

# Lebanon Borough School District



## Curriculum Management System

GENERAL MUSIC

Grades K-2

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: December 10, 2020**

# **LEBANON BOROUGH SCHOOL DISTRICT**

## **ADMINISTRATION**

**Bruce Arcurio, Chief School Administrator**  
**Tricia Duell, Business Administrator/Board Secretary**

## **BOARD OF EDUCATION**

**Daniel Elwell, President**  
**Jacklyn Carruthers, Vice President**  
**David Abeles, Member**  
**Christine Burton, Member**  
**Danielle Nugent, Member**

# INTRODUCTION

## Arts Education in the 21st Century

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

*The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market ...* (2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

**Mission:** *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

**Vision:** An education in the arts fosters a population that:

Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century. Understands and impacts the increasingly complex technological environment.

## Intent and Spirit of the Visual and Performing Arts:

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 [National Standards for Arts Education](#) and [National Coalition for Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for final publication in 2014. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

Define and solve artistic problems with insight, reason, and technical proficiency.

Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives. Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. Relate various types of arts knowledge and skills

within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

### **2014 Visual and Performing Arts Standards**

In view of the pending publication of the [National Coalition of Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education Assessment Framework](#): creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points. This difference will be reconciled in future iterations of New Jersey's Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards. However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form. While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

#### *Organization of the Standards*

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

**Standards 1.1 and 1.2**, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

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.*

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.*

**Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

**Standard 1.4** addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

*Proficiency Levels and Grade Band Clusters*

The grade-band clusters for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

**Preschool:** All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines.

The goal is

that preschool students *attain foundational skills that progress toward [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5

grade-level arts standards, as developmentally appropriate.

**Grades K-2 and 3-5:** All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students *attain [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts.

**Grades 6-8:** In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate [competency](#)* in the content knowledge and skills delineated for the selected arts discipline.

*Teaching the Standards: Certification and Highly Qualified Arts Educators*

The visual and performing arts are considered a "core" subject under the federal *No Child Left Behind Act* (NCLB-2001). Therefore, all visual and performing arts teachers must meet the "Highly Qualified Teachers" standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

### **Education in the Arts: National and State Advocacy:**

The [Arts Education Partnership](#) provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts.

At the state level, the [New Jersey Arts Education Partnership](#) was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, [Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child](#), is the NJAEPs response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New Jersey's public schools.

A [Glossary](#) of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

### **References:**

Amdur, S., & Associates (Ed.). (2000). *Learning and the arts: Crossing boundaries* (proceedings of an invitational meeting for education, art, and youth funders held January 12-14, Los Angeles). Seattle, WA: Grantmakers in the Arts. Online: <http://www.giarts.org>

Asbury, C., & Rich, B. (Eds.). (2008). *Learning, arts, and the brain: The DANA foundation consortium report on arts and cognition*. New York: DANA Press.

Consortium of National Arts Education Associations. (1994). *National standards for arts education: What every young American should know and be able to do in the arts*. Reston, VA: Music Educators National Conference. Online: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.

Deasy, R. J. (Ed.). (2005). *Third space: When learning matters*. Washington, DC: Arts Education Partnership.

Fisk, E. B. (Ed.) (1999). *Champions of change: The impact of the arts on learning*. Washington, DC: The Presidents Committee on the Arts and Humanities & Arts Education Partnership.

Kendall, J. S., & Marzano, R. J. (2000). *Content knowledge: A compendium of standards and benchmarks for K-12 education* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Literacy in the Arts Task Force. (1989). *Literacy in the arts: An imperative for New Jersey schools*. Trenton, NJ: Alliance for Arts Education.

National Center on Education and the Economy. (2007). *Tough choices or tough times: The report of the New Commission on the Skills of the American Workforce*. San Francisco: John Wiley & Sons. Online [executive summary]:[http://www.skillscommission.org/?page\\_id=280](http://www.skillscommission.org/?page_id=280)

National Dance Education Organization. (2005). *Standards for learning and teaching dance in the arts: Ages 5-18*. Silver Spring, MD: Author. Online: [http://ndeo.org/content.aspx?page\\_id=22&club\\_id=893257&module\\_id=55412](http://ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=55412)

New Jersey State Department of Education. (1996). *New Jersey Core Curriculum Content Standards*. Trenton, NJ: Author.

New Jersey State Department of Education. (1999). *New Jersey visual & performing arts curriculum framework*. Trenton, NJ: Author.

New Jersey State Department of Education. (2004). *New Jersey visual & performing arts curriculum framework*. Trenton, NJ: Author.

New Jersey State Department of Education. (2008). *Standards clarification project*. Trenton, NJ: Author. Online: <http://www.nj.gov/education/aps/njscp/>

Presidents Committee on the Arts & Humanities & Arts Education Partnership. (1999). *Gaining the arts advantage: Lessons learned from school districts that value arts education*. Alexandria, VA, & Washington, DC: Authors.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum and Development.

## Unit Design

Each curriculum unit of study is designed within the Understanding by Design (UbD) framework. Each unit cites the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, New Jersey Student Learning Standards for Technology, and New Jersey Student Learning Standards for 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Topics and Objectives are specifically outlined. These clearly indicate what students need to understand, what they will keep considering, what they will know and what they will be able to do.

These items provide the framework that teachers must follow in order to ensure that the New Jersey Core Curriculum Content Standards and curriculum objectives are met.

In the assessment column, students will show what that they have achieved the goals of the unit. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content. Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments**.

In the 'Activities' column, with key learning events and instruction are outlined. This is considered to be the 'how' of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st**

**century life and career integration** activities are suggested. Depending on the individual needs of the students in each classroom, teachers are expected to differentiate these components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

### *Meeting the Needs of Diverse Learners through Differentiation*

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher's commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit at every grade level throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

1. **Special Education Students**
2. **English Language Learners**
3. **Students At Risk of School Failure**
4. **Gifted and Talented Students**
5. **Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided
  - strategies for increasing the student's rate of learning

parents' right to request an evaluation for special education programs and/or services.

The school district must **select and define the specific structure and components of its Rtl program**, including, but not limited to:

- a. criteria for determining the levels of intervention to be provided to students
  - b. types of interventions
  - c. amount and nature of student performance data to be collected
  - d. manner and frequency of progress monitoring
2. Requires each school district implementing a Rtl program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a Rtl program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

**\*\*See Appendix A for comprehensive accommodations and modifications for the above student populations and the Response to Intervention Framework.**

## **21st Century Life and Career**

One of the goals at Lebanon Borough School is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study within the grade level bands. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

### *Interdisciplinary Connections*

Many areas of the overall curriculum are taught and reinforced through the performing arts. The study of performing arts reinforces the basic concepts taught in all other subject areas. All teachers have the ability and opportunity to meet with colleagues to discuss and design the ways in which the performing arts can be incorporated throughout the school day. Likewise, performing arts teachers are consistently incorporating content from the other core curriculum content areas. Teachers will meet to plan interdisciplinary lessons, activities, and projects that help students make connections and develop meaningful understandings. The opportunity to meet and plan have to be promoted and assisted by the district administration.

### *Technology Integration*

Technology plays an integral part in the teaching and learning process throughout the Lebanon Borough School Curriculum. Performing Arts classes and integration should, when possible, make use of technology for a variety of reasons:

- a. The technology available through numerous software programs is a media in itself.
- b. The application of technology to creative production is a technique that has come into its own during the twenty-first century.
- c. The performing arts have become a technology-driven discipline.
- d. The Performing Arts are greatly enhanced by technology.

Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study, at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Lebanon Borough School has a wide range of media and technology available for staff and student use. Each district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology they have and to extend the training offerings available to staff. Technology plays an important role

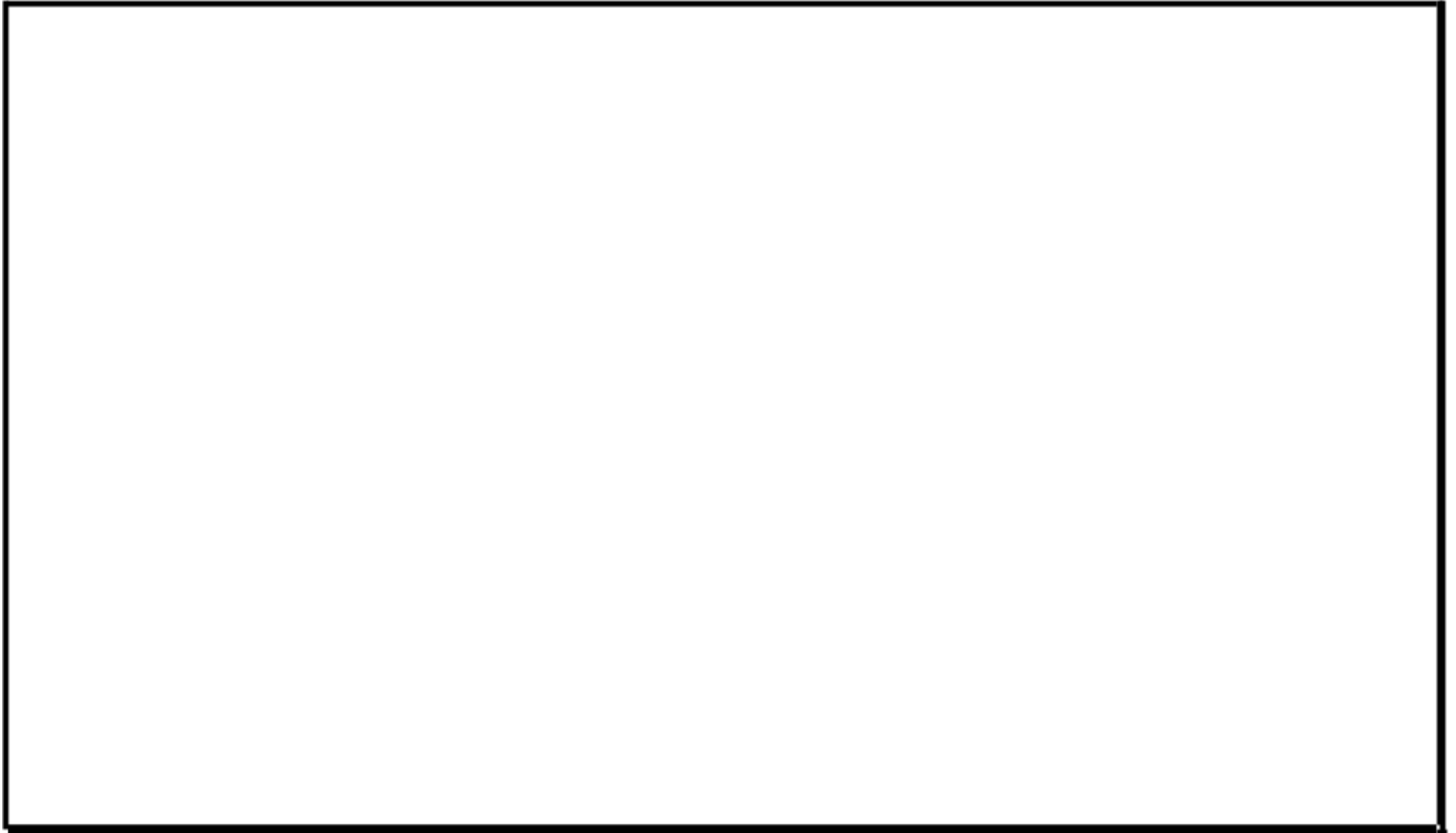


in the implementation of the Performing Arts curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available media.

### *Staff and Program Development*

Staff development is an essential element of curriculum design that helps to ensure the implementation of the current curriculum. To keep staff abreast of new developments that may affect future curriculum revisions and adaptations, and to encourage professional growth and spirit. Region-Wide staff meetings are used to discuss the topics and importance of the arts to staff and students. In addition, teachers are encouraged to expand their knowledge within the subject by attending professional development sessions throughout the state. Teachers are also asked to embrace curriculum development as an on-going process. They are to research and present new findings in terms of how students learn. New ideas emerge in terms of how programs should be organized and what is important for students to study and learn. Materials for teaching continue to evolve. For these reasons it is important that school districts examine new directions and consider ways to modify, adjust and expand current programs. In order to meet the NJSL, it is necessary for all teachers to embrace the performing arts and continue to incorporate the performing arts in various subject areas.

**Grades K-2  
General Music**



**Scope and Sequence**  
**Trimester I (September–December)**

**Topic: Singing (4 weeks)**

- I. Singing simple melodies
  - a. Singing on the pitches sol-mi
  - b. Creating new verses to songs
  - c. Singing accumulative songs
  - d. Singing songs from textbook
  - e. Auditory discrimination

NJSLA Music Standards addressed: 1.1.2.B.1, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6

**Topic: Rhythm (4 weeks)**

- II. Tempo
  - a. Identifying fast and slow tempos
  - b. Identifying run, walk and gallop rhythms
  - c. Introducing quarter note, half note and eighth note rhythms
  - d. Introducing rhythmic patterns in 4/4 time

NJSLA Music Standards addressed: 1.1.2.B.2, 1.1.2.B.3, 1.3.2.B.1, 1.3.2.B.5

**Topic: Movement (3 weeks)**

- III. Moving to the beat
  - a. Moving specifically to the music
  - b. Following directions - acting out short plays.
  - c. Moving to quarter notes, eighth notes and half notes
  - d. Following specific choreography

NJSLA Music Standards addressed: 1.1.2.A.1, 1.1.2.A.4, 1.3.2.A.2, 1.3.2.A.3, 1.3.2.A.4, 1.3.2.C.2, 1.3.2.C.3

**Topic: Dynamics (2 weeks)**

- IV. Forte and Piano
  - a. Conducting loud and soft
  - b. Singing loud and soft
  - c. Identifying forte and piano in music

NJSLA Music Standards addressed: 1.1.2.B.2, 1.1.2.B.3, 1.3.2.B.1, 1.3.2.B.2

**Materials Used in this Unit**

- Danny Quinn Children's CDs
- Music K-8 Magazine
- FlipGrid
- Music Play Online (Theme & Variations)
- Drum
- Chrome Music Lab
- Tone bells
- Singing with Young Children (Bonnie Phipps)
- It's Time For Music (Mary Louise Reilly & Lynn Freeman Olson)

### **21<sup>st</sup> Century Skills (The ones that apply to this unit are in bold)**

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Media Literacy
- Information Literacy
- Information, Communication & Technology

### **21<sup>st</sup> Century Themes (The ones that apply to this unit are in bold)**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

### **Technology Standards**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

### **Career Education Standards**

- 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.

### **Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP6. Demonstrate creativity and innovation.

## **Interdisciplinary Connections**

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

K.CC.A Know number names and the count sequence.

K.CC.B Count to tell the number of objects.

K.MD.B Classify objects and count the number of objects in each category.

1.OA.C Add and subtract within 20.

1.NBT.A Extend the counting sequence.

2.G.A Reason with shapes and their attributes.

## Differentiation

**Special Education:** Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

**For Gifted:** Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

**At Risk:** Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies.

**ELL:** Meet with Mrs. Kelly Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

## Assessments

### Formative Assessments:

- Ask questions
- Think-pair-share
- Exit tickets
- Demonstrate learning through diagramming or charting

### Summative Assessments:

- End of unit tests/quizzes
- Final projects

### District Benchmark:

K-1: Keep a steady beat.

Perform and Identify run, walk and gallop: red leaves and yellow leaves

2: Keep a steady beat.

Perform and Identify quarter and eighth note and half note rhythms.

K-1: Sing and sign sol-mi on pitch.

Play the bells on sol-mi.

Sing a variety of simple melodies.

Make up a verse of a song by filling in the blanks. Disguise their voice in a song.

2: Sing a variety of simple melodies.

Sing on pitch from basic notation. Create new verses to songs.

K-1: Move to specific tempos and rhythms.

Create moves for specific tempos.

Follow directions for a short narrative play.

2: Move to specific tempos and rhythms.

Create dance moves to songs.

K-2: Identify loud and soft sounds through visuals.

Identify forte and piano through listening.

Conduct forte and piano.

**Alternative Assessment: PBA based on student choice**

## **District Goals**

**Opportunities for Inquiry Based Learning and Project Based Learning as outlined in lesson plans**



S	Curriculum Management System	<b>Topic: Singing</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 1:</b> The student will be able to sing, identify and perform simple melodies.	
<b>Objectives / Cluster Concepts /  Cumulative Progress Indicators  (CPI's)</b> The student will be able to:	<b>Essential Questions,  Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology /  Resources / Learning Activities /  Interdisciplinary Activities / Assessment Model</b>	

4	<p>1.1. Sing and sign the pitches sol-mi. (1.3.2.B.1, 1.3.2.B.2)</p> <p>1.2. Play the bells on the pitches sol-mi. (1.3.2.B.1, 1.3.2.B.3)</p> <p>1.3. Sing melodies by rote. (1.1.2.B.1)</p> <p>1.4. Create new verses to songs. (1.3.2.B.5)</p> <p>1.5. Sing an accumulative song. (1.3.2.B.2)</p> <p>1.6. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>1.7. Sing songs from a textbook. (1.3.2.B.1)</p> <p>1.8. Disguise their voice in a song. (1.3.2.B.5)</p> <p>1.9. Practice collaborative skills in</p>	<p><b>Essential Questions:</b></p> <p>How can you successfully match pitch? What makes a good singing voice?</p> <p>How can you successfully make up a new verse to a song? How can you successfully disguise your voice in this song?</p> <p><b>Conceptual Understandings:</b></p> <p>Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy.</p> <p>Ear training and listening skills are prerequisites for musical literacy.</p> <p>The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> <p>Improvisation is a foundational skill for music composition.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b></p> <p>Singing a variety of simple songs. Singing and signing sol-mi. Playing the bells on sol-mi Disguising your voice in a Halloween song.</p> <p><b>Assessment Models: Students will be asked to:</b></p> <p>K-1: Sing and sign sol-mi on pitch Play the bells on sol-mi Sing a variety of simple melodies. Make up a verse of a song by filling in the blanks. Disguise their voice in a song.</p> <p>2: Sing a variety of simple melodies. Sing on pitch from basic notation. Create new verses to songs.</p> <p><b>Additional Resources:</b></p> <p>Tone bells</p>
---	--	---	---

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Singing</b>	
		<u><b>Goal 1:</b></u> The student will be able to sing, identify and perform simple melodies.	
	<b>Objectives / Cluster Concepts /</b> <b>Cumulative Progress Indicators</b> <b>(CPI's)</b> The student will be able to:	<b>Essential Questions,</b> <b>Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology /</b> <b>Resources / Learning Activities /</b> <b>Interdisciplinary Activities / Assessment Model</b>

	<p>groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>1.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.12. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p>		<p>Singing with Young Children (Bonnie Phipps) It's Time For Music (Mary Louise Reilly &amp; Lynn Freeman Olson) Music Play Online (Theme &amp; Variations) Grade 2 Moans and Groans and Skeleton Bones (Cheryl Lavender) Danny Quinn Children's CDs Music K-8 Magazine</p>
--	--	--	---

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Rhythm</b>	
		<b>Goal 2:</b> The student will be able to identify and perform specific tempos and rhythms.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
4	2.1. Identify fast and slow tempos. (1.1.2.B.1, 1.1.2.B.2)  2.2. Identify run, walk and gallop rhythms. (1.1.2.B.2)  2.3. Identify quarter note, eighth note and half note rhythms. (1.1.2.B.3)  2.4. Recognize rhythms in 4/4 time.	<b>Essential Questions:</b> How can you successfully keep a steady beat with the music? What is the difference between these rhythms? How can you successfully perform these rhythms?  <b>Conceptual Understandings:</b> Ear training and listening skills are prerequisites for musical literacy.  The Elements of Music are foundational to basic music literacy.	<b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b>  <b>Learning Activities:</b> Performing different tempos and rhythms. What do you hear? Listening -Fast or Slow Identifying quarter note and eighth note rhythms.  <b>Assessment Models:</b> Students will be asked to: K-1: Keep a steady beat.

	<p>(1.1.2.B.3)</p> <p>2.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p>	<p>The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> <p>Music is often defined as organized sound that is dependent upon predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p>	<p>Perform and Identify run, walk and gallop: red leaves and yellow leaves</p> <p>2: Keep a steady beat. Perform and Identify quarter and eighth note and half note rhythms.</p> <p><b>Additional Resources:</b> Hap Palmer CD Music Play Online (Theme &amp; Variations) CD's- What do you Hear? Drum Toe, Leg Knee CD Music Play Online (Theme &amp; Variations) Grade 2 Textbook Musical Experiences Classics for Kids (website) Chrome Music Lab (website)</p>
--	---	---	--

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Rhythm</b>	
		<b>Goal 2:</b> The student will be able to identify and perform specific tempos and rhythms.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	2.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)  2.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)  2.9. Explain the importance of understanding and following rules in the family, classroom, and community		

settings.

(9.1.4.F.3)

--	--	--	--



<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Movement</b>	
		<b>Goal 3:</b> The student will be able to move to specific tempos and rhythms as well as follow directions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

8	<p>3.1. Move to specific tempos. (1.1.2.A.1)</p> <p>3.2. Create movement for fast and slow tempos. (1.1.2.A.2)</p> <p>3.3. Move to run, walk and gallop rhythms. (1.1.2.A.1)</p> <p>3.4. Move to quarter note, eighth note and half note rhythms. (1.1.2.A.4)</p> <p>3.5. Follow directions. (1.3.2.C.1)</p> <p>3.6. Act out short plays. (1.1.2.A.3, 1.3.2.C.1, 1.3.2.C.2, 1.3.2.C.3)</p> <p>3.7. Perform specific choreography. (1.1.2.A.4)</p> <p>3.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different</p>	<p><b>Essential Questions:</b>  How can you successfully move to these tempos?  How can you successfully move to these rhythms?  Why is it important to follow these directions?  What makes a good performance of this play?</p> <p><b>Conceptual Understandings:</b>  Original choreography and improvisation of movement sequences begins with basic understanding of the dance elements.</p> <p>Original movement is generated through improvisational skills and techniques.</p> <p>There are distinct differences between pedestrian movements and formal training in dance.</p> <p>The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving.</p> <p>Plays may use narrative structures to communicate themes.</p> <p>Actors use voice and movement as tools for storytelling.</p> <p>Voice and movement have broad ranges of expressive potential.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b>  Moving to fast and slow tempos.  Drum talk- moving to run, walk and gallop  Moving to specific rhythms.  Creating dance moves to songs.  Acting out a short play.</p> <p><b>Assessment Models:</b>  Students will be asked to:  K-1: Move to specific tempos and rhythms.  Create moves for specific tempos.  Follow directions for a short narrative play.  2: Move to specific tempos and rhythms  Create dance moves to songs.</p> <p><b>Additional Resources:</b>  Hap Palmer CD  Music Play Online (Theme &amp; Variations)  CDs- What do you Hear? Drum  Toe, Leg Knee CD  Music Play Online (Theme &amp; Variations) Grade 2 Textbook  Musical Experiences</p>
---	---	---	---

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Movement</b>	
		<b>Goal 3:</b> The student will be able to move to specific tempos and rhythms as well as follow directions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

	<p>settings(at home, in school, during play). (9.1.4.C.1)</p> <p>3.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.11. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p>		
--	--	--	--



2	<p>4.1. Identify forte and piano in music. (1.1.2.B.1)</p> <p>4.2. Recognize that F means loud and P means soft. (1.3.2.B.1)</p> <p>4.3. Sing forte and piano. (1.3.2.B.1)</p> <p>4.4. Conduct forte and piano. (1.3.2.B.7)</p> <p>4.5. Identify sounds that are loud and soft. (1.1.2.B.1, 1.1.2.B.2)</p> <p>4.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>4.7. Use effective oral and written communication in face-to-face and online</p>	<p><b>Essential Questions:</b>          What is the difference between loud and soft sounds?          How can you successfully identify forte and piano in music?          How can you successfully conduct forte and piano?</p> <p><b>Conceptual Understandings:</b>          The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> <p>Basic conduction patterns and gestures provide cues about how and when to execute changes in dynamics, timbre and timing.</p> <p>Ear training and listening skills are prerequisites for music literacy.</p> <p>The elements of music are foundational to basic music literacy.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b>          Show pictures or loud or soft sounds and identify. "Music in a Hat"          What Do You Hear? Forte vs. Piano          Conducting Forte and Piano</p> <p><b>Assessment Models:</b>          K-2 students will be asked to:          Identify loud and soft sounds through visuals.          Identify forte and piano through listening.          Conduct forte and piano.</p> <p><b>Additional Resources:</b>          Music in a Hat- Dynamic duo cards          F and P cards          Music Play Online (Theme &amp; Variations)- What Do You Hear? CD Grade one          Classis for Kids (website)</p>
---	---	---	--

<b>S</b>	<b>Curriculum Management System</b>	<b>Topic: Dynamics</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 4:</b> The student will be able to sing, conduct and identify forte and piano.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

	<p>interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.9. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p>		
--	---	--	--



## Trimester II (December to March)

### Topic: Singing (3 weeks)

- V. Singing simple melodies
- Singing on the pitches mi-re-do
  - Singing seasonal songs
  - Singing ascending and descending scales in Solfeggio
  - Singing songs from textbook

NJSLA Music Standards addressed: 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

### Topic: Rhythm (3 weeks)

- VI. Rhythm performance
- Clapping quarter note, quarter rests and eighth note rhythms
  - Playing instruments on the beat
  - Playing instruments to rhythmic patterns in 4/4 time

NJSLA Music Standards addressed: 1.1.2.B.2, 1.3.2.B.1, 1.3.2.B.3, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7

### Topic: Movement (2 weeks)

- VII. The Nutcracker Ballet
- Learning the story of the Nutcracker Ballet
  - Moving to the music of the Nutcracker Ballet
  - Following directions-acting out short plays

NJSLA Music Standards addressed: 1.1.2.A.1, 1.1.2.B.2, 1.1.2.C.3, 1.3.2.C.1, 1.4.2.A.2, 1.4.2.B.3

### Topic: Melody (4 weeks)

- VIII. Melodic Direction
- Moving to ascending and descending melodies
  - Identifying ascending and descending melodies
  - Playing Mi-Re-Do on the bells
  - Identifying high and low pitch
  - Playing a major scale on the bells

NJSLA Music Standards addressed: 1.1.2.A.1, 1.1.2.B.2, 1.1.2.B.3, 1.3.2.A.1, 1.3.2.B.1, 1.3.2.B.3, 1.3.2.B.6

## Materials Used in this Unit

- Toe, Leg Knee CD
- Music Play Online (Theme & Variations) Grade 1 & 2 Textbook, CD
- Drum
- Rhythm cards
- Nutcracker CD and book
- Bells
- Music K-8 songs and CD
- TheRhythmTrainer.com
- It's Time for Music book and CD

## 21<sup>st</sup> Century Skills (The ones that apply to this unit are in bold)

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Media Literacy
- Information Literacy
- Information, Communication & Technology

## 21<sup>st</sup> Century Themes (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

## Technology Standards

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.A.4 Graph data using a spreadsheet analyze and produce a report that explains the analysis of the data.
- 8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

## Career Education Standards

- 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.

## Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP6. Demonstrate creativity and innovation.

## Interdisciplinary Connections:

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- K.CC.A Know number names and the count sequence.
- K.CC.B Count to tell the number of objects.
- K.MD.B Classify objects and count the number of objects in each category.
- 1.OA.C Add and subtract within 20.
- 1.NBT.A Extend the counting sequence.
- 2.G.A Reason with shapes and their attributes.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.



## Assessments

### Formative Assessments:

- Ask questions
- Think-pair-share
- During lesson polls
- Exit tickets
- Demonstrate learning through diagramming or charting

### Summative Assessments:

- End of unit tests/quizzes
- Final project

### District Benchmark:

K-1: Sing and sign mi-re-do on pitch

Play the bells on mi-re-do

Sing a variety of simple

melodies. 2: Sing a variety of simple

melodies. Sing on pitch from basic

notation.

K-1: Keep a steady beat.

Perform and Identify Gob,

Gobble 2: Keep a steady beat.

Perform and Identify quarter and eighth note and half note rhythms.

K-1: Move to and identify ascending and descending melodies.

Sing and play the bells on Mi-re-do

Follow directions in a short play.

2: Move to and identify ascending and descending melodies.

Sing and play the bells on a major scale.

### Alternative Assessment

**K-2** PBA based on student choice

### **Differentiation**

**Special Education:** Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

**For Gifted:** Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

**At Risk:** Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discus and refine/update strategies.

**ELL:** Meet with Mrs. Kelly Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Singing</b>	
		<b>Goal 5:</b> The student will be able to sing, identify and perform simple melodies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

<p>4</p>	<p>5.1. Sing and sign the pitches mi-re-do. (1.3.2.B.1, 1.3.2.B.2)</p> <p>5.2. Play the bells on the pitches mi-re-do. (1.3.2.B.1. 1.3.2.B.3)</p> <p>5.3. Sing melodies by rote. (1.1.2.B.1)</p> <p>5.4. Sing ascending and descending melodies in Solfeggio. (1.1.2.B.1)</p> <p>5.5. Sing a seasonal song. (1.3.2.B.1)</p> <p>5.6. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>5.7. Sing songs from a textbook. (1.3.2.B.1)</p> <p>5.8. Practice collaborative skills in groups, and explain how these skills assist in</p>	<p><b>Essential Questions:</b></p> <p>How can you successfully match pitch? What makes a good singing voice? How does music add to the meaning and enjoyment of the holiday season?</p> <p><b>Conceptual Understandings:</b></p> <p>Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy.</p> <p>Ear training and listening skills are prerequisites for musical literacy.</p> <p>The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> <p>Improvisation is a foundational skill for music composition.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b></p> <p>Singing a variety of simple songs. Singing and signing mi-re-do Playing the bells on mi-re-do Singing ascending and descending melodies.</p> <p><b>Assessment Models:</b></p> <p>Students will be asked to:</p> <p>K-1: Sing and sign mi-re-do on pitch Play the bells on mi-re-do Sing a variety of simple melodies. 2: Sing a variety of simple melodies. Sing on pitch from basic notation.</p> <p><b>Additional Resources:</b></p> <p>Music K-8 Magazine, It's Time For Music (Mary Louise Reilly &amp; Lynn Freeman Olson) Toe, Leg Knee CD Music Play Online (Theme &amp; Variations) Grade 1 &amp; 2 Textbook, CDs Musical Experiences FlipGrid &amp; Chrome Music Lab</p>
----------	---	--	---

<b>S</b>	<b>Curriculum Management System</b>	<b>Topic: Singing</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 5:</b> The student will be able to sing, identify and perform simple melodies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>



	<p>completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>5.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>5.11. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p>		
--	---	--	--

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Rhythm</b>	
		<b>Goal 6:</b> The student will be able to perform quarter note, quarter rest and eighth note rhythms with a steady beat.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

4	<p>6.1. Clap and play instruments on a steady beat. (1.1.2.B.1, 1.1.2.B.2)</p> <p>6.2. Perform quarter note, eighth note and quarter rest rhythms. (1.1.2.B.3)</p> <p>6.3. Identify specific rhythms in 4/4 time. (1.1.2.B.3)</p> <p>6.4. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>6.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>6.6. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important</p>	<p><b>Essential Questions:</b> How can you successfully keep a steady beat with the music? What is the difference between these rhythms? How can you successfully perform these rhythms?</p> <p><b>Conceptual Understandings:</b> Ear training and listening skills are prerequisites for musical literacy.  The Elements of Music are foundational to basic music literacy.  The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.  Music is often defined as organized sound that is dependent upon predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b> Echo clapping rhythms Rhythm card drill</p> <p><b>Assessment Models:</b> Students will be asked to: K-1: Keep a steady beat. Perform and Identify Gob, Gobble 2: Keep a steady beat. Perform and Identify quarter and eighth note and half note rhythms.</p> <p><b>Additional Resources:</b> Drum Rhythm cards Musical Experiences Classics for Kids (website) Chrome Music Lab (website)</p>
---	---	--	--

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Rhythm</b>	
		<b>Goal 6:</b> The student will be able to perform quarter note, quarter rest and eighth note rhythms with a steady beat.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

in the home, school, and  
community.  
(9.1.4.F.1)

6.7. Establish and follow  
performance goals to  
guide progress in assigned  
areas of responsibility and  
accountability during  
classroom projects and  
extra-curricular activiites.  
(9.1.4.F.2)

S	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Movement</b>	
		<b>Goal 7:</b> The student will be able to appreciate and move to the music from the Nutcracker Ballet.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

1	<p>7.1. Understand how music and dance tells a story. (1.3.2.C.2, 1.3.2.C.3)</p> <p>7.2. Perform dance moves to excerpts from the Nutcracker. (1.1.2.A.2, 1.1.2.A.4)</p> <p>7.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>7.4. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.5. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p>	<p><b>Essential Questions:</b>  How can you identify the type of dancing in the Nutcracker?  What characterizes this type of dance?  How can you successfully perform this dance?  What is the story of the Nutcracker?</p> <p><b>Conceptual Understandings:</b>  Original movement is generated through improvisational skills and techniques.</p> <p>The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving.</p> <p>Actors use voice and movement as tools for storytelling.</p> <p>Voice and movement both have broad a range of expressive potential.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b>  Listening and reading the story of the Nutcracker.  Dancing to songs from the Nutcracker.</p> <p><b>Assessment Models:</b>  Observation, Oral Review</p> <p><b>Additional Resources:</b>  Nutcracker CD and book  Classics for Kids (website)</p>
---	---	---	---

<b>S</b>	<b>Curriculum Management System</b>	<b>Topic: Movement</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 7:</b> The student will be able to appreciate and move to the music from the Nutcracker Ballet.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>



(9.1.4.F.2)

7.6. Explain the importance of understanding and following rules in the family, classroom, and community settings.

(9.1.4.F.3)

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Melody</b>	
		<b>Goal 8:</b> The student will be able to identify and play ascending and descending melodies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

4	<p>8.1. Move to ascending and descending melodies. (1.1.2.B.2)</p> <p>8.2. Identify high and low pitch. (1.1.2.B.1)</p> <p>8.3. Identify ascending and descending melodies. (1.1.2.B.2)</p> <p>8.4. Play mi-re-do on the bells. (1.3.2.B.1)</p> <p>8.5. Play a major scale on the bells. (1.3.2.B.1, 1.3.2.B.3)</p> <p>8.6. Act out a play by showing melodic direction. (1.1.2.A.4, 1.3.2.C.1)</p> <p>8.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p>	<p><b>Essential Questions:</b>          What is the difference between a high or low pitch?          How can you successfully identify melodic direction?          How can you successfully play the bells as part of a major scale?</p> <p><b>Conceptual Understandings:</b>          Ear training and listening skills are prerequisites for musical literacy.</p> <p>The Elements of Music are foundational to basic music literacy.</p> <p>Playing techniques for Orff instruments are precursors for techniques used for hand percussion and melodic percussion instruments.</p> <p>Plays may use narrative structures to communicate themes.</p> <p>The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b>          Stand up or sit down? Game          Moving to High and Low pitch          Playing low bell and high bell          Singing and moving to ascending and descending melodies.          Playing the bells on mi-re-do          Playing the bell on a specific note of the major scale.          Acting out I'm going up play</p> <p><b>Assessment Models:</b>          Students will be asked to:          K-1: Move to and identify ascending and descending melodies.          Sing and play the bells on Mi-re-do          Follow directions in a short play.          2: Move to and identify ascending and descending melodies.          Sing and play the bells on a major scale.</p> <p><b>Additional Resources:</b></p>
---	--	---	---

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Melody</b>	
		<b>Goal 8:</b> The student will be able to identify and play ascending and descending melodies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

	<p>8.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>		<p>Bells Music K-8 songs and CD Musical Experience book Music Play Online (Theme &amp; Variations) grade 2 text Toe Leg Knee CD It's Time for Music book and CD Chrome Music Lab (website)</p>
--	---	--	--

## Trimester III (March to June)

### Topic: Singing (2 weeks)

- IX. Singing simple melodies
- Singing on the pitches do-mi-sol
  - Singing and signing all previously learned melodic patterns
  - Singing seasonal songs
  - Reading songs from the textbook
  - Singing rounds
  - Singing songs for performance

NJSLA Music Standards addressed: 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

### Topic: Rhythm (3 weeks)

- X. Rhythm performance
- Clapping quarter note, quarter rests and eighth note rhythms
  - Playing Instruments in a rhythmic pattern
  - Clapping rhythmic patterns in 4/4 time
  - Introducing rhythms in  $\frac{3}{4}$  time

NJSLA Music Standards addressed: 1.1.2.B.2, 1.3.2.B.1, 1.3.2.B.3, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7

### Topic: Movement (2 weeks)

- XI. Dance
- Performing specific dance moves
  - Following directions-acting our short plays
  - Learning choreography for performance

NJSLA Music Standards addressed: 1.1.2.A.1, 1.1.2.B.2, 1.1.2.C.2, 1.1.2.C.3, 1.3.2.C.1, 1.3.2.C.3, 1.4.2.A.2

### Topic: Music Symbols (4 weeks)

- XII. The Note & Rest Families
- Introducing the Note Family: Quarter, Half, Whole and Eighth notes
  - Introducing the Rest Family: Quarter, Half, Whole and Eighth rests
  - Introducing 16<sup>th</sup> and 32<sup>nd</sup> notes
  - Moving to the Note Family
  - Resting to the Rest Family
  - Identifying notes in printed music
  - Identifying rests in printed music

NJSLA Music Standards addressed: 1.1.2.B.3, 1.3.2.A.2, 1.3.2.B.1, 1.3.2.B.6

### Topic: Instruments (2 weeks)

- XIII. Classroom instruments
- Playing classroom instruments on the beat
  - Playing classroom instruments in a rhythmic pattern
  - Following a conductor
  - Introducing instruments of the orchestra
  - Identifying the sounds of classroom instruments

NJSLA Music Standards addressed: 1.1.2.B.4, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.4, 1.3.2.B.6,

## **Materials Used in this Unit**

- It's Time For Music (Mary Louise Reilly & Lynn Freeman Olson)
- Music Play Online (Theme & Variations) Grade 1 & 2 Textbook, CDs
- Rockin' a Round
- Drum
- Rhythm cards
- Meet the Note Family Coloring book
- Music K-8 magazine

- Classroom Instrument Bingo
- Elmo Peter and the Wolf Video
- Second Grade play songs
- TheRhythmTrainer.com
- Chrome Music Lab
- FlipGrid
- Classics for Kids

### **21<sup>st</sup> Century Skills (The ones that apply to this unit are in bold)**

- Creativity & Innovation
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

### **21<sup>st</sup> Century Themes (The ones that apply to this unit are in bold)**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- **Civic Literacy**
- **Health Literacy**
- Environmental Literacy

### **Technology Standards**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

### **Career Education Standards**

- 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.

### **Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.



## **Interdisciplinary Connections:**

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

K.CC.A Know number names and the count sequence.

K.CC.B Count to tell the number of objects.

K.MD.B Classify objects and count the number of objects in each category.

1.OA.C Add and subtract within 20.

1.NBT.A Extend the counting sequence.

2.G.A Reason with shapes and their attributes.

# Assessments

## Formative Assessments:

- Ask questions
- Think-pair-share
- Exit tickets
- Demonstrate learning through diagramming or charting

## Summative Assessments:

- End of unit tests/quizzes
- Final project

## District Benchmark:

K-1: Sing and sign do-mi-sol on pitch.

Play the bells on do-mi-sol.

Sing a variety of simple melodies.

2: Sing a variety of rounds.

Sing on pitch from basic notation.

K-1: Follow coloring directions when coloring the note family.

2: Identify notes in a piece of music.

K-1: Sing and sign solfege on pitch.

Play the bells on melodies.

Sing a variety of simple melodies.

2: Sing a variety of rounds.

Sing on pitch from basic notation.

Perform in a musical production.

K-1: Play instruments on a steady beat.

Play instruments with proper technique.

Follow a conductor.

2: Play instruments in a rhythmic pattern.

Play Instruments with proper

technique. Follow a conductor.

Identify classroom instruments in a game.

Identify families of instruments.

K-1: Move to specific choreography.

Create moves for specific tempos.

Follow directions for a short narrative play.

2: Move to specific choreography. Create dance moves to songs.

K-1: Follow coloring directions when coloring the rest family

2: Identify notes in a piece of music.

### Differentiation

**Special Education:** Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

**For Gifted:** Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

**At Risk:** Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discus and refine/update strategies.

**ELL:** Meet with Mrs. Kelly Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

### District Goals

**Opportunities for Inquiry Based Learning and Project Based Learning as outlined in lesson plans**

S	Curriculum Management System	<b>Topic: Singing</b>	
	<u>Subject/Grade Level:</u> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 9:</b> The student will be able to sing, identify and perform simple melodies.	
	<u>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</u> The student will be able to:	<b>Essential Questions,</b> <b>Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

4	<p>9.1. Sing on the pitchers do-mi- sol. (1.3.2.B.1, 1.3.2.B.2)</p> <p>9.2. Sing seasonal songs. (1.3.2.B.2)</p> <p>9.3. Sing rounds. (1.3.2.B.4)</p> <p>9.4. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>9.5. Sing songs from a textbook. (1.3.2.B.1)</p> <p>9.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>9.7. Express needs, wants, and feelings appropriately in</p>	<p><b>Essential Questions:</b>  How can you successfully match pitch?  What makes a good singing voice?  How does music add to the meaning and enjoyment of the holiday season?  How do you successfully sing in a round?</p> <p><b>Conceptual Understandings:</b>  Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy.</p> <p>Ear training and listening skills are prerequisites for musical literacy.</p> <p>The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> <p>Proper breathing technique and correct posture improve timbre of the voice and protect the voice when singing.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b>  Singing a variety of simple songs.  Singing and signing mi-re-do  Playing the bells on mi-re-do  Singing in a round.</p> <p><b>Assessment Models:</b>  Students will be asked to:  K-1: Sing and sign do-mi-sol on pitch  Play the bells on do-mi-sol  Sing a variety of simple melodies.  2: Sing a variety of rounds  Sing on pitch from basic notation.</p> <p><b>Additional Resources:</b>  Music K-8 Magazine  It's Time For Music (Mary Louise Reilly &amp; Lynn Freeman Olson)  Music Play Online (Theme &amp; Variations)  Grade 1 &amp; 2 Textbook, CDs Musical Experiences  FlipGrid</p>
---	---	--	--

<b>S</b>	<b>Curriculum Management System</b>	<b>Topic: Singing</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 9:</b> The student will be able to sing, identify and perform simple melodies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

	<p>various situations. (9.1.4.D.2)</p> <p>9.8. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p>		Rockin' a Round
--	---	--	-----------------



S  u s s e s s e t t e d c o n t e n t s a v a i l a b l e f o r d o w n l o a d i n g	Curriculum Management System	<b>Topic: Rhythm</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 10:</b> The student will be able to quarter note, quarter rest and eighth note rhythms with a steady beat.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

2	<p>10.1. Clap and play instruments on a steady beat. (1.1.2.B.1, 1.1.2.B.2)</p> <p>10.2. Perform quarter note, eighth note &amp; quarter rest rhythms. (1.1.2.B.3)</p> <p>10.3. Identify specific rhythms in 4/4 time. (1.3.2.B.1)</p> <p>10.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>10.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>10.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>	<p><b>Essential Questions:</b> How can you successfully keep a steady beat with the music? What is the difference between these rhythms? How can you successfully perform these rhythms?</p> <p><b>Conceptual Understandings:</b> Ear training and listening skills are prerequisites for musical literacy.  The Elements of Music are foundational to basic music literacy.  The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.  Music is often defined as organized sound that is dependent upon predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b> Echo clapping rhythms Rhythm card drill</p> <p><b>Assessment Models:</b> Students will be asked to: K-1: Keep a steady beat. Perform and Identify Gob, Gobble 2: Keep a steady beat. Perform and Identify quarter and eighth note and half note rhythms.</p> <p><b>Additional Resources:</b> Drum Rhythm cards Musical Experiences</p>
---	--	--	---

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Movement</b>	
		<b>Goal 11:</b> The student will be able to move to specific choreography as well as follow directions.	
	<b>Objectives / Cluster Concepts /</b> <b>Cumulative Progress Indicators</b> <b>(CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions,</b> <b>Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology /</b> <b>Resources / Learning Activities /</b> <b>Interdisciplinary Activities / Assessment Model</b>

2	<p>11.1. Perform specific dance moves. (1.1.2.A.1)</p> <p>11.2. Follow directions acting out short plays. (1.1.2.A.1, 1.3.2.C.1)</p> <p>11.3. Performing choreography for performance. (1.1.2.A.3, 1.1.2.A.4)</p> <p>11.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>11.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>11.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>	<p><b>Essential Questions:</b> How can you successfully perform these dance moves? Why is it important to follow these directions? What makes a good performance of this play?</p> <p><b>Conceptual Understandings:</b> Original choreography and improvisation of movement sequences begins with basic understanding of the dance elements.  Original movement is generated through improvisational skills and techniques.  There are distinct differences between pedestrian movements and formal training in dance.  The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving.  Plays may use narrative structures to communicate themes.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b> Moving to specific rhythms. Performing choreography Creating dance moves to songs. Acting out a short play.</p> <p><b>Assessment Models:</b> Students will be asked to: K-1: Move to specific choreography Create moves for specific tempos. Follow directions for a short narrative play. 2: Move to specific choreography Create dance moves to songs.</p> <p><b>Additional Resources:</b> Music Play Online (Theme &amp; Variations) Grade 2 Textbook Musical Experiences Music K-8 Magazine 2<sup>nd</sup> Grade Play songs</p>
---	---	--	--

S u g e s t e d c o n s i d e r i n g	Curriculum Management System	<b>Topic: Music Symbols</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 12:</b> The student will be able to identify quarter, half, whole, eighth and sixteenth notes.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

2	<p>12.1. Identify members of the Note Family. (1.3.2.D.1)</p> <p>12.2. Locate members of the Note Family in printed music. (1.3.2.B.1)</p> <p>12.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>12.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>12.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>	<p><b>Essential Questions:</b>  What are the differences between the quarter note and the other members of the note family?  Can you successfully identify the note family in this piece of music?</p> <p><b>Conceptual Understandings:</b>  The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b>  Coloring the Note Family  Locating the Note Family in songs from the textbook.</p> <p><b>Assessment Models:</b>  Students will be asked to:  K-1: Follow coloring directions when coloring the note family.  2: Identify notes in a piece of music.</p> <p><b>Additional Resources:</b>  Meet the Note Family Coloring book  Music Play Online (Theme &amp; Variations) textbook  Music K-8 magazine</p>
---	--	--	--

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Singing</b>	
		<b>Goal 13:</b> The student will be able to sing, identify and perform simple melodies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

2	<p>13.1. Sing and signing all previously learned melodic patterns. (1.3.2.B.1, 1.3.2.B.2)</p> <p>13.2. Sing seasonal songs. (1.3.2.B.1)</p> <p>13.3. Sing rounds. (1.3.2.B.4)</p> <p>13.4. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>13.5. Sing songs from a textbook. (1.3.2.B.1)</p> <p>13.6. Singing songs for a performance. (1.3.2.B.4, 1.3.2.C.3)</p> <p>13.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p>	<p><b>Essential Questions:</b>  How can you successfully match pitch?  What makes a good singing voice?  How does music add to the meaning and enjoyment of the holiday season?  How can your singing voice enhance the meaning of your performance?  How do you sing in a round?</p> <p><b>Conceptual Understandings:</b>  Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy.</p> <p>Ear training and listening skills are prerequisites for musical literacy.</p> <p>The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo</p> <p>Proper breathing technique and correct posture improve timbre of the voice and protect the voice when singing.</p> <p>Voice and movement both have broad a range of expressive potential.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b>  Singing a variety of simple songs.  Singing and signing solfegg melodies  Playing the bells on solfegg melodies  Singing in a round.  Singing songs for a performance.</p> <p><b>Assessment Models:</b></p> <p>Students will be asked to:</p> <p>K-1: Sing and sign solfège on pitch  Play the bells on melodies  Sing a variety of simple melodies.</p> <p>2: Sing a variety of rounds  Sing on pitch from basic notation.  Perform in a musical production.</p> <p><b>Additional Resources:</b>  Music K-8 Magazine  It's Time For Music (Mary Louise Reilly &amp; Lynn Freeman Olson)  Music Play Online (Theme &amp; Variations) Grade 1 &amp; 2  Textbook, CDs</p>
---	--	--	---



<b>S</b>	<b>Curriculum Management System</b>	<b>Topic: Singing</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 13:</b> The student will be able to sing, identify and perform simple melodies.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

	<p>13.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>		<p>Musical Experiences Rockin' a Round</p>
--	--	--	--

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Instruments</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 14:</b> The student will be able to identify and play classroom instruments on a steady beat as well as play in rhythmic patterns. They will also identify instrument families of the orchestra.	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

4	<p>14.1. Play instruments on the beat. (1.3.2.B.3)</p> <p>14.2. Play instruments in a rhythmic pattern. (1.3.2.B.1)</p> <p>14.3. Follow a conductor. (1.3.2.B.7)</p> <p>14.4. Identify the sounds of classroom instruments. (1.1.2.B.2)</p> <p>14.5. Identify families of the orchestra. (1.1.2.B.2)</p> <p>14.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>14.7. Practice collaborative skills in groups, and explain how these skills assist in</p>	<p><b>Essential Questions:</b></p> <p>How can you successfully play this instrument on the beat? What skills or techniques do you need to successfully play these instruments? How can you successfully follow the conductor? What is the difference in sound of these instruments? How does the sound classify the instrument into a group or family?</p> <p><b>Conceptual Understandings:</b></p> <p>The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> <p>Playing technique for classroom instruments are precursors for techniques used for hand percussion and melodic percussion instruments.</p> <p>The elements of music are foundational to basic music literacy.</p> <p>Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b></p> <p>Playing classroom instruments on the beat. Playing classroom instruments in a rhythmic pattern. Following the conductor. Classroom instrument Bingo Watching Elmo “Peter and the Wolf” video</p> <p><b>Assessment Models:</b></p> <p>Students will be asked to:</p> <p>K-1: Play instruments on a steady beat Play instruments with proper technique Follow a conductor.</p> <p>2: Play instruments in a rhythmic pattern Play Instruments with proper technique Follow a conductor. Identify classroom instruments in a game Identify families of instruments.</p> <p><b>Additional Resources:</b></p> <p>Classroom instruments Rhythm Band book and tape</p>
---	--	---	--

<b>S</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Topic: Instruments</b>	
		<b>Goal 14:</b> The student will be able to identify and play classroom instruments on a steady beat as well as play in rhythmic patterns. They will also identify instrument families of the orchestra.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

	<p>completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>14.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>14.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		<p>Classroom Instrument Bingo Elmo Peter and the Wolf Video</p>
--	--	--	---

<b>S</b>	<b>Curriculum Management System</b>	<b>Topic: Dance</b>	
	<b>Subject/Grade Level:</b> <b>Grades K-2</b> <b>General Music</b>	<b>Goal 15:</b> The student will be able to move to specific choreography as well as follow directions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> The student will be able to:	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>

2	<p>15.1. Perform specific dance moves. (1.1.2.A.1, 1.1.2.A.4)</p> <p>15.2. Follow directions acting out short plays. (1.1.2.A.2, 1.3.2.C.1)</p> <p>15.3. Performing choreography for performance. (1.1.2.A.3, 1.1.2.A.4)</p> <p>15.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>15.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>15.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>	<p><b>Essential Questions:</b> How can you successfully perform these dance moves? Why is it important to follow these directions? What makes a good performance of this play?</p> <p><b>Conceptual Understandings:</b> Original choreography and improvisation of movement sequences begins with basic understanding of the dance elements.  Original movement is generated through improvisational skills and techniques.  There are distinct differences between pedestrian movements and formal training in dance.  The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving.  Plays may use narrative structures to communicate themes.</p>	<p><b>Learning Activities:</b> Moving to specific rhythms. Performing choreography Creating dance moves to songs. Acting out a short play.</p> <p><b>Assessment Models:</b> Students will be asked to: K-1: Move to specific choreography. Create moves for specific tempos. Follow directions for a short narrative play. 2: Move to specific choreography. Create dance moves to songs.</p> <p><b>Additional Resources:</b> Music Play Online (Theme &amp; Variations) Grade 2 Textbook Musical Experiences Music K-8 Magazine 2<sup>nd</sup> grade play songs</p>
---	---	--	--





2	<p>16.1. Identify members of the Rest Family. (1.3.2.B.1)</p> <p>16.2. Locate members of the Rest Family in printed music. (1.3.2.B.1)</p> <p>16.3. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>16.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, during play). (9.1.4.C.1)</p> <p>16.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>	<p><b>Essential Questions:</b></p> <p>What are the differences between the quarter rest and the other members of the rest family?</p> <p>Can you successfully identify the rest family in this piece of music?</p> <p><b>Conceptual Understandings:</b></p> <p>The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p>	<p><b>NOTE: Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</b></p> <p><b>Learning Activities:</b></p> <p>Coloring the Rest Family</p> <p>Locating the Rest Family in songs from the textbook.</p> <p><b>Assessment Models:</b></p> <p>Students will be asked to:</p> <p>K-1: Follow coloring directions when coloring the rest family</p> <p>2: Identify notes in a piece of music.</p> <p><b>Additional Resources:</b></p> <p>Meet the Note Family Coloring book</p> <p>Music Play Online (Theme &amp; Variations) textbook</p> <p>Music K-8 magazine</p>
---	--	--	---