

**Belvidere Cluster Wide
Music Curriculum
Grade: Kindergarten
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

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

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing

21st Century Skills/Standards

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication

- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning

- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided

- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
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- Teacher initiated weekly assignment sheet
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- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Music/Performing Arts, Kindergarten

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - The Star Spangled Banner
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca

Interdisciplinary Connections

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription

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- "Music K-8" subscription
 - "One, Two, Three, Echo Me"
 - "Parachutes and Ribbons and Scarves, Oh My!"
 - "Share The Music" Series
 - "Sing and Play on Special Days"
 - "Singing Games Children Love" series
 - "The Flying Jazz Kittens"
 - bean bags
 - finger cymbals
 - floor staff
 - floor/gym spots
 - Freddie the Frog flashcards
 - Freddie the Frog staff posters
 - Greg and Steve "Kids in Action"
 - internet access
 - ipad
 - ipod
 - jingle bells
 - Jump, Jim, Joe
 - laptop
 - Non-pitched percussion
 - Orff instruments
 - piano
 - popsicle sticks
 - puppets
 - scarves
 - screen, projector
 - speakers
 - stereo
 - www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #2, Music, Kindergarten

Content Area: **Music**
Course(s): **Music**
Time Period: **November**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.CS1	The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.
5. Identify and demonstrate the elements of dance.
6. Explain the importance of improvisational structures.
7. Demonstrate how dance can communicate meaning around a variety of themes.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiehefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - Five Fat Turkeys are We
 - I'm the Fastest Turkey
 - Oh, Hanukkah
 - Dreidle, Dreidle
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Jingle Bell Dance
 - Hanukkah, Hanukkah Dance
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Nutcracker

Interdisciplinary Connections

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

Texts and Resources

- "Down in the Valley"
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- "Jump Jim Joe"
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- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
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Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #3, Music, Kindergarten

Content Area: **Music**
Course(s): **Music**
Time Period: **February**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

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VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - Jump Jim Joe
 - At the Bottom of the Sea
 - Five Fat Turkeys are We
 - I'm the Fastest Turkey
 - Oh, Hanukkah
 - Dreidle, Dreidle
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Jingle Bell Dance
 - Hanukkah, Hanukkah Dance
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Nutcracker

Interdisciplinary Connections

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

Texts and Resources

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- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #4, Music, Kindergarten

Content Area: **Music**
Course(s): **Music**
Time Period: **April**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.CS1	The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.
5. Identify and demonstrate the elements of dance.
6. Explain the importance of improvisational structures.
7. Demonstrate how dance can communicate meaning around a variety of themes.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - Five Fat Turkeys are We
 - I'm the Fastest Turkey
 - Oh, Hanukkah
 - Dreidle, Dreidle
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Jingle Bell Dance
 - Hanukkah, Hanukkah Dance
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Nutcracker

Interdisciplinary Connections

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #5 Concert, Music, Kindergarten

Content Area: **Music**
Course(s): **Music**
Time Period: **Generic Time Periods**
Length: **45 days**
Status: **Published**

Enduring Understanding

Performance of music is valuable process which can demonstrate melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

What is the difference between concert performance and classroom activities?

Why is the critique of a musical performance needed?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.1.2.B.CS4	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
VPA.1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.3.2.B.CS7	Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.
VPA.1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS1	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.CS2	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.

Instructional Activities

- Greeting song
 - Assessment/goodbye song
 - Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
 - Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - Vocal and instrumental improvisation songs and games
 - Here Sits the Monkey
 - Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Concert repertoire selections
 - Santa Claus is Comin to Town
 - Rudolf
 - Here Comes Santa Claus
 - Jingle Bells
 - White Christmas
 - Jingle Jive
 - The Little Snowflake
 - seasonal octavos
-

Interdisciplinary Connections

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- seasonal octavos
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing
- Written singing test rubric

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

**Belvidere Cluster Wide
Music Curriculum
Grade 1
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

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

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing

21st Century Skills/Standards

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required

- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan

- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Music, First Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.
5. Create and perform planned and improvised movement sequences with and without musical accompaniment.
6. Use the elements of dance to communicate meaning around a variety of themes.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - The Star Spangled Banner
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Gallop
 - Viennese Musical Clock
 - Rondo Alla Turca

Interdisciplinary Connections

Language arts: Letter recognition

Social Studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series

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- "Music Express" subscription
 - "Music K-8" subscription
 - "One, Two, Three, Echo Me"
 - "Parachutes and Ribbons and Scarves, Oh My!"
 - "Share The Music" Series
 - "Sing and Play on Special Days"
 - "Singing Games Children Love" series
 - "The Flying Jazz Kittens"
 - bean bags
 - finger cymbals
 - floor staff
 - floor/gym spots
 - Freddie the Frog flashcards
 - Freddie the Frog staff posters
 - Greg and Steve "Kids in Action"
 - internet access
 - ipad
 - ipod
 - jingle bells
 - Jump, Jim, Joe
 - laptop
 - Non-pitched percussion
 - Orff instruments
 - piano
 - popsicle sticks
 - puppets
 - scarves
 - screen, projector
 - speakers
 - stereo
 - www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #2, Music, First Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **November**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.
5. Identify aesthetic qualities of exemplary works of art.
6. Identify characteristics of the artists who created exemplary works of art.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - Five Fat Turkeys are We
 - I'm the Fastest Turkey
 - Oh, Hanukkah
 - Dreidle, Dreidle
 - Going Over the Sea
 - By and By
 - Race You Down the Mountain
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Clapping Land
 - Jingle Bell Dance
 - Hanukkah, Hanukkah Dance
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Gallop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Nutcracker

Interdisciplinary Connections

Technology: iPad games

Language arts: Letter recognition

Social Studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- tone bells
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #3, Music, First Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **February**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch.
VPA.1.2.2.A.1	Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.3.2	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2.A.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.CS3	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.4	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.B.CS1	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.CS3	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.CS4	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.CS5	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.6	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.CS1	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
VPA.1.4.2.A.1	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.
VPA.1.4.2.A.2	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

VPA.1.4.2.A.3

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

VPA.1.4.2.A.4

Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

VPA.1.4.2.B.CS3

Contextual clues are embedded in works of art and provided insight into artistic intent.

VPA.1.4.2.B.3

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

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.
5. Sing or play simple melodies or rhythmic accompaniments independently and in groups.
6. Sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
7. Distinguish patterns in nature found in works of art.
8. Identify the distinct characteristics of music and the artists who create music.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - iPad apps for high/low
 - SketchASong
 - NoteSquish
 - RhythmCat
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - It Rained a Mist
 - Ebenezer Sneezer
 - When the Saints Go Marching In
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - This Old Man
 - Any Kind of Music
 - North Winds Blow
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Gallop
 - Viennese Musical Clock
 - Rondo Alla Turca

-
- Listening maps from Music Express subscriptions
 - Skater's Waltz

Interdisciplinary Connections

Technology interaction: iPad games

Language arts: Letter recognition

social Studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #4, Music, First Grade, Concert

Content Area: **Music**
Course(s): **Music**
Time Period: **April**
Length: **45 days**
Status: **Published**

Enduring Understanding

Performance of music is valuable process which can demonstrate melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

What is the difference between concert performance and classroom activities?

Why is the critique of a musical performance needed?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch.
VPA.1.1.2.B.CS4	Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.1.2.B.4	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
VPA.1.2.2.A.1	Categorize families of instruments and identify their associated musical properties.
VPA.1.3.2	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2.A.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.CS3	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.4	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.B.CS1	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.CS3	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.CS4	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.CS5	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.CS7	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.3.2.B.7	Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.
VPA.1.4.2.A.2	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
VPA.1.4.2.A.3	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

VPA.1.4.2.B.CS1 VPA.1.4.2.B.1	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.CS2 VPA.1.4.2.B.2	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.CS3 VPA.1.4.2.B.3	Contextual clues are embedded in works of art and provided insight into artistic intent. Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Singing games for singing, movement and rhythmic pulse
 - Doggie, Doggie, Where's Your Bone
 - Closet Key
 - Lucy Locket
 - Old Gray Cat
 - Who has the Button?
 - Circle Round the Zero
 - Down in the Valley
 - At the Bottom of the Sea
 - Bobolinka
 - Alabama Gal
- Vocal and instrumental improvisation songs and games
 - Here Sits the Monkey
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Gallop
 - Viennese Musical Clock
 - Rondo Alla Turca
- Concert repertoire selections
 - Silver and Gold
 - 12 Days of Christmas
 - Must Be Santa
 - Holly Jolly Christmas
 - Jingle Bells
 - White Christmas
 - Music Alone Shall Live
 - Seasonal octavos

Interdisciplinary Connections

Language arts: Letter recognition

Social Studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- seasonal octavos
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing
- Written singing test rubric

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

**Belvidere Cluster Wide
Music Curriculum
Grade 2
Updated Fall 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Physical Education
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

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

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing

21st Century Skills/Standards

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy

- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives

- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization

- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Music, Second Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.1.2.B.CS4	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
VPA.1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

VPA.1.4.2.A.3

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

VPA.1.4.2.B.CS3

Contextual clues are embedded in works of art and provided insight into artistic intent.

VPA.1.4.2.B.3

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

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - www.classicsforkids.com
- Singing games for singing, movement and rhythmic pulse
 - Closet Key
 - Lucy Locket
 - Circle Round the Zero
 - Cut the Cake
 - Jump Jim Joe
 - Zudio
 - Down Down Baby
 - Let's Go Fly a Kite
 - Sally Go Round the Sun
 - The Star Spangled Banner
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Frogs
 - Skin and Bones
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Gallop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Surprise Symphony
 - Danse Macabre

Interdisciplinary Connections

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Assessment through teacher observation and aural assessment for the following skills:

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #2, Music, Second Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **November**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.1.2.B.CS4	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
VPA.1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.CS2	Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.3.2.B.CS6	Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.

VPA.1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.
5. Sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
6. Demonstrate and explain the forms and rules which govern music composition, rhythmic accompaniment, and the harmonizing of parts.
7. Identify the distinct characteristics of music and the artists who create music.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - www.classicsforkids.com
- Singing games for singing, movement and rhythmic pulse
 - Closet Key
 - Lucy Locket
 - Circle Round the Zero
 - Cut the Cake
 - Noble Duke of York
 - Saro Jane
 - Old Dan Tucker
 - Ise Oluwa
 - Obwisana
 - Old John Braddlelum
 - Jump Jim Joe
 - Zudio
 - Down Down Baby
 - Let's Go Fly a Kite
 - Sally Go Round the Sun
 - Old Brass Wagon
 - Ti Ya Ya
 - No Robbers Out Today
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Frogs

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- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Surprise Symphony
 - Ballet of the Unhatched Chicks

Interdisciplinary Connections

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip

Rating scale

Google Forms

Stations

Peer assessment

Self assessment

Summative assessments

Student demonstration

Audition

Performance/mini-performance assessment

Rubric

Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio

Project

Skit

Drawing

Unit #3, Music, Second Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **April**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.1.2.B.CS4	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
VPA.1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.CS2	Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

VPA.1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - www.classicsforkids.com
- Singing games for singing, movement and rhythmic pulse
 - Closet Key
 - Lucy Locket
 - Circle Round the Zero
 - Cut the Cake
 - Noble Duke of York
 - Saro Jane
 - Old Dan Tucker
 - Ise Oluwa
 - Obwisana
 - Old John Braddelium
 - Jump Jim Joe
 - Zudio
 - Down Down Baby
 - Let's Go Fly a Kite
 - Sally Go Round the Sun
 - Old Brass Wagon
 - Ti Ya Ya
 - No Robbers Out Today
 - Counting Up the Dinosaurs
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Frogs
 - Songs demonstrating verse and refrain, solo voice vs. chorus
 - Solfege
- Classical music repertoire for movement and dance

-
- William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Surprise Symphony
 - Ballet of the Unhatched Chicks

Interdisciplinary Connections

Technology interaction

- Saved YouTube videos

Language arts

- Alliteration and rhyming to delineate musical forms

Math

- Beat subdivisions

Letter recognition

- Treble and Bass clef note identification

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #4, Music, Second Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **April**
Length: **45 days**
Status: **Published**

Enduring Understanding

Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.CS2	The elements of music are foundational to basic music literacy.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.CS3	Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.1.2.B.CS4	Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
VPA.1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.CS3	The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
VPA.1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
VPA.1.3.2.B.CS1	The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.CS3	Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

VPA.1.4.2.A.3

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

VPA.1.4.2.B.CS3

Contextual clues are embedded in works of art and provided insight into artistic intent.

VPA.1.4.2.B.3

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

Student Learning Objectives

The students will be able to:

1. Identify the elements of music through listening and performing
2. Identify and play classroom instruments.
3. Sing independently and in groups, using proper breathing and vocal techniques.
4. Experience steady beat through listening and movement.

Instructional Activities

- Greeting song
- Assessment/goodbye song
- Music literacy stories
 - Freddie the Frog and the Thump in the Night
 - Freddie the Frog and the Mysterious Wahoo
 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Technology activities
 - Music literacy games on www.freddiethefrog.com
 - www.classicsforkids.com
- Singing games for singing, movement and rhythmic pulse
 - Closet Key
 - Lucy Locket
 - Circle Round the Zero
 - Cut the Cake
 - Noble Duke of York
 - Saro Jane
 - Old Dan Tucker
 - Ise Oluwa
 - Obwisana
 - Old John Braddelum
 - Jump Jim Joe
 - Zudio
 - Down Down Baby
 - Let's Go Fly a Kite
 - Sally Go Round the Sun
 - Old Brass Wagon
 - Ti Ya Ya
 - No Robbers Out Today
- Vocal and instrumental improvisation songs and games
 - Sing a Little Song
 - Frogs
 - Songs demonstrating verse and refrain, solo voice vs. chorus
 - Solfege
 - Get On Board, ABA form
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca

-
- Surprise Symphony
 - Ballet of the Unhatched Chicks
 - Peter and the Wolf
 - Sabre Danse

Interdisciplinary Connections

Technology interaction

- YouTube videos

Language arts

- Alliteration and rhyming to delineate musical forms

Math

- Beat subdivisions

Letter recognition

- Treble and Bass clef note identification

Texts and Resources

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- Boomwhackers
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- jingle bells
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- solfege cards
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Assessment

Formative assessments

Direct feedback of student performance

Q&A on the student performance (self-assessment)

Part Check

Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing

Unit #5 Concert, Music, Second Grade

Content Area: **Music**
Course(s): **Music**
Time Period: **Generic Time Periods**
Length: **45 days**
Status: **Published**

Enduring Understanding

Performance of music is valuable process which can demonstrate melody, pitch, rhythm, timbre, tempo and dynamics.

Essential Questions

What is the difference between concert performance and classroom activities?

Why is the critique of a musical performance needed?

New Jersey Student Learning Standards

VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.
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VPA.1.3.2.B.CS5	Improvisation is a foundational skill for music composition.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.3.2.B.CS7	Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.
VPA.1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.B.CS1	Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.CS2	Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.CS3	Contextual clues are embedded in works of art and provided insight into artistic intent.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

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 - Freddie the Frog and the Mystery of Crater Island
 - Freddie the Frog and the Bass Clef Monster
- Singing games for singing, movement and rhythmic pulse
 - Circle Round the Zero
 - Duke of York
 - Bobolinka
- Vocal and instrumental improvisation songs and games
 - solfege activities
- Classical music repertoire for movement and dance
 - William Tell Overture
 - Syncopated Clock
 - Galop
 - Viennese Musical Clock
 - Rondo Alla Turca
 - Nutcracker
- Concert repertoire selections
 - Must Be Santa
 - Music K-8 selection
 - Music Express selections
 - Jingle Bells
 - White Christmas
 - Music Alone Shall Live
 - seasonal octavos

Interdisciplinary Connections

Technology interaction

- saved YouTube videos

Language arts

- speech articulation
- Letter recognition

Texts and Resources

- "At the Bandstand"
- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Jingle Bell Juke Box"
- "Jingle Bell JukeBox the Flip Side"
- "Jump Jim Joe"
- "Music Connection" Series
- "Music Express" subscription
- "Music K-8" subscription
- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- ipad
- ipod
- Jingle Bell JukeBox
- Jump, Jim, Joe
- laptop
- Non-pitched percussion
- Orff instruments
- piano
- popsicle sticks
- puppets
- scarves
- screen, projector
- seasonal octavos
- speakers
- stereo
- www.freddiethefrog.com

Assessment

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Portfolio
Project
Skit
Drawing