

CURRICULUM

FOR

VOCAL MUSIC

GRADES K-2

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Vocal Music
Grades K-2

Date of Board Adoption:
September 21, 2021

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the Class notes. ● Provide written and oral instructions.

<ul style="list-style-type: none"> ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	
	<ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

Kindergarten Vocal Music

PACING GUIDE

Unit	Title	Pacing
1	Steady Beat & Rhythm	8 weeks
2	Timbre & Dynamics	8 weeks
3	Melody, Rhythm, Beat & Meter	8 weeks
4	Melody & Tempo	8 weeks
5	Form & Genre	8 weeks

UNIT 1 OVERVIEW

Content Area: General Music

Unit Title: Steady Beat and Rhythm

Target Course/Grade Level: Kindergarten Vocal Music

Unit 1 Summary: Students will be introduced to the most essential element of music – the steady beat – and participate in rhythmic activities.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a.** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b.** Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

K.CC-A.1. Counting and Cardinality

K.NBT-A.1. Numbers and Operations in Base Ten

K.OA-A.1. Operations and Algebraic Thinking

Unit Understandings:

Students will understand that...

- All music has an underlying steady pulse, called the beat. The steady beat is essential in music. It is like the heartbeat; its presence gives life.
- Rhythm is made up of patterns that are played over the steady beat.
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- The beat (like the heartbeat) is the steady pulse of music.
- Rhythm is made up of patterns that are played over the steady beat.

Students will be able to...

- Find the pulse of the music (beat) through body movement (patting the beat, toe tapping, dancing, walking, marching, etc)
- Move to the beat in a variety of ways while singing song through call and response or echo-speaking a speech piece.
- Clap and say rhythms (using simple words and phrases) using call and response.
- Move to show longer and shorter sounds.
- Follow pictorial representation of rhythms.

- Play a drum to the steady beat.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Choose a picture that goes with the sound
- Identify the steady beat
- Distinguish between rhythm and steady beat.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.

- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 2 OVERVIEW

Content Area: General Music

Unit Title: Timbre & Dynamics

Target Course/Grade Level: Kindergarten Vocal Music

Unit 2 Summary: In this unit, students will explore timbre (tone color), the unique sounds of instruments and the voice, and dynamics, the volume of music.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr4a.** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5e.** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a.** Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies

6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

- Every instrument and voice is unique.
- Dynamics (volume) add expression to music
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo, and timbre.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- The four ways of using the voice: talking, singing, whispering, and calling.
- Instruments each have a unique sound, but can be grouped together into families by similarities.
- Music can be loud or soft, expressed by dynamics.
- The beat of the music remains a steady pulse, even when the volume changes.

Students will be able to...

- Identify different voice and instrument timbres
- Use all four voice timbres
- Sing, speak, and use vocal sound effects

- Respond to various timbres through body movement.
- Speak and sing in four ways using visual and aural cues.
- Play classroom instruments (drums, etc) loudly and softly.
- Pat the beat while echoing a song or speech piece.
- Move their bodies in a variety of ways to the beat (clapping, tapping toes, marching, dancing, etc)
- Distinguish between loud and soft/ quiet music and respond appropriately with body movement
- Rote sing songs from other cultures.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Distinguish between loud and soft.
- Distinguish between the four vocal timbres: speaking, singing, whispering, and calling.
- Students will respond to music through movement.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Was the sound loud or soft?
- Draw a picture of something that makes a loud sound or a soft sound.
- Was the voice used to speak, to call, to sing or to whisper?

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?

- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 3 OVERVIEW

Content Area: General Music

Unit Title: Melody, Rhythm, Beat & Meter

Target Course/Grade Level: Kindergarten Vocal Music

Unit Summary: In this unit, students will be introduced to the concept of melody. Students will also continue to explore rhythm with an introduction to meter.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a.** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b.** Use iconic or standard notation and/or recording technology to organize and document personal musical ideas
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b.** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 11.3A.2.Pr5e.** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6b.** Perform appropriately for the audience and purpose
- 1.3A.2.Re9a.** Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

- K.CC-A.1.** Counting and Cardinality
- K.NBT-A.1.** Numbers and Operations in Base Ten
- K.OA-A.1.** Operations and Algebraic Thinking

Unit Understandings:

Students will understand that...

- All music has an underlying steady beat
- Rhythm can change while beat stays the same
- Rhythm is made up of patterns of longer and shorter sounds, just like words can be divided into parts (syllables).
- Melody has varied pitch levels of high, medium, and low
- Melody is a sequence of pitches
- General music provides broad-based exposure to the building blocks of music. Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Simple rhythmic patterns
- Pitches can be high, medium, and low
- Melody is made from patterns of pitches

- Some beats can be stronger than others (meter), and this changes based on the piece of music.

Students will be able to...

- Use pictures and iconic notation to read rhythms
- Move hands and bodies to show high and low pitches
- Identify high and low sounds aurally
- Identify high and low pitches on classroom instruments (Orff xylophones, metallophones, glockenspiels, melody bells, etc).
- Pat the beat while echoing a song or speech piece.
- Move their bodies in a variety of ways to the beat (clapping, tapping toes, marching, dancing, etc)
- Distinguish between high pitches and low pitches and respond appropriately with body movement
- Rote sing songs from other cultures.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Choose a picture that goes with the sound
- Identify the steady beat
- Distinguish between long and short
- Move in a variety of ways to musical cues
- Aurally distinguish between various rhythm patterns laid over a beat
- Distinguish between high and low pitches

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
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- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano

- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 4 OVERVIEW

Content Area: General Music

Unit Title: Melody and Tempo

Target Course/Grade Level: Kindergarten Vocal Music

Unit 4 Summary: In this unit, students will explore tempo, the speed of music, in addition to continue to develop their understanding of melody.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a.** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b.** Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr4a.** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a.** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b.** Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 11.3A.2.Pr5e.** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

- K.CC-A.1. Counting and Cardinality
- K.NBT-A.1. Numbers and Operations in Base Ten
- K.OA-A.1. Operations and Algebraic Thinking.

Unit Understandings:

Students will understand that...

- Tempo refers to the speed of the beat.
- All music has an underlying steady beat.
- Music can move faster or slower, but the beat will remain steady.
- Melody has varied pitch levels of high, medium, and low.
- Melody is a sequence of pitches.
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Tempo refers to the speed of the beat.
- The tempo can get faster or slower, but the beat will always remain steady.

- A melody is made up of pitches.
- Pitches can be high, middle, or low.

Students will be able to...

- Recognize a steady beat and distinguish between a piece of music with a steady beat and non-steady beat.
- Demonstrate a steady beat through movement, listening, singing and playing instruments.
- Identify and respond to tempo in a variety of ways (movement, singing, playing instruments, listening activities).
- Move to different metronome or drum tempos.
- Distinguish between fast and slow tempi.
- Move hands to show high and low.
- Use hands to show melodic shape.
- Trace melodic shape with hands and bodies.
- Sing simple songs at different tempos.
- Play classroom instruments to produce high and low sounds.
- Compare tempos of two songs.
- Listen to a musical selection and identify high and low sounds.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative: (Sample assessment)

- Listening assessments
- Identify tempo as fast or slow
- Identify a song from visual cues that represent the shape of the melody
- Distinguish between high and low
- What performance style did you hear? Was it a call-response or unison style?

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano

- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 5 OVERVIEW

Content Area: General Music

Unit Title: Form and Genre

Target Course/Grade Level: Kindergarten Vocal Music

Unit 5 Summary: In this unit, students will learn that music has structure, called form. They will also learn that there are many different kinds of music.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr3b.** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
- 1.3A.2.Pr4a.** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a.** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b.** Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr6a.** Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b.** Perform appropriately for the audience and purpose
- 1.3A.2.Re7a.** Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

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

- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

- K.CC-A.1.** Counting and Cardinality
- K.NBT-A.1.** Numbers and Operations in Base Ten
- K.OA-A.1.** Operations and Algebraic Thinking

Language Arts

- RL.K.2.** With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

Social Studies

- 6.1.4.D.20.** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

- Music can be organized into different forms and structure
- All music has an underlying steady beat
- There are many different types of music.
- General music provides broad-based exposure to the building blocks of music.
- Students will develop the skills, knowledge, and dispositions that move them toward music literacy.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Music is made up of sounds and phrases that can be the same or different
- Music can be organized into different forms and structure.

Students will be able to...

- Sing simple songs with verses and refrain
- Differentiate between same and different phrases of music
- Identify and perform songs with AB, ABA
- Move differently to songs in AB and ABA, and rondo forms
- Follow pictorial representation of a selection of music to perform or move to a piece of music
- Use pictures/ graphics to map the form of a song or musical story.
- Experience and discuss music from different genres through singing, playing instruments, movement, and listening activities.
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students will sing through rote learning and move towards performance with a focus on posture, stage presence and tone quality.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Create movements for different sections of a speech piece
- Create sections to determine if same or different
- Move to show same/different sections
- Move to different sections of a song
- Sing a call-response song with a partner

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions

- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

RAHWAY PUBLIC SCHOOLS CURRICULUM

Vocal Music Grade 1

PACING GUIDE

Unit	Title	Pacing
1	Dynamics, Steady Beat & Rests	8 weeks
2	Pitch & Rhythm	8 weeks
3	Rhythm & Tempo	8 weeks
4	Melody & Timbre	8 weeks
5	Form & Genre	8 weeks

UNIT 1 OVERVIEW

Content Area: General Music

Unit Title: Dynamics, Steady Beat & Rests

Target Course/Grade Level: Vocal Music Grade 1

Unit Summary: This unit will consider steady beat, rests, and dynamics.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a.** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 11.3A.2.Pr5e.** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

K.CC-A.1. Counting and Cardinality

K.NBT-A.1. Numbers and Operations in Base Ten

K.OA-A.1. Operations and Algebraic Thinking

Unit Understandings:

Students will understand that...

- All music has an underlying steady pulse, called the beat. The steady beat is essential in music. It is like the heartbeat; its presence gives life.
- Rests (silences) and dynamics (volume) add expressive qualities to music
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- The beat (like the heartbeat) is the steady pulse of music.
- Music can be loud or soft, expressed by dynamics.
- The rest is an interval of silence.

Students will be able to...

- Find the pulse of the music (beat) through body movement (patting the beat, toe tapping, dancing, marching, etc.).
- Move to the beat in a variety of ways while echoing a song or echo-speaking a speech piece.
- Recognize and respond through movement to loud and soft sounds.
- Play a drum loudly and softly.
- Distinguish between loud and soft.
- Hear and sing songs from diverse cultures.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Distinguish between loud and soft.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Was the music loud or soft?
- Identify loud and soft sounds
- Distinguish between steady beat and no beat.
- Draw a picture of something that makes a loud sound or a soft sound.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.

- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 2 OVERVIEW

Content Area: General Music

Unit Title: Pitch and Rhythm

Target Course/Grade Level: Vocal Music Grade 1

Unit 2 Summary: In Unit 2, students will learn about the elements of music: pitch and rhythm.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a.** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

K.CC-A.1. Counting and Cardinality

K.NBT-A.1. Numbers and Operations in Base Ten

K.OA-A.1. Operations and Algebraic Thinking

Unit Understandings:

Students will understand that...

- Music has a steady pulse called the beat.
- Beat and rhythm work together but are two separate entities.
- Rhythm is a pattern of long and short sounds and silences.
- Rhythmic notation organizes sound.
- Rhythm is written with a defined set of symbols (pictorial, iconic, or traditional).
- The pitch of a note refers to how high or low the note is.
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- There is a difference between singing and speaking voice
- Rhythm is a pattern of long, and short sounds, and silences
- Beat and rhythm can be demonstrated in many different ways
- Sound has high and low pitches.

Students will be able to...

- Read rhythmic patterns using pictorial notation for quarter notes, eighth notes, and quarter rests.
- Use their voices in call and response songs, sounds, and rhythms.
- Recognize a steady beat and distinguish between a piece of music with a steady beat and non-steady beat.

- Demonstrate a steady beat through movement, listening, singing and playing instruments.
- Explain how rests are “silent notes,” or periods of silence of a specific value.
- Sing a variety of songs in unison using good posture and with good tone quality within the appropriate vocal range.
- Distinguish between high and low pitches.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Choose a picture that goes with the sound
- Identify long and short sounds
- Identify high and low sounds
- Identify the steady beat

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?

- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 3 OVERVIEW

Content Area: General Music

Unit Title: Rhythm and Tempo

Target Course/Grade Level: Vocal Music Grade 1

Unit 3 Summary: In Unit 3, students will continue the study of rhythm with an emphasis on rhythmic notation. In addition, students will explore tempo.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a.** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b.** Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 11.3A.2.Pr5e.** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Language Arts

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

Mathematics

K.CC-A.1. Counting and Cardinality

K.NBT-A.1. Numbers and Operations in Base Ten

K.OA-A.1. Operations and Algebraic Thinking

Unit Understandings:

Students will understand that...

- Elements of music include tempo and rhythm
- Tempo refers to the speed of the beat
- Music is a form of expression and communication
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- The beat (like the heartbeat) is the steady pulse of music
- Notes and rests have assigned names, value, and symbols to represent them
- The tempo of a piece of music can range from fast to slow, however the beat is always steady.
- The rest is a measured interval of silence.

Students will be able to...

- Read rhythmic patterns using pictorial and iconic notation for quarter notes, eighth notes, and quarter rests.
- Identify the rhythm of simple words (one and two syllables).
- Clap and say four beat phrases using words (i.e. nursery rhymes, simple poems, or stringing simple words together) and iconic notation through call and response.
- Compose and perform four beat rhythm phrases using words, pictorial and iconic notation.
- Recognize a steady beat and distinguish between a piece of music with a steady beat and non-steady beat.
- Demonstrate a steady beat through movement, listening, singing and playing instruments.
- Identify and respond to tempo in a variety of ways (movement, singing, playing instruments, listening activities).
- Distinguish between fast and slow tempi.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Listen and determine if the sound is fast or slow.
- Arrange rhythm cards to form new patterns using one and two sounds.
- Aurally distinguish between one and two sounds on a beat.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned

- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 4 OVERVIEW

Content Area: General Music

Unit Title: Melody and Timbre

Target Course/Grade Level: Vocal Music Grade 1

Unit 4 Summary: In this unit, students will be introduced to melody through solfege syllables, with an emphasis on “so” and “mi.” Students will also explore timbre (tone color) through various instrument sounds and ways of using the voice.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b** Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b.** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
- 1.3A.2.Pr5b.** Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6b.** Perform appropriately for the audience and purpose.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies

- 6.1.4.D.20.** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

- Melody has varied pitch levels of high, medium, and low
- Melody is a sequence of pitches
- Pitch syllables are part of the music scale
- Hand signals help to connect voice placement with pitch.
- Each voice and instrument has a unique timbre
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- The four ways of using the voice: talking, singing, whispering, and calling
- Identify higher, middle, and lower pitches using hand signals
- Pitch direction using hand signals
- Melody is made from pitches
- How classroom instruments are classified.

Students will be able to...

- Identify different voice and instrument timbres
- Use hand signals to show “so” and “mi”
- Move hands to show high and low
- Use hands to show melodic shape
- Perform high, medium and low sounds with singing and on classroom instruments.
- Demonstrate the contour of the melody with body movements.
- Listen and identify high and low sounds in a variety of musical excerpts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Point to show so-mi in relationship to the music scale.
- Identify families of unpitched instruments.
- Listen and identify which of the four ways the voice is being used.
- Identify a song from visual cues that represent the shape of the melody.
- What performance style did you hear? Was it a call-response or unison style?

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.

- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
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- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 5 OVERVIEW

Content Area: General Music

Unit Title: Form and Genre

Target Course/Grade Level: Vocal Music Grade 1

Unit 5 Summary: In Unit 5, students will explore music form, the organizational structure of music, and learn that there are many different types of music.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr3b.** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
- 1.3A.2.Pr4a.** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a.** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b.** Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr6a.** Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b.** Perform appropriately for the audience and purpose
- 1.3A.2.Re7a.** Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

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

- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

K.NBT-A.1. Numbers and Operations in Base Ten

Language Arts

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

Social Studies

6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

- Music can be organized into different forms and structure
- General music provides broad-based exposure to the building blocks of music.
- Students will develop the skills, knowledge, and dispositions that move them toward music literacy.
- Music literacy enhances the enjoyment and appreciation of music.
- Music can be analyzed and evaluated.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do musicians make meaningful connections to creating, performing, and responding?

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Music is made up of sounds and phrases that can be the same or different
- Music can be organized into different forms and structure
- The form of a song shows the relationship of each section to the others.

Students will be able to...

- Sing a song with verses and refrain
- Identify and perform songs with AB, ABA
- Move differently to songs in AB and ABA, and rondo forms
- Recognize differences between accompanied and unaccompanied singing
- Follow pictorial representation of a selection of music to perform or move to a piece of music using a listening map
- Experience and discuss music from different genres through singing, playing instruments, movement, and listening activities.
- Differentiate between same and different phrases of music.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students will sing through rote learning and move towards performance with a focus on posture, stage presence and tone quality.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Identify similar and different sections (AB and ABA form).

- Create movements for different sections of a speech piece
- Create sections to determine if same or different
- Move to show same/different sections
- Sing a call-response song with a partner

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

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- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
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- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books

- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Grade 2

PACING GUIDE

Unit	Title	Pacing
1	Rhythm & Rhythmic Notation	8 weeks
2	Melody	8 weeks
3	Timbre	8 weeks
4	Dynamics & Tempo	8 weeks
5	Melody, Form, & Genre	8 weeks

UNIT 1 OVERVIEW

Content Area: General Music

Unit Title: Rhythm

Target Course/Grade Level: Vocal Music Grade 2

Unit Summary: This unit will include the study of steady beat, rhythm, meter and music notation.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2b** Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.4.A.4.** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

- K.OA-A.1.** Operations and Algebraic Thinking

Unit Understandings:

Students will understand that...

- Music has an underlying steady pulse called the beat.
- Music has a structure (meter) which is the pattern of strong and weak beats.
- Rests add expressive qualities to music.
- Rhythmic patterns that we hear can be notated.
- Notes and rests have a value measured in beats.
- General music provides broad-based exposure to the building blocks of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo, and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- Notes and rests have assigned names and value just like money currency
- The beat (like the heartbeat) is the steady pulse of music
- The rest is a measured interval of silence.

Students will be able to...

- Read rhythmic patterns using pictorial and traditional notation for quarter notes, eighth notes, and quarter rests.
- Identify rhythm of words (syllables).
- Clap and “count” four beat phrases using words (i.e. nursery rhymes, simple poems, or stringing simple words together.)
- Compose and perform four beat rhythm phrases using words, pictorial and traditional notation.
- Recognize a steady beat and distinguish between a piece of music with a steady beat and non-steady beat.
- Demonstrate a steady beat through movement, listening, singing and playing instruments.
- Explain how rests are “silent notes,” or periods of silence of a specific value.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students use traditional or iconic notation to convey musical ideas.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Distinguish between steady beat and non-steady beat
- Students choose the rhythm they hear from a listening sample
- Arrange the rhythm cards, then clap and intone (using ta, ti-ti, etc. or a simple set of words.) the patterns of quarter notes, eighth notes, and quarter rests.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 2 OVERVIEW

Content Area: General Music

Unit Title: Melody

Target Course/Grade Level: Vocal Music Grade 2

Unit 2 Summary: In this unit, students' understanding of melody will be enhanced through an expanded knowledge of solfege syllables. These syllables, which are part of the music scale, give clarity to students' understanding of pitch and pitch direction when paired with their corresponding hand signs.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b** Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a.** Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Pr4a.** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.

Interdisciplinary Connections and Standards:

Language Arts

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

Unit Understandings:

Students will understand that...

- Melody has varied pitch levels of high, medium, and low.
- Melody is a sequence of pitches.
- Pitch syllables are part of the music scale.
- Hand signals help to connect voice placement with pitch.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Knowledge and Skills:

Students will know...

- Sound has high and low pitches.
- Melody has direction.
- Melody is an important musical element.
- Pitch names and corresponding hand signals.
- There is a difference between singing and speaking voice.

Students will be able to...

- Identify higher, middle, and lower pitches using hand signals
- Perform high, medium and low sounds
- Demonstrate the contour of the melody
- Describe a music scale in terms of melody and hand signs.
- Sing a variety of songs in unison and with good tone quality
- Discuss similarities and differences between music in different parts of the world using unit terminology.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Differentiate between higher, middle, and lower pitch notation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.

- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
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- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 3 OVERVIEW

Content Area: General Music

Unit Title: Timbre

Target Course/Grade Level: Vocal Music Grade 2

Unit 3 Summary: In Unit 3, students will explore timbre, the unique sound of an instrument or voice.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent
- 1.3A.2.Pr5a.** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance
- 1.3A.2.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 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.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

- K.OA-A.1.** Operations and Algebraic Thinking

Science

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Unit Understandings:

Students will understand that...

- Each instrument has its own unique sound based on certain characteristics of the instrument.
- Timbre adds color and variety to sound.
- Instruments are categorized by families.
- Music is a form of expression and communication.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.
- Music literacy enhances the enjoyment and appreciation of music.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Knowledge and Skills:

Students will know...

- How instruments are classified
- The four families of instruments: String, Woodwind, Brass, Percussion
- How instrument choices affect a piece.

Students will be able to...

- Classify and compare families of instruments according to instrument properties and distinguish between pitched and unpitched instruments.
- Play pitched and unpitched percussion instruments correctly.
- Respond to instrumentation in a variety of music.
- Discuss how instrument choices influence a piece of music.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Identify the four families of unpitched instruments.
- Categorize instruments by family.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.
- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.

- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

- *Share the Music – Grades: Kindergarten.* McGraw-Hill.
- *Activate! A general music magazine.* Heritage Music Press.
- Almeida, Artie. *Mallet Madness and Mallet Madness Strikes Again.*
- Dupont, Don, and Hiller, Brian. *It's Elemental: Lessons that Engage.*
- Dupont, Don, and Hiller, Brian. *What to Teach When.*
- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 4 OVERVIEW

Content Area: General Music

Unit Title: Dynamics and Tempo

Target Course/Grade Level: Vocal Music Grade 2

Unit 4 Summary: In this unit, students will explore two expressive qualities of music - dynamics and tempo.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr3b.** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
- 1.3A.2.Pr4a.** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2Pr5a.** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 11.3A.2.Pr5e.** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a.** Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b.** Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a.** Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a.** Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Career Readiness, Life Literacies, and Key Skills:

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

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Technology

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

Unit Understandings:

Students will understand that...

- Elements of music include tempo, dynamics, and articulation.
- Tempo and dynamics add variety to music.
- Tempo and dynamics can convey alter the feeling of a piece of music.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo, and timbre.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?

Knowledge and Skills:

Students will know...

- Tempo refers to the speed of the beat.
- The tempo of a piece of music can range from fast to slow, however the beat is always steady.
- The volume (loudness or softness) of music is called dynamics.
- Music can be loud (forte), medium (mezzo), or soft (piano).

Students will be able to...

- Identify and respond to tempo in a variety of ways (movement, singing, playing instruments, listening activities).
- Identify dynamics (loud, medium, and soft) and respond to dynamics in a variety of ways (movement, singing, playing instruments, and listening activities).
- Distinguish between loud and soft
- Distinguish between fast and slow
- Listen to a variety of music, evaluate the musical works, and express preferences about the musical selections using unit terminology.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.
- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Identify loud sounds and soft sounds.
- Listen to identify the tempo of the music.
- Describe the music you hear. What musical elements do you hear?
- What performance style did you hear?

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
- Students create and deliver a presentation/ performance to show what they have learned
- Portfolio of completed creations (compositions) and performances
- Open-ended responses.

- Class participation/ discussions. Use a variety of interactive media and technology to allow all students to participate comfortably in the lesson.
- Exit Tickets - Allow for the students to process what they did in class and why it was done. At the end of class, incorporate the following questions into a closing activity: o What did we do? o Why did we do it? o What did I learn today? o What questions do I still have about it?
- Compositions - Have students create using a variety of activities and technology that requires that they apply what they have learned.
- FlipGrid responses - Have students respond through video responses about what they understand
- Manipulatives - Have students demonstrate concepts kinesthetically through the use of manipulatives.
- Write it down - Allow students access to a variety of writing tools, including white boards, music staff white boards, music staff paper, and blank paper, colored pencils, pencils, etc., to enable them to write or doodle their understanding of concepts.
- Communicate in a variety of contexts through various media, including technologies, to convey their own ideas and to interpret the ideas of others.

RESOURCES

Teacher Resources:

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- *Music K-8.* Plank Road Publishing.
- Various resources from teacher workshops and conventions
- Children's books and literature
- Music books
- Online resources
- YouTube

Equipment Needed:

- Piano
- CDs and CD player
- Orff instruments
- Non-pitched instruments
- Projector
- Document camera
- Computer and Internet
- Various props, games, manipulatives, etc.

UNIT 5 OVERVIEW

Content Area: General Music

Unit Title: Melody, Form and Genre

Target Course/Grade Level: Vocal Music Grade 2

Unit 5 Summary: In this unit, students will explore musical form. Students will also learn that there are many different types of music.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3A.2.Cr1a** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
- 1.3A.2.Cr2a.** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr3b.** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
- 1.3A.2.Pr4a.** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a.** Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b.** Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c.** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d.** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr6a.** Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b.** Perform appropriately for the audience and purpose.
- 1.3A.2.Re7a.** Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b.** Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a.** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a.** Apply personal and expressive preferences in the evaluation of music
- 1.3A.2.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Career Readiness, Life Literacies, and Key Skills:

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

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Mathematics

K.OA-A.1. Operations and Algebraic Thinking

Language Arts

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

Social Studies

6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Technology

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

Unit Understandings:

Students will understand that...

- Music is organized sound
- Music can be analyzed and evaluated
- General music provides broad-based exposure to the building blocks of music.
- Students will develop the skills, knowledge, and dispositions that move them toward music literacy.
- Music literacy enhances the enjoyment and appreciation of music.
- The foundation of music literacy is a working knowledge of beat, rhythm, form pitch, melody, dynamics, tempo and timbre.

Unit Essential Questions:

- How do musicians generate creative ideas?

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

Knowledge and Skills:

Students will know...

- Music is made up of sounds and phrases that can be the same or different.
- Music can be organized into different forms and structure.
- The form of a song shows the relationship of each section to the others.

Students will be able to...

- Identify and perform songs with AB, ABA, verse/chorus, and rondo forms
- Move differently to songs in AB, ABA, and rondo forms
- Recognize differences between accompanied and unaccompanied singing,
- Follow pictorial representation of a selection of music to perform or move to a piece of music using a listening map,
- Experience and discuss music from different genres through singing, playing instruments, movement, and listening activities.
- Differentiate between same and different phrases of music.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative:

- Students imitate teacher movements and move into developing their own movements in response to musical stimuli.
- Students will demonstrate through movement their responses to music.
- Students can discuss the characteristics of the music they hear and/or perform.
- Students demonstrate understanding of the expressive qualities of music through movement.

- Students demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures.
- Students will sing through rote learning and move towards performance with a focus on posture, stage presence and tone quality.
- Students reflect on their performance through guided questions from the teacher.

Summative:

- Listening assessments
- Identify same and different sections (AB and ABA form)
- Differentiate between same and different sections
- Create movements for different sections of a speech piece
- Create sections to determine if same or different
- Move to show same/different sections
- Sing a call-response song with a partner.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class activities and musical games that students complete in class where teachers can assess an individual or group.
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