COURSE TITLE

Music Grades K-2

LENGTH

Full Year
Grade K-2

DEPARTMENT

Fine, Practical & Performing Arts
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SCHOOL

Kindergarten Center
Lincoln School
Washington School

DATE

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Music K-2

I.   Introduction/Overview/Philosophy

Music is a subject that touches every aspect of life and learning. The purpose of K-2 music class is to help children develop an understanding of music through acquisition of age-appropriate musical knowledge and skill. This is accomplished through performing, creating, and responding to music. Students in the K-2 age group learn primarily by doing. Students experience music through singing, playing instruments, moving to music, and creating music. Listening to, analyzing, and evaluating music are also important building blocks of musical learning. Further, to participate fully in a diverse, global society, students are required to understand their own historical and cultural heritage as well as those of others from within and beyond their local communities.

II.   Objectives

Course Outline:

A. OBJECTIVES FOR STANDARD 1.1 (ELEMENTS AND PRINCIPLES)
  1. Skills
      1. Students will demonstrate an age appropriate understanding of music concepts and elements (melody, rhythm, timbre, dynamics, and form).
  2. Content
      1. Students will learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
      2. Students will examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
      3. Students will examine and discuss various musical styles.

B. OBJECTIVES FOR STANDARD 1.2 (HISTORY/CULTURE)
  1. Skills
      1. Students will demonstrate an understanding of music as an essential aspect of history and human experience.
  2. Content
      1. Students will sing, listen to, and describe music representative of a
          a. variety of world cultures and historical periods.
          b. Students will listen to and perform a repertoire of music
          c. representing experiences in the lives of people, such as patriotic and work songs.
          d. Students will examine how music is used in the home, school, and community.

C. OBJECTIVES FOR STANDARD 1.3 (CREATION AND PERFORMANCE)
  1. Skills
      1. Students will demonstrate the ability to perform music.
  2. Content
      1. Students will develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
      2. Students will develop appropriate behavior both as performers and audience in a concert.
      3. Students will experiment with musical sound by creating their own music on age-appropriate musical instruments.
      4. Students will create music in response to selected mood and atmosphere.

D. OBJECTIVES FOR STANDARD 1.4 (CRITIQUE) (AESTHETICS)
  1. Skills
      1. Students will demonstrate the ability to perceive music aesthetically and make appropriate artistic judgments.
  2. Content
      1. Students will use a single word to verbalize how selected music "makes me feel."
      2. Students will use musical vocabulary when discussing musical characteristics as they relate to the listener's feelings and preferences.

3. Students will discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
4. Students will realize and appreciate the value of a critique.
5. Students will develop enjoyment through listening to, singing, and performing music.
6. Students will develop personal preference and opinions about various music styles.
7. Students will develop respect for their own music and music of their classmates.
8. Students will express their feelings and individuality both verbally and musically.

Student Outcomes:

After successfully completing this course, the student will be able to:

- use a single word to verbalize how selected music "makes me feel."
- use musical vocabulary when discussing musical characteristics as they relate to the listener's feelings and preferences.
- discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
- realize and appreciate the value of a critique.
- develop enjoyment through listening to, singing, and performing music.
- develop personal preference and opinions about various music styles.
- develop respect for their own music and music of their classmates.
- express their feelings and individuality both verbally and musically.
- develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
- develop appropriate behavior both as performers and audience in a concert.
- experiment with musical sound by creating their own music on age-appropriate musical instruments.
- create music in response to selected mood and atmosphere.
- listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
- examine how music is used in the home, school, and community.
- learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
- examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
- examine and discuss various musical styles.

NEW JERSEY STUDENT LEARNING STANDARDS
VISUAL AND PERFORMING ARTS

STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand B. Music

1.1.2.B.1 - Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties.

STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.

Strand A. History of the Arts and Culture

1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand B. Music

1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

1.3.2.B.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

1.3.2.B.6 - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

1.3.2.B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 - Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Strand B. Critique Methodologies

1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   Plan education and career paths aligned to personal goals
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   Use technology to enhance productivity
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   Work productively in teams while using cultural global competence
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 - Create a document using a word processing application.

8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.5 - Enter information into a spreadsheet and sort the information.

8.1.2.A.6 - Identify the structure and components of a database.

8.1.2.A.7 - Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.2.C.1 - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.2.D.1 - Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.2.E.1 - Use digital tools and online resources to explore a problem or issue.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.2.F.1 - Use geographic mapping tools to plan and solve problems.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING –
PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF
TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED
WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.2.A.1 - Define products produced as a result of technology or of nature.

8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3 - Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 - Choose a product to make and plan the tools and materials needed.

8.2.2.A.5 - Collaborate to design a solution to a problem affecting the community.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.2.B.1 - Identify how technology impacts or improves life.

8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 - Identify products or systems that are designed to meet human needs.

8.2.2.B.4 - Identify how the ways people live and work has changed because of technology.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.2.C.1 - Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 - Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 - Explain why we need to make new products.

8.2.2.C.4 - Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 - Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 - Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.2.D.1 - Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 - Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 - Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 - Identify the resources needed to create technological products or systems.

8.2.2.D.5 - Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.2.E.1 - List and demonstrate the steps to an everyday task.

8.2.2.E.2 - Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 - Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4 - Debug an algorithm (i.e., correct an error).

8.2.2.E.4 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 – Identify various life roles and civic work-related activities in the school home, and community.

9.2.4.A.3 – Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

III.   Proficiency Levels

The course is designed for all students in grades K-2. Students are expected to build upon previous musical knowledge and skills, and develop an appreciation of music through various styles and cultures.

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    - Tests
    - Quizzes
    - Homework
    - Classwork
    - Class Participation
    - Writing Assignments
    - Oral Presentations
    - Individual Projects, Presentations and Reports
    - Group Projects, Presentations and Reports
    - Technology Projects
    - Journals
    - Singing in Unison and Harmony
    - Playing Instruments
    - Participation in Various In-class Performance Activities
    - Participation in Various Performance Activities

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

Music is part of the standard curriculum for all students in grades K-2 in the Rutherford School District. Students are grouped heterogeneously.

VI.   Articulation/Scope & Sequence/Time Frame

All students receive instruction in music during grades K-2 over the course of the year.

VII. Resources

Texts/Supplemental Reading/References

- Texts
  - <u>Music</u> <u>Connection</u>, Silver Burdett-Ginn, 1995, and assorted content appropriate songbooks.

- Supplemental Readings/Materials
  - Teacher selected materials
  - CD's
  - DVD's
  - Internet Resources

VIII. Suggested Activities

- Echo singing
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

X.   Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis.
The nature of the music discipline demands varied access any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:
- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII.   **Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII.   Curriculum Map/Pacing Guide

Grade K and 1

Unit Topic **K-1, Unit 1**	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Knowledge and Comprehension: The Basic Building Blocks of Music **1. Rules and Regulations of the Music Room** • Music classroom safety • Musical instrument and materials safety • Develop respect for all created music **2. Rhythm** • Identify Beat and No beat in listening examples • Move to a steady beat • Perform steady	13 weeks	*For Support:* • Peer mentoring on problems • Differentiated teacher feedback on assignments and classwork • Visual aids to project on SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodate various learning styles • Use of visual and multi-sensory formats • Modification of content and student products • Visual learning	*NJSLS – Arts:* • 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.6, 1.3.2.B.7, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.B.1, *21st Century Standards CRP:* • CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.F.1,	*Formative Assessment:* • Teacher observation of student progress. • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities *Summative Assessment:*

Unit Topic **K-1, Unit 1**	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
beat on classroom instruments • Identify long and short sounds • Perform quarter and eighth note patterns • Perform quarter note, eighth note and quarter rest patterns • Identify and perform accented beats **3. Melodic Elements** • Identify high and low sounds • Sing Sol-Mi patterns in appropriate range • Sing songs that use sol mi intervals • Play sol mi patterns on pitched instruments		including graphic organizers • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Word walls • Cooperative learning groups *For Enhancement:* • Supplemental reading material for independent study • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting pace of lessons • Curriculum compacting • Independent study	*Technology Standards 8.2:* • 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.3, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.C.1, 8.2.2.E.1 *21st Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.2,	• Singing Sol, Mi and La, Quarter notes and Eighth notes – in class performance assessment • Moving to a steady beat – in class performance assessment • Percussion Instrument identification – quiz/worksheet • Woodwind instrument identification – quiz/worksheet

Unit Topic **K-1, Unit 1**	**Time Allocated**	**Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students**	**Standards**	**Assessments**
• Identify, sing and play do and la • Sing songs that use sol, mi and la **4. Expressive Elements and Timbre** • Introduce tempo terms • Identify and experiment with different uses of the voice • Use age-appropriate singing technique **5. Instrument Families** • Identify percussion family instruments • Identify woodwind family instruments **6. History and Culture** • Explore and identify the performance form of ballet				

Unit Topic K-1, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
7. Movement and Response to Music • Respond to music with emotional reactions with movement words and pictures				

Unit Topic **K-1, Unit 2**	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Analysis and Synthesis: Diving Deeper into Music **1. Rhythmic Elements** • Reinforce performance of rhythm patterns by ear • Read and play quarter notes and eighth notes • Identify rhythm patterns in listening activities • Perform rhythmic ostinato on various instruments • Introduce half note • Rhythmic dictation of quarter note, eighth note and eighth note rest patterns **2. Melodic Elements** • Sing songs and	14 weeks	*For Support:* • Peer mentoring on problems • Differentiated teacher feedback on classwork and assignments • Visual aids projected onto SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Modification of content and student products • Pre-teaching of vocabulary and concepts • Visual learning including graphic organizers • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced language skills • Word wall	*NJSLS – Arts:* • 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.6, 1.3.2.B.7, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, *21st Century Standards CRP:* • CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* • 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.E.1, 8.1.2.F.1, *Technology Standards*	*Formative Assessment:* • Teacher observation of student progress. • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities *Summative Assessment:* • Singing and accompanying short songs containing the notes sol, mi, la, do and re and quarter notes, eighth notes and

patterns using do, mi, sol and la • Read and sing sol mi patterns on the staff • Introduce re into singing patterns **3. Form** • Distinguish between two different sections of music **4. Instrument Families** • Identify brass family of instruments • Identify string family of instruments • Identify the sound and instruments of the orchestra **5. Expressive Elements and Timbre** • Introduce terms "meter" and "measure" **6. Movement and Response to Music** • Follow and create a story based on listening experiences		• Cooperative learning groups *For Enhancement:* • Supplemental material for independent study • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting pace of lessons • Curriculum compacting • Independent study	*8.2:* • 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, 8.2.2.E.1, *21st Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4	eighth note rest patterns – in class performance assessment • Rhythmic dictation of quarter note, eighth note and eighth rest patterns – in class assessment • Identifying string instruments – quiz/worksheet • Identifying brass instruments – quiz/worksheet • Identifying the instruments of the orchestra – quiz/worksheet

Unit Topic K-1, Unit 3	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Synthesis and Evaluation: Let's Make Music! **1. Rhythmic and Melodic Elements** • Reinforce reading, playing and singing rhythmic and melodic patterns • Use familiar pitch and rhythm patterns to create compositions • Use familiar songs as a base for improvisation on instruments • Use familiar songs as a base for vocal improvisation • Review notes and rhythm **2. Expressive Elements and Timbre** • Prepare songs for performance • Develop an	13 Weeks	*For Support:* • Peer mentoring on problems • Differentiated teacher feedback on assignments and classwork • Visual aids to project on SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Multi-media approach to accommodate various learning styles • Use of visual and multi-sensory formats • Modification of content and student products • Visual learning including graphic organizers • Teacher modeling • Pairing students with beginning English language skills with students who have	*NJSLS – Arts:* • 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, *21st Century Standards CRP:* • CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12, *Technology Standards 8.1:* • 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.F.1, *Technology Standards 8.2:* 8.2.2.A.1, 8.2.2.A.2,	*Formative Assessment:* • Teacher observation of student progress. • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities *Summative Assessment:* • Singing and accompanying short songs containing the notes sol, mi, la, do and re and

		more advanced English language skills	8.2.2.A.3, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3,	quarter notes, eighth notes and eighth note rest patterns – in class performance assessment
understanding of proper audience and performance behavior • Review appropriate singing technique • Introduce terms "conductor" and "ensemble" • Review musical elements **3. Movement and Response to Music** • Listen and identify similarities and differences from various styles of music		• Word walls • Cooperative learning groups *For Enhancement:* • Supplemental reading material for independent study • Enhanced expectations of independent study • Elevated questioning techniques • Adjusting the pace of lessons • Curriculum compacting • Independent study	*21ˢᵗ Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4	• Singing improvisations using familiar songs – in class assessment • Improvising on instruments using familiar songs – in class assessment • Participation in school concert • Identifying the instruments of the orchestra – quiz/worksheet

Unit Topic Grade 2, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments

Knowledge and Comprehension: The Basic Building Blocks of Music
1. Rules and Regulations of the Music Room
  • Music classroom safety
  • Musical instrument and materials safety
  • Develop respect for all created music
2. Rhythm
  • Review all rhythm patterns learned in 1st grade
  • Introduce 4/4 and 6/8 meter
  • Introduce ties
  • Pulse in 2 or 4 vs. 3
  • Read and write rhythms learned
  • Moving in meter 3
  • Continue rhythm pattern work
3. Melodic Elements
  • Review notes from 1st grade
  • Introduce do and re
	13 weeks	*For Support:*
		  • Peer mentoring on problems
		  • Differentiated teacher feedback on assignments
		  • Visual aids to project on SMARTboard
		  • Re-teaching and review
		  • Exemplars of varied performance levels
		  • Multi-media approach to accommodating various learning styles
		  • Use of visual and multi-sensory formats
		  • Modification of content and student products
		  • Pre-teaching vocabulary and concepts
		  • Visual learning, including graphic organizers
		  • Teacher modeling
		  • Pairing students with
			NJSLS – Arts:
			  • 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.2.2.A.1, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.6, 1.3.2.B.7, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.B.1, 1.4.2.B.2,
			
			21st Century Standards CRP:
			  • CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12
			
			Technology Standards 8.1:
			  • 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.E.1, 8.1.2.F.1
			
			Technology Standards 8.2:
				Formative Assessment:
				  • Teacher feedback on student progress
				  • Class participation
				  • Singing in unison and harmony, alone or with others
				  • Playing instruments alone or with others
				  • Participation in various in-class performance activities
				
				Summative Assessment:
				
				  • Moving in 2 vs 3 – in class performance assessment
				  • Singing sol, mi, la, do and re individually with hand signs – in class performance assessment

Unit Topic Grade 2, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
on the staff • Sing and read do and re patterns with hand signs • Introduce moveable do • Sing and read sol, mi, do patterns with hand signs • Reinforce moveable do • Sing and read la, sol and mi • Do patterns with hand signs **4. Expressive Elements and Timbre** • Review proper singing technique • Identify the term "conducting" • Conduct in 2 • Introduce dynamics **6. History and Culture** • Music around the world • Introduce opera **7. Movement and Response to Music** • Demonstrating tempo changes		beginning English language skills with students who have more advanced English language skills • Word walls • Cooperative learning groups *For Enhancement:* • Supplemental reading material for independent study • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting the pace of the lesson • Curriculum compacting • Independent study	• 8.2.2.A.1, 8.2.2.A.2, 8.2.2.A.3, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.B.3, 8.2.2.B.4, *21st Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4	• Read the notes sol, mi, la and do on the music staff – quiz/worksheet

Unit Topic **Grade 2, Unit 1**	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Distinguish between meter in 2 and meter in 3 by listening and moving				

Unit Topic Grade 2, Unit 2	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Analysis and Synthesis: Diving Deeper into Music **1. Rhythmic Elements** - Read and play rhythms with half notes - Read and play rhythms with ties - Introduce dotted rhythms - Introduce fermatas - Play eighth notes correctly when separated or barred - Read and write rhythm patterns learned - Introduce sixteenth notes **2. Melodic Elements** - Introduce the note fa - Sing and read la, sol, fa, mi, do patterns with hand signs - Sing and read la, sol, fa, mi, re, do patterns with hand signs - Introduce the note ti - Sing and read patterns using all notes with hand	14 weeks	*For Support:* - Peer mentoring on problems - Differentiated teacher feedback on assignments - Visual aids to project on SMARTboard - Re-teaching and review - Exemplars of varied performance levels - Multi-media approach to accommodating various learning styles - Use of visual and multi-sensory formats - Modification of content and student products - Pre-teaching of vocabulary and concepts - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with	*NJSLS – Arts:* 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.6, 1.3.2.B.7, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3 *21ˢᵗ Century Standards CRP:* - CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12 *Technology Standards 8.1:* 8.1.2.A.1, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.E.1, *Technology Standards 8.2:* 8.2.2.A.2, 8.2.2.A.3, 8.2.2.B.1, 8.2.2.B.4,	*Formative Assessment:* - Teacher assessment of student progress - Classwork - Class participation - Singing, alone and with others, in unison and harmony - Playing instruments, alone and with others - Participation in various in-class performance activities *Summative Assessment:* - Sing solfege patterns using do, re, mi, fa, sol la and ti – in class individual performance - Identify the names of the notes on the treble clef – quiz - Play, on classroom instruments, quarter

signs
• Introduce letter names for notes
3. Form
  • Identify simple forms in performance and listening selections
4. Expressive Elements and Timbre
  • Review dynamics
  • Conduct in 4
5. Movement and Response to Music
  • Identify and describe the mood of listening selections
		students who have more advanced English language skills
		• Word walls
		• Cooperative learning groups
		
		For Enhancement:
		• Supplemental reading material for independent study
		• Enhanced expectations for independent study
		• Elevated questioning techniques
		• Adjusting the pace of lessons
		• Independent study
			8.2.2.D.5,
			
			21st Century Standards 9.2:
			• 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4
				notes, eighth notes and sixteenth notes – in class performance assessment
				• Identify simple forms in listening selections – listening quiz

Unit Topic Grade 2, Unit 3	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Synthesis and Evaluation: Let's Make Music! **1. Rhythmic and Melodic Elements** - Reinforce reading and playing/singing of rhythmic and melodic patterns - Use rhythmic and melodic patterns to create and perform compositions - Use rhythmic and melodic patterns to improvise upon familiar songs **2. Expressive Elements and Timbre** - Prepare songs for performance - Review proper audience and performance behavior - Review appropriate	13 Weeks	*For Support:* - Peer mentoring on problems - Differentiated teacher feedback on assignments - Visual aids projected on SMARTboard - Re-teaching and review - Exemplars of varied performance levels - Multi-media approach to accommodating various learning styles - Use of visual and multi-sensory formats - Modification of content and student products - Pre-teaching vocabulary and concepts - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with	*NJSLS – Arts:* 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.2.2.A.1, 1.2.2.A.2, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4, 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3 *21st Century Standards CRP:* - CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12, *Technology Standards 8.1:* 8.1.2.A.1, 8.1.2.A.3, 8.1.2.A.4, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.E.1, *Technology Standards 8.2:* 8.2.2.A.2, 8.2.2.A.3,	*Formative Assessment:* - Teacher assessment of student progress - Classwork - Class participation - Singing, alone and with others, in unison and harmony - Playing instruments, alone and with others - Participation in various in-class performance activities *Summative Assessment:* - Create compositions using rhythmic and melodic patterns learned – in class project - Improvise on familiar songs using rhythmic and melodic patterns learned – in class performance - Participation in school

singing technique • Review musical elements and concepts learned **3. History and Culture** • Review ballet and opera • Introduce musical theater **4. Movement and response to music** • Listen to and identify music of varying styles		students who have more advanced English language skills • Word walls • Cooperative learning groups *For Enhancement:* • Supplemental reading material for independent study • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting the pace of lessons • Independent study	8.2.2.B.1, 8.2.2.B.4, 8.2.2.D.5, *21st Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4	concert