady beat.
3. Cut and fold. Then label the back flaps with steady beat or no steady beat.



FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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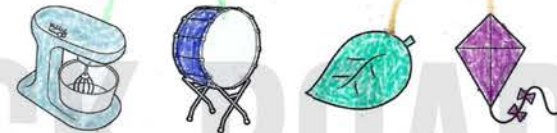
STEADY BEAT REFLECTIONS

Draw a line to match each picture with its description.

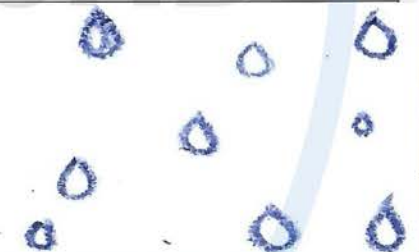


STEADY BEAT

NO STEADY BEAT



1. In one of the boxes below, draw a picture that shows a steady beat.
2. In the other box, draw a picture that shows something with no steady beat.
3. Cut and fold. Then label the back flaps with steady beat or no steady beat.



FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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output pages are where students record how they've analyzed & evaluated the information to create or compose something entirely new and unique

INPUT PAGE

RHYTHM

Rhythm is the... length of musical sounds.

Draw the stick notation for this rhythm.

Quarter Note		
Quarter Rest		Z
Barred Eighth Notes		

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RHYTHM

Rhythm is the...

Quarter Note

Quarter Rest

Barred Eighth Notes

RHYTHM

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Students write down important info, then fold the flap over to test their memory of each term

OUTPUT PAGE

RHYTHM REFLECTIONS

Fill in the rhythms that correspond with each word.

--	--	--	--	--

Monday May April Morning June

--	--	--	--	--

Day Friday Week Tuesday Night

1. Use the rhythms you wrote above to compose new rhythm patterns.
2. Compose four separate rhythm patterns and write them in the boxes below.
3. Draw an icon to represent the rhythm instruments and body percussion.
4. Fold the flap and choose different body percussion movements for each pattern.

RHYTHM PATTERNS				INSTRUMENT OR BODY PERCUSSION

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RHYTHM REFLECTIONS

Fill in the rhythms that correspond with each word.

--	--	--	--	--

Monday May April Morning June

--	--	--	--	--

Day Friday Week Tuesday Night

1. Use the rhythms you wrote above to compose new rhythm patterns.
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4. Fold the flap and choose different body percussion movements for each pattern.

RHYTHM PATTERNS				INSTRUMENT OR BODY PERCUSSION

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students apply,
analyze, and create

students compose and then
perform with body percussion

INPUT PAGE

PITCH

Pitch is...	how low or high a note sounds.	Write the letter abbreviation for each Solfège pitch. Example: do = d
la		l
so		s
mi		m
re		r
do		d

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PITCH

Pitch is...
la
so
mi
re
do

© 20

PITCH

Students write down important info, then fold the flap over to test their memory of each concept

OUTPUT PAGE

PITCH REFLECTIONS
Write whether the pitches are moving higher or lower in the boxes below.

higher	↓	↑
↑	↓	lower

COMPOSITION
Compose a melody by writing pitches in the bottom row.
Add rhythms to the top row.

d	d	m	s	l	s	r	d

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students analyze and compose using what they've learned from the input page

INPUT PAGES

STEADY BEAT	RHYTHM	PITCH	DYNAMICS	CONCERT MANNERS
Steady beat is the... pulse of the music.	Rhythm is the... length of musical sounds.	Pitch is... how low or high a note sounds.	Dynamics are the... louds & softs of music.	Indoor Symphony Orchestra Concert The audience is silent and claps at the end of each piece of music.
Steady beat can... 	Quarter Note 	la 	Dynamics can be... soft.	
Steady beat can... 	Quarter Rest 	mi 	Dynamics can be... loud.	Rock Concert in the Park The audience sings along and moves to the music with the performing group.
Not all music has... 	Barred Eighth Notes 	re 	Dynamics can change by... getting softer. 	

FORM	TIMBRE	STAFF	STUDENT PERFORMANCE REFLECTIONS
Form is the... overall plan of a piece of music.	Timbre is the... special sound that an instrument or object makes.	A music staff is... Made up of five lines and four spaces.	PERFORMANCE GROUP NAME Pink Floyd
Form can be... 	CLAP 	Line Note 	PERFORMANCE TITLE On the Turning Away
Form can be... 	TAP 	Line Note 	WHAT KIND OF MUSIC WAS IT? Prog. Rock
Form can be... 	SNAP 	Line Note 	WHAT DID YOU NOTICE ABOUT THE PERFORMANCE? David Gilmour
Form can be... 	PAT 	Line Note 	WHAT WAS THE MUSIC ABOUT? Caring about others like you care for yourself
Form can be... 	STOMP 	Line Note 	WHAT DID YOU LIKE ABOUT IT? I liked the message.
Form can be... 	SING 	Line Note 	
Form can be... 	SPEAK 	Space Note 	
Form can be... 	WHISPER 	Space Note 	
Form can be... 	SHOUT 	Space Note 	
Form can be... 	PITCHED 	Space Note 	
Form can be... 	UN-PITCHED 	Space Note 	

There are input pages for each concept covered; including steady beat, rhythm, pitch, dynamics, form, timbre, texture, staff, concert manners and more.

OUTPUT PAGES

STEADY BEAT REFLECTIONS

Draw a line to match each picture with its description.

STEADY BEAT

NO STEADY BEAT

- In one of the boxes below, draw a picture that shows a steady beat.
- In the other box, draw a picture that shows something with no steady beat.
- Cut and fold. Then label the back flaps with steady beat or no steady beat.

FORM REFLECTIONS

Match each picture with the correct form description.

SAME/SAME

SAME/DIFFERENT

- Compose two rhythm patterns and write them below.
- They can be the same or different.
- Fold each flap up and compose a new rhythm pattern or repeat one you already have.
- Experiment folding up different flaps to see what new forms appear.

TIMBRE REFLECTIONS

Match each picture with the correct timbre.

PITCHED

UNPITCHED

Create a brand new pitched instrument. It will need:

- Something to make the sound, such as strings, keys, a reed, or a mouth.
- Something to change pitches, such as frets, keys, or toneholes.

DOUBLE HARP

LISTENING REFLECTIONS

COMPOSER	TITLE OF THE MUSIC
Florence Price	Ethiopia's Shadow in America Andante
WHAT KIND OF MUSIC WAS IT?	WHAT YEAR WAS THE MUSIC COMPOSED?
orchestral	1932
WHAT WAS THE MUSIC ABOUT?	HOW OLD WAS THE COMPOSER WHEN THEY WROTE THE MUSIC?
enslaved people's resignation and faith	45

Circle or color the emojis that show how you felt about the music you just heard.

RHYTHM REFLECTIONS

Fill in the rhythms that correspond with each word.

Monday	May	April	Morning
Day	Friday	Week	Tuesday

- Use the rhythms you wrote above to compose new rhythm patterns.
- Compose four separate rhythm patterns and write them in the boxes.
- Draw an icon to represent the rhythm instruments and body percussion.
- Fold the flap and choose different body percussion movements for each.

RHYTHM PATTERNS				INSTRUMENT / BODY PERCUSSION
□	z	l	z	🥁
l	□	□	z	🥁
□	□	l	l	🥁
l	l	□	□	🥁

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PITCH REFLECTIONS

Write whether the pitches are moving higher or lower in the boxes below.

higher

↓

↑

↓

COMPOSITION

Compose a melody by writing pitches in the bottom row. Add rhythms to the top row.

l	l	z	□	l	l
d	d	m	s	l	s

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DYNAMICS REFLECTIONS

Draw a line matching the dynamic with the picture.

LOUD

SOFT

- Draw a picture below that shows different dynamics. It could be a class or a space that shows lots of different dynamics.
- Label each dynamic in the picture.

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STAFF REFLECTIONS

Draw notes on the staff, then label them as line notes or space notes.

space

line

space

line

- Trace your hand in the space below so that your thumb is pointing toward the bottom of the paper.
- Label each finger (or space between) as a line note or space note.

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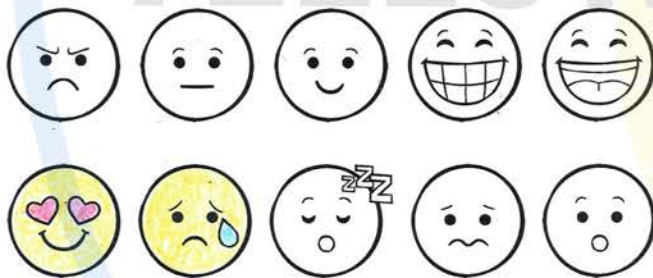
There are output pages for each concept covered; with creative ways students can show higher order thinking by analyzing, evaluating, and creating.

LISTENING REFLECTIONS & PROMPTS

LISTENING REFLECTIONS

COMPOSER	TITLE OF THE MUSIC
Florence Price	Ethiopia's Shadow in America Andante
WHAT KIND OF MUSIC WAS IT?	WHAT YEAR WAS THE MUSIC COMPOSED?
orchestral	1932
WHAT WAS THE MUSIC ABOUT?	HOW OLD WAS THE COMPOSER WHEN THEY WROTE THE MUSIC?
enslaved people's resignation and faith	45

Circle or color the emojis that show how you felt about the music you just heard.

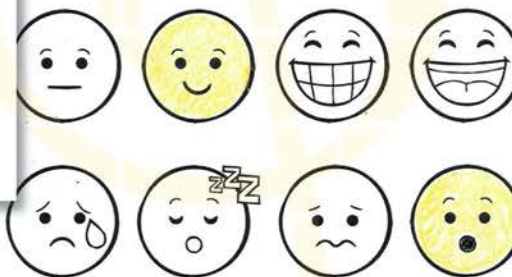


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PERFORMANCE REFLECTIONS

PERFORMER GROUP NAME	PERFORMANCE TITLE
Floyd	On the Turning Away
WHAT KIND OF MUSIC WAS IT?	WHAT DID YOU NOTICE ABOUT THE PERFORMANCE?
Rock	David Gilmour
WHAT WAS THE MUSIC ABOUT?	WHAT DID YOU LIKE ABOUT IT?
about others care for yourself	I liked the message.

Circle or color the emojis that show how you felt about the music you just heard.



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LISTENING REFLECTION WRITING & DRAWING PROMPTS

Write the prompts below on a separate piece of paper. Mark next to each prompt you complete.

- How did the music make you feel...
- What emotion evoked from a specific song or piece.
- Why is this piece your favorite?
- What music element did you notice...
- What makes this person/their music inspirational.
- Why is the music in movies so effective.
- How does this dynamic change affect the audience.
- What musical memory...
- What people or places that are important to the memory.
- What story in your mind as you listen to music.
- What shape you've imagined.
- What musical signs and symbols.
- What shape, you could draw a shape made entirely of musical

- ☐ Draw and color a picture using only the tone colors (timbre) represented by the music you hear.
 - In art, we would call this monochromatic.

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students write about composers, reflect on performances, and choose writing and drawing prompts to complete