



Totowa Public Schools

Music

Grade K-2

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Creative Process	8 Weeks	
Unit 2: Performing	8 Weeks	Less on satisfies DEI Law
Unit 3: Performance	12 Weeks	
Unit 4:Aesthetic Responses	6 Weeks	
Unit 5:History of the Arts and Culture	6 Weeks	Lesson satisfies Holocaust & Amistad Law
		Curricular Mandate List

Unit Title	Creative Process
Unit Duration	8 Weeks
Unit Summary & Rationale	All students will demonstrate an understanding of the elements and principles that govern the creation of art in dance, music, theatre and visual art. In this unit, students will discriminate between fast and slow tempi through movement and singing. Use dynamics when singing, AB form, tempo, and patterns in melody. Students will be introduced to the concept of beat.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Can you show me proper posture for singing? • Can you sing a song back to me? • Can you use movements while singing? • Can you tell me what tempo means? • Can you recognize the beat to a simple song or chant? • Can you tell me the name of the instrument? • Can you tell me which family an instrument belongs to.
Enduring Understandings	<ul style="list-style-type: none"> • Students will sit up straight in the chairs and use proper posture. • Achievement will be based on student ability. • Tempo is how fast or slow you sing, move or play an instrument. • Students will practice keeping a steady beat by patting or clapping to a simple song or chant. • Students will sit up straight in the chairs and use proper posture. • Achievement will be based on student ability • Tempo is how fast or slow you sing, move or play an instrument • The beat is the “heartbeat” of music. It continues throughout an entire piece of music. • Students will categorize instruments into the string, percussions, brass and woodwind families
Learning Outcomes	<ul style="list-style-type: none"> • Identify fast and slow tempo. keep a steady beat, echo clap or play various rhythms. Identify various non-pitched percussion instruments (timbre) • Identify dynamics – Piano & Forte

- Identify AB form echo
- Identify melodic directions as up or down
- Identify tempo as gradually speeding up or slowing down, steady or unsteady beat
- Identify adult female voice/child's voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments
- Identify dynamics as loud, soft, medium, and loud.
- Use dynamic appropriate to the style of music
- Identify the forms of call and response, verse and refrain, ABA
- Identify step/leap and same/different patterns in a melody and identify tonal center and melodic patterns using basic solfeggio.
- Identify Kodaly melody sol/mi
- Identify strong beat, short, and long notes/rests
- Identify ta and titi rhythms

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances. Summative assessment should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit? Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned.
Alternative and Benchmark	Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – Teacher generated assessments, performances Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning

Resources and Equipment

Interactive SmartBoard
IPads/iPods
CD and CD Player
Recorders
Percussion/CI Instruments
Pianos
Computers
Garage Band
Chrome Music Lab
Music Today
Everyday Musicplay
Kodaly
Making Music
www.youtube.com
http://nafme.org www.lessonplanspage.com
classicforkids.com
metrolyrics.com
[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Visual & Performing Art

- 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.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.
- 1.3A.2Pr5b. 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.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.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.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 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.

Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art	<ul style="list-style-type: none"> • Creating • Performing • Responding • Connecting
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NJ: 2016 SLS: English Language Arts

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- RL.1.1. Ask and answer questions about key details in a text
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Collaboration and Teamwork • Problem Solving
Math	<ul style="list-style-type: none"> • K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. • 1.OA.A Represent and solve problems involving addition and subtraction. • 2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
Science	<ul style="list-style-type: none"> • Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3) Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)
SEL	<ul style="list-style-type: none"> • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Performing
Unit Duration	8 Weeks
Unit Summary & Rationale	Develop appropriate performance behaviors, hand movements and respect for music. Students will sing various songs, perform with movements, clap simple rhythms, perform dynamics through singing and playing of rhythm instruments. Learn to demonstrate appropriate posture for a performance. Combine all components in preparation for Winter Concert.

Unit Goals

<p>Essential Questions</p>	<ul style="list-style-type: none"> • Can you show me proper posture for singing? • Can you sing a song back to me? • Can you move fast or slow based on the music you hear? • Can you show me how to play the cymbals, claves, shakers?(percussion instruments) • Can you tell me what tempo means? • Can you recognize the beat to a simple song or chant? • Can you tell the difference between high and low pitches? • Can you identify if phrases are the same or different?
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Students will sit up straight in the chairs and use proper posture. • Achievement will be based on student ability • Students will walk if the music is slow and run if the music is fast. • Achievement will be based on student ability. • Students will pat or clap a steady beat during a learned song or chant. • Tempo is how fast or slow you sing, move or play an instrument. • The beat is the “heartbeat” of music. It continues throughout an entire piece of music. • Students will listen and discriminate between same and different phrases.
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Sing from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. • Play a steady beat with dynamics (i.e., loud and soft) on an Orff instrument using a single mallet. • Perform an ostinato using an un-pitched percussion instrument, with or without mallet. • On a single percussion instrument, use proper playing techniques to create different dynamics. • Demonstrate the proper way to play instruments that are scraped, struck and shaken either using Orff instruments or using ordinary items from around the classroom or home (e.g., cereal boxes, canisters, plastic tubs). • Sing a two-pitched (sol-mi) melody back to teacher. • Identify tempo as gradually speeding up or slowing down, steady or unsteady beat

- Identify adult female voice/child’s voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments
- Identify dynamics as loud, soft, medium, and loud. Use dynamic appropriate to the style of music
- Identify the forms of call and response, verse and refrain, ABA
- Identify step/leap and same/different patterns in a melody, and identify tonal center and melodic patterns using basic solfeggio.
- Identify Kodaly melody sol/mi
- Identify strong beat, short, and long notes/rests.
- Identify ta and titi rhythms
- Perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.
- Read, sing/play various combinations of sol-mi-la, high do, low sol, low la from a five line staff using quarter, two eighth, half, tied, dotted half, whole notes, syncopated rhythms and quarter rests.
- On pitched barred instruments, read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la.
- Sight read a rhythmic ostinato using combinations of quarter, two eighths, half notes, quarter rests and syncopated rhythms, on percussion instruments or with a counting system
- [Multicultural Music and Songs that Build an Appreciation of Diversity](#) (**Diversity, Equity and Inclusion**)

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances. Summative assessment should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit? Assessments

	could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned.
Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	<p>Interactive SmartBoard</p> <p>IPads/iPods</p> <p>CD and CD Player</p> <p>Recorders</p> <p>Percussion & classroom instruments</p> <p>Pianos</p> <p>Computers</p> <p>Garage Band</p> <p>Chrome Music Lab</p> <p>Music Today</p> <p>Everyday Musicplay</p> <p>Kodaly</p> <p>Making Music</p> <p>www.youtube.com</p> <p>http://nafme.org</p> <p>lessonplanspage.com</p> <p>classicforkids.com</p> <p>Metrolyrics.com</p> <p>Multicultural Music and Songs that Build an Appreciation of Diversity (Diversity, Equity and Inclusion)</p> <p>Approved Class Resource List</p>
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Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

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- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- RL.1.1. Ask and answer questions about key details in a text
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

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2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

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- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Collaboration and Teamwork • Critical thinking & Problem Solving
Social Studies	<ul style="list-style-type: none"> • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
Math	<ul style="list-style-type: none"> • K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. • 1.OA.A Represent and solve problems involving addition and subtraction.
SEL	<ul style="list-style-type: none"> • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Relationship Skills - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Performing
Unit Duration	12 Weeks
Unit Summary & Rationale	Develop appropriate performance behaviors, hand movements and respect for music. Students will sing various songs, perform with movements, clap simple rhythms, perform dynamics through singing and playing of rhythm instruments. Learn to demonstrate appropriate posture for a performance. Combine all components in preparation for Spring Concert.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Can you show me proper posture for singing? • Can you sing a song back to me? • Can you sing loud and soft? • Can you keep a steady beat? • Can you tell the difference between high and low pitches? • Can you identify if phrases are the same or different? • Can you pat the beat while singing or chanting? • Can you identify if phrases are the same or different? • Can you recognize sol/mi/la pitches with hand signs? • Can you tell the difference between beat and rhythm?
Enduring Understandings	<ul style="list-style-type: none"> • Students will sit up straight in the chairs and use proper posture. • Achievement will be based on student ability. • Students will sing loud and soft. • Students will pat or clap a beat to a simple song or chant • Tempo is how fast or slow you sing, move or play an instrument. • Students will listen and discriminate between same and different phrases • Students can sing sol, mi or la according to hand sign given by teacher. • Students can understand that beat is the underlying pulse of the music while rhythm is long and short sounds created within the beat of the piece of music.
Learning Outcomes	<ul style="list-style-type: none"> • Perform on pitch (Kodaly Sol-Mi) and echo songs with the teacher as the leader and the class/soloist as the echo. • Perform songs in proper head voice within the range of C4 – C5.

- Perform songs using proper posture in sitting and standing positions.
- Perform songs using proper breathing techniques for phrasing and tone production.
- Perform songs using proper vocal techniques to vary dynamic levels.
- Read and perform combinations of quarter notes, two eighths and quarter rests by clapping and counting aloud
- Read, sing or play various combinations of sol/mi from a two to five line staff using quarter note and /or two eighth note rhythms
- Using sol/mi, read and perform an ostinato on a pitched barred instrument using quarter notes and /or two eighths notes and /or quarter rests.
- Clap or play on an un-pitched percussion instrument a steady beat at various tempi as indicated on a two to five line staff or in response to images that indicate a particular speed (eg., rabbit/tortoise).
- Read and perform dynamics of f and p (forte and piano) through singing and playing of various rhythm instruments.
- Perform songs or rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5. Demonstrate proper posture and breathing techniques used to smoothly connect the registers, producing a uniform vocal tone quality.
- Conduct a two beat pattern while others sing. The conducting pattern should reflect forte and/or piano or tempo. Create and perform other movements to reflect phrasing or emotions in the song.
- Using call and response, improvise the rhythm in the response while keeping the melodic pattern used in the call.
- Sing or play simple melodies in AB and ABA forms independently and in groups, and sight- read rhythmic and music notation up to and including eighth notes and rests in a majorscale.
- Vocally improvise a melody on a neutral syllable using the pentatonic scale. Start and end the melody on the home tone and improvise over an ostinato of sol-mi.
- Sing the neutral syllable “oo” horizontally then vertically using proper posture and breathing for different types of songs (e.g., lullaby, pop music, etc.).

Assessment Evidence

Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances. Summative assessment should provide overall evidence about student learning. What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit? Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned.
Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	<p>Interactive SmartBoard IPads/iPods CD and CD Player Recorders Percussion/CI Instruments Pianos Computers Garage Band Chrome Music Lab Music Today Everyday Musicplay Kodaly Making Music www.youtube.com http://nafme.org www.lessonplanspage.com classicforkids.com</p>

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- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2020 SLS: Computer Science & Design Thinking

NJSLs Performance Expectations

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
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2020 SLS: Career Readiness, Life Literacies, and Key Skills

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- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
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- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Collaboration and Teamwork • Problem Solving
Math	<ul style="list-style-type: none"> • 1.OA.A. Represent and solve problems involving addition ns subtraction.
SEL	<ul style="list-style-type: none"> • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds <p style="text-align: center;">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	Aesthetic Responses and Critique Methodologies
Unit Duration	6 Weeks
Unit Summary & Rationale	This unit addresses the two ways students may respond to the arts, the study of aesthetics and the application of methodologies to the arts.

Unit Goals

Essential Questions

- Can you show me proper posture for singing?
- Can you sing a song back to me?
- Can you sing loud and soft?
- Can you keep a steady beat?
- Can you tell the difference between high and low pitches?
- Can you identify if phrases are the same or different?
- Can you pat the beat while singing or chanting?
- Can you identify if phrases are the same or different?
- Can you recognize sol/mi/la pitches with hand signs?
- Can you tell the difference between beat and rhythm?

Enduring Understandings

- Students will sit up straight in the chairs and use proper posture.
- Achievement will be based on student ability.
- Students will sing loud and soft.
- Students will pat or clap a beat to a simple song or chant
- Tempo is how fast or slow you sing, move or play an instrument.
- Students will listen and discriminate between same and different phrases
- Students can sing sol, mi or la according to hand sign given by teacher.
- Students can understand that beat is the underlying pulse of the music while rhythm is long and short sounds created within the beat of the piece of music.

Learning Outcomes

- Create a story to accompany a piece of program music (e.g., The Hall of the Mountain King by Edvard Grieg). The story should reflect the mood of the music, how and what instruments are used, tempo and other musical elements.
- Demonstrate an understanding of the similarities and differences of children's singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.
- Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.

- List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.
- Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music (i.e., the Little Train of the Caipira by Villa-Lobos).
- Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).
- Listen to instrumental pieces that are based on familiar melodies (e.g., Mahler Symphony #1, Movement 3; Mozart Variations on “Ah, vous dirais-je Maman”). Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.
- Compare/contrast two distinct interpretations of a piece of music (e.g., the Danse de la Fee Dragee from the Nutcracker, versions by Tchaikovsky and Ellington). Post a list comparing two versions
- Create a story to a piece of music that has contrasting dynamics or heavy accents (e.g., Haydn Symphony #94, Movement 2; Russian Sailor’s Dance by Gliere). Use movement with the story to reflect the dynamics and accents as well as other musical elements.
- Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these elements. Create and perform a short piece of music using metal and/or wood barred instruments, non-pitched percussion instruments, or homemade instruments to musically depict the chosen elements.
- Describe the difference between two contrasting articulations (e.g. plucked vs. bowed, tongued vs. slurred) and discuss how they affect the theme of the music (e.g., The Seasons, Winter, Movement 2 by Vivaldi)
- Critique an audio or video recording of a performance by the class/ school performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture, following the

director, interpretation) and identify which areas were successful, which were in need of improvement. Use the principles of positive critique to improve

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances. Summative assessment should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned.
Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – Teacher generated assessments, Performanc</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	Interactive SmartBoard iPads/iPods CD and CD Player Recorders Percussion/CI Instruments Pianos Computers Garage Band Chrome Music Lab Music Today Everyday Musicplay Kodaly

Making Music
www.youtube.com
http://nafme.org www.lessonplanspage.com
classicforkids.com
Metrolyrics.com
[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Visual & Performing Art

- 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.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.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.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.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.Cn1 1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 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.Cn1 1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- RL.1.1. Ask and answer questions about key details in a text
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary/21st Century Connections

Connections and Skills

- Creativity and Innovation
- Collaboration and Teamwork

Social Studies	<ul style="list-style-type: none"> • 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SEL	<ul style="list-style-type: none"> • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	History of the Arts and Culture
Unit Duration	6 Weeks
Unit Summary & Rationale	Students will understand the role, development and influence of the arts throughout history and across cultures in music.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Can you use hand movements as you sing? • Can you sing a counting song? • Can you sing a holiday song?
Enduring Understandings	<ul style="list-style-type: none"> • Students will use correct hand movements as they sing. • Achievement will be based on student ability. • Students will count as they sing. • Student achievement will be based on student ability
Learning Outcomes	<ul style="list-style-type: none"> • Identify the characteristics of singing games from two distinct cultures (e.g., London Bridge is Falling Down - England, Perna, perna, i melissa – Greece). Perform these singing games and compare/contrast tempo, movements, the feeling the game evokes, etc. • Identify the characteristics of two or more contrasting holiday songs (e.g., Christmas/Hannukah). Sing the songs and discuss how they reflect the feeling of

the holiday. [Days of Remembrance: Victor Borge performs a lullaby \(Holocaust Law\)](#)

- Identify the common theme of children’s songs from different countries (eg. Songs about learning the alphabet/how to count/naming colors, animals, singing games).
- Identify the characteristics of patriotic music from different countries (eg., This Is My Country, Something to Sing About-Canada). Listen to recordings/sing the pieces. Compare/Contrast musical elements, the purpose of the selections and why the songs can be considered patriotic.
- Identify the similarities and differences in celebratory music from different world cultures (e.g., holidays, birthdays, victories, coronations etc.). Listen to two or more pieces and describe what elements are used to create the air of celebration.
- Identify how dance music was influenced by the time period (e.g., Minuet from Don Giovanni by Mozart, The Twist by Chubby Checker). Listen to the pieces and discuss the instrumentation, the style of clothing, standard of living and other cultural influences of the time in which the pieces were written.
- Career Exploration – Students will explore careers in the music industry (composition, producer, studio sound engineer, etc.)
- [Rock For Kids Melody Makers perform at Black History Month celebration](#) (Amistad)

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing
Summative	Tests, Quizzes, Projects, Formal Performances. Summative assessment should provide overall evidence about student learning. How well have the students learned the content knowledge in the unit? What aspects have been internalized? Can students support explanations with knowledge and evidence they acquired during the unit? Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned.

Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – Teacher generated assessments, Performances</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	<p>Interactive SmartBoard IPads/iPods CD and CD Player Recorders Percussion/CI Instruments Pianos Computers Garage Band Chrome Music Lab Music Today Everyday Musicplay Kodaly Making Music www.youtube.com http://nafme.org lessonplanspage.com classicforkids.com Metrolyrics.com Approved Class Resource List</p>
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2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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Connections and Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Collaboration and Teamwork • Problem Solving
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SEL	<ul style="list-style-type: none"> • Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others. • Social Awareness - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students’ Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.