

# Kindergarten Music

**Unit Title:** Unit 1: Off to School

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS for Visual and Performing Arts**

##### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
    - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

##### **Artistic Process - Performing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
    - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
    - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
    - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
    - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
    - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

##### **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
    - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.

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- *Performance Expectations*

- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **NJSLS for Visual and Performing Arts - Media Arts**

### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr1c: Explore form ideas for media art production with support.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr2a: Explore form ideas for media art production with support.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Artistic Process - Producing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
    - 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

### **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

### **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*

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- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

## Central Idea / Enduring Understanding:

- I can use different motions to respond to loud and soft sounds.
- The four voices are Whispering, Speaking, Calling and Singing.
- Keeping a steady beat allows me to perform with others
- I can use different motions to respond to loud and soft sounds.
- Music from different places use different instruments and styles.

## Essential/Guiding Question:

- How do I show the difference between loud and soft?
- What are the four voices?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

## Content:

- Dynamics
- Tone Color
- Beat
- Melody
- Style

## Skills (Objectives):

- Identify loud and soft
- Echo-speak with vocal inflections
- Identify and use all four voices
- Recognize high and low pitches
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

## Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.
- Making connections between the role of music within a society and other elements that are studied within various cultures around the world.

## NJSLS for Literacy

- **L.VL.K.2.** With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.VL.K.2.a**-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **L.VL.K.2.b**-Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

## **NJSLS for Mathematical Practice**

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

### **Other Evidence:**

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

#### Session 1.1: Vocal tone color

- Echo-speak with vocal inflection
- Say own name in an echo game

#### Session 1.2: Vocal tone color

- Echo-speak a rhyme with gestures
- Sing a song (using singing voice)

#### Session 1.3: Beat

- Keep the beat with recorded music, imitating teacher
- Pat the beat, following teacher, while echoing a poem

#### Session 1.4: Dynamics, loud and soft

- Play drums loudly and softly
- Sit up or lie down to show whether sounds are loud or soft

#### Session 1.5: Vocal tone color

- Point to indicate recognition of one of the four voice functions heard
- Stand and sit to identify speaking and singing voice functions used in echoing a song

#### Session 1.6: Beat

- Move with the steady beat of a song
- Create and perform a steady beat with a recorded selection

#### Session 1.7: Pitch, upward and downward

- Move upward and downward to the melody of a listening selection
- Show downward melodic direction with hand gestures with part of a song

### **Resources:**

- "Share the Music" CD 1 Tracks 9, 10 & 11
- Musical Instruments Master: hand drum
- "Share the Music" CD 1 Tracks 10, 11, 12 13 & 14
- "Share the Music" CD 1 Tracks 14, 15 & 16
- Resource Master 1-1 (practice)
- "Share the Music" big book pages 2-3
- "Share the Music" CD 1 Tracks 10, 13 & 17 hand drums
- "Share the Music" big book pages 4-5
- "Share the Music" CD 1 Tracks 17, 18, 19, 20, 21 & 22
- Resource Master 1-2 (practice)
- "Share the Music" CD 1 Tracks 15, 23, 24 & 25
- Resource Master 1-3 (practice)
- "Share the Music" CD 1 Tracks 16, 22, 26, 27, & 28
- Resource Master 1-4 (listening map)

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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul>

**Unit Title:** Unit 2: Learning New Things

## Stage 1: Desired Results

### **Standards & Indicators:**

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  - *Performance Expectations*
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    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
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- Anchor Standard 4: Selecting, analyzing, and interpreting work.
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- 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
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- Anchor Standard 6: Conveying meaning through art.
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    - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
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- Anchor Standard 9: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
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## **NJSLS for Visual and Performing Arts - Media Arts**

### **Artistic Process - Creating**

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- Anchor Standard 3: Refining and completing products.
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    - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Artistic Process - Producing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.



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- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
    - 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- Anchor Standard 6: Conveying meaning through art.
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### Essential/Guiding Question:

- How do I show the difference between loud and soft?
- What are the four voices?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

### Content:

- Dynamics
- Tone Color
- Beat
- Rhythm
- Form/Structure
- Style

### Skills(Objectives):

- Distinguish between loud and soft
- Perform sound effects
- Identify and use steady beat
- Recognize and use long and short
- Identify part of a piece with steady beat
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

### Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.

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- Making connections between the role of music within a society and other elements that are studied within various cultures around the world.

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## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

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- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

## **Stage 2: Assessment Evidence**

### **Performance Task(s):**

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

### **Other Evidence:**

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

## **Stage 3: Learning Plan**

### **Learning Opportunities/Strategies:**

#### **Session 2.1: Beat**

- Move with the steady beat
- Move to show which part of a speech piece has a steady beat

#### **Session 2.2: Duration, long and short**

- Sing a song with long, sustained sounds, and then with short sounds
- Sing a song, creating a version with long and short segments by following pictorial representation of long and short on the board

#### **Session 2.3: Beat/Shared Space**

- Create the shape of an alphabet letter with a partner in shared space

### **Resources:**

- "Share the Music" CD 2 Tracks 1, 2, 3 & 4
- Signing Master S-K-1 (Counting Song)
- "Share the Music" CD 2 Tracks 4 & 5
- Resource Master 2-1 (practice)
- "Share the Music" CD 2 Tracks 5, 6 & 7



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<ul style="list-style-type: none"><li>While singing, move to form a group circle, following the directions of a song text</li></ul>			
<u>Session 2.4: Steady Beat</u> <ul style="list-style-type: none"><li>Pat and walk with the steady beat to a listening selection</li><li>Play instruments with the steady beat during part of a song</li></ul>	<ul style="list-style-type: none"><li>“Share the Music” big book pages 8-9</li><li>“Share the Music” CD 2 Tracks 1, 2, 8, 9 &amp; 10</li><li>Rhythm Sticks</li><li>Musical Instruments Masters: hand drum, triangle, woodblock</li></ul>		
<u>Session 2.5: Long and short</u> <ul style="list-style-type: none"><li>Perform prescribed movements in response to longer and shorter sounds in a listening selection</li><li>Point to representation for long and short appropriately with a speech piece</li></ul>	<ul style="list-style-type: none"><li>“Share the Music” big book pages 10-11</li><li>“Share the Music” CD 2 Tracks 4, 11, 12, 13 &amp; 14</li></ul>		
<u>Session 2.6: Tone color/Ways of using the voice</u> <ul style="list-style-type: none"><li>Perform the sound effects for a story using whispering, speaking and singing voices</li><li>Identify and use voices for speaking and singing in different sections of a game</li></ul>	<ul style="list-style-type: none"><li>“Share the Music” CD 2 Tracks 8, 10, 14, 15 &amp; 16</li><li>Resource Master 2-2 (listening map)</li><li>Resource Master 2-3 (practice)</li></ul>		
<u>Session 2.7: Tone color</u> <ul style="list-style-type: none"><li>Play percussion instruments following visual cues given by a conductor</li><li>Play long and short sounds on percussion instruments, with and without a steady beat, while following a listening selection</li></ul>	<ul style="list-style-type: none"><li>”Share the Music” big book pages 12-13</li><li>“Share the Music” CD 2 Tracks 2, 7, 13 &amp; 16</li><li>drums, woodblocks, triangles</li><li>Resource Master 2-4 (listening map)</li></ul>		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"><li>Pitched instruments</li><li>Two part harmony</li><li>Visual Presentation</li><li>Opportunity to Assist Peers</li><li>Solo Demonstrations for Class</li><li>Independent Study</li><li>Accelerated Study</li><li>Use of technology</li><li>Student Choice</li></ul>	<ul style="list-style-type: none"><li>Pitched instruments</li><li>Two part harmony</li><li>Visual Presentation</li><li>Use of a Variety of Media to Present Information</li><li>Flexible grouping</li><li>Kinesthetic activity</li><li>Mnemonics</li><li>Feedback</li><li>Use of technology</li><li>Student Choice</li><li>Guided Practice</li></ul>	<ul style="list-style-type: none"><li>Unpitched instruments</li><li>Speak-Sing</li><li>Visual Presentation</li><li>Use of a Variety of Media to Present Information</li><li>Flexible grouping</li><li>Kinesthetic activity</li><li>Mnemonics</li><li>Feedback</li><li>Use of technology</li><li>Student Choice</li><li>Highlighting key points</li><li>Chunking</li><li>Rhythm Games</li><li>Word Banks</li></ul>	<ul style="list-style-type: none"><li>Unpitched instruments</li><li>Speak Sing</li><li>Visual Presentation</li><li>Use of a Variety of Media to Present Information</li><li>Flexible grouping</li><li>Kinesthetic activity</li><li>Mnemonics</li><li>Feedback</li><li>Use of technology</li><li>Student Choice</li><li>Highlighting key points</li><li>Chunking</li><li>Additional Rhythm Games</li><li>Extra Teacher Assistance</li><li>Reduced Workload</li></ul>

**Unit Title:** Unit 3: All About Me

## Stage 1: Desired Results

**Standards & Indicators:**

**NJSLS for Visual and Performing Arts**  
**Artistic Process - Creating**

# Kindergarten Music

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
    - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

## Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
    - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
    - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
    - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
    - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
    - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

## Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
    - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

# Kindergarten Music

- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **NJSLS for Visual and Performing Arts - Media Arts**

### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr1c: Explore form ideas for media art production with support.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr2a: Explore form ideas for media art production with support.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Artistic Process - Producing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
    - 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

### **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

### **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

# Kindergarten Music

<p><b><u>Central Idea / Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Keeping a steady beat allows me to perform with others</li> <li>• I can use either one or two words/syllables to demonstrate one or two sounds in a beat</li> <li>• I can use different motions to respond to long and short sounds.</li> <li>• Music from different places use different instruments and styles.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• Why do I need to keep a steady beat?</li> <li>• How do I demonstrate one or two sounds to a beat?</li> <li>• How do I show the difference between long and short sounds?</li> <li>• How is music from other places different?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Melody</li> <li>• Form/Structure</li> <li>• Style/Background</li> </ul>	<p><b><u>Skills (Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Identify and use long and short</li> <li>• Distinguish between one or two sounds to a beat aurally</li> <li>• Distinguish between higher and lower pitches</li> <li>• Move to show sections</li> <li>• Recognize music from diverse cultures</li> <li>• Develop understanding of musical concepts using selections from diverse cultures</li> </ul>
<p><b><u>Interdisciplinary Connection(s):</u></b></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:</p> <ul style="list-style-type: none"> <li>• Social games and activities that focus on community and working together.</li> <li>• Making connections between the role of music within a society and other elements that are studied within various cultures around the world.</li> </ul> <p><b><u>NJSLS for Literacy</u></b></p> <ul style="list-style-type: none"> <li>• <b>L.VL.K.2.</b> With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li>• <b>RI.MF.K.6.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>• <b>SL.PE.K.1</b> - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.             <ul style="list-style-type: none"> <li>◦ A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).</li> <li>◦ B. Continue a conversation through multiple exchanges.</li> </ul> </li> <li>• <b>SL.II.K.2-</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>• <b>SL.ES.K.3</b> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• <b>SL.UM.K.5.</b> - Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• <b>SL.AS.K.6.</b> - Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <p><b><u>NJSLS for Mathematical Practice</u></b></p> <ul style="list-style-type: none"> <li>• <b>1.</b> - Make sense of problems and persevere in solving them.</li> <li>• <b>2.</b> - Reason abstractly and quantitatively.</li> <li>• <b>5.</b> - Use appropriate tools strategically.</li> <li>• <b>6.</b> - Attend to precision.</li> </ul> <p><b><u>NJSLS for Career Readiness, Life Literacies, and Key Skills</u></b></p> <ul style="list-style-type: none"> <li>• 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.</li> <li>• 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.</li> <li>• 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.</li> </ul>	

# Kindergarten Music

## Stage 2: Assessment Evidence

### Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

### Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Session 3.1: Rhythm/Long and short

- Say words long and short, following icons
- Raise a hand when long sounds are heard

#### Session 3.2: Pitch/High and low

- Move at high and low levels to show distinction between high and low in recorded music

#### Session 3.3: Movement/walk and jog

- Walk and sing during the refrain of a song
- Jog with a song
- Walk and jog as decided with different sections of a recorded selection

#### Session 3.4: Rhythm/Experiencing 1 and 2 sounds on a beat

- Walk to a word with one syllable and jog to a word with two syllables
- Walk and jog as decided with different sections of a recorded selection

#### Session 3.5: Pitch/High and low

- Move on higher and lower levels to show recognition of higher and lower sounds in a recorded selection
- Move on higher and lower levels to pantomime a story

#### Session 3.6: Tone color/High and low

- Play larger and smaller instruments to produce higher and lower sounds
- Play instruments with a story using higher and lower sounds to match characters

#### Session 3.7 and 3.8: Tone color

- Make movements that take a long or short time in response to different characters in a story
- Touch body parts with left or right hands in response to a song
- Move specific body parts, following the directions in the words of a song

### Resources:

- "Share the Music" CD 2 Tracks 34 & 35
- Resource Master 3-1 (practice)
- "Share the Music" CD 2 Tracks 34, 36, 37, 38 & 39
- Signing Master S-K-2 (Twinkle, Twinkle, Little Star)
- Melody Bells
- "Share the Music" CD 2 Track 36
- "Share the Music" CD 3 Tracks 1, 2 & 3
- Resource Master 3-2 (listening map)
- Signing Master S-K-3 (Bell Horses)
- "Share the Music" big book pages 20-21
- "Share the Music" CD 2 Track 35
- "Share the Music" CD 3 Tracks 4, 5 & 6
- Resource Master 3-3 (listening map)
- "Share the Music" big book pages 22-23
- "Share the Music" CD 2 Tracks 36 & 39
- "Share the Music" CD 3 Track 7
- "Share the Music" big book pages 24-25
- "Share the Music" CD 3 Tracks 2, 7 & 8
- Temple Blocks
- Paper Cups
- "Share the Music" CD 2 Track 39
- "Share the Music" CD 3 Tracks 5, 7, 8 & 9

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Pitched instruments</li> <li>• Two part harmony</li> <li>• Visual Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak-Sing</li> <li>• Visual Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Unpitched instruments</li> <li>• Speak Sing</li> <li>• Visual Presentation</li> </ul>

# Kindergarten Music

<ul style="list-style-type: none"> <li>• Opportunity to Assist Peers</li> <li>• Solo Demonstrations for Class</li> <li>• Independent Study</li> <li>• Accelerated Study</li> <li>• Use of technology</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Rhythm Games</li> <li>• Word Banks</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a Variety of Media to Present Information</li> <li>• Flexible grouping</li> <li>• Kinesthetic activity</li> <li>• Mnemonics</li> <li>• Feedback</li> <li>• Use of technology</li> <li>• Student Choice</li> <li>• Highlighting key points</li> <li>• Chunking</li> <li>• Additional Rhythm Games</li> <li>• Extra Teacher Assistance</li> <li>• Reduced Workload</li> </ul>
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**Unit Title:** Unit 4: Ways to Travel

## Stage 1: Desired Results

### Standards & Indicators:

#### **NJSLS: Visual and Performing Arts**

##### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
    - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
    - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

##### **Artistic Process - Performing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
    - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
    - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.



# Kindergarten Music

- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
    - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

## **Artistic Process - Responding**

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
    - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

## **Artistic Process - Connecting**

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **NJSLS for Visual and Performing Arts - Media Arts**

### **Artistic Process - Creating**

- Anchor Standard 1: Generating and conceptualizing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr1c: Explore form ideas for media art production with support.
- Anchor Standard 2: Organizing and developing ideas.
  - *Performance Expectations*
    - 1.2.2.Cr2a: Explore form ideas for media art production with support.
- Anchor Standard 3: Refining and completing products.
  - *Performance Expectations*
    - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

### **Artistic Process - Producing**

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
  - *Performance Expectations*
    - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
  - *Performance Expectations*
    - 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
    - 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

# Kindergarten Music

- Anchor Standard 6: Conveying meaning through art.
  - *Performance Expectations*
    - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

## Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
  - *Performance Expectations*
    - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
  - *Performance Expectations*
    - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
  - *Performance Expectations*
    - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

## Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
  - *Performance Expectations*
    - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
  - *Performance Expectations*
    - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

### Central Idea / Enduring Understanding:

- Keeping a steady beat allows me to perform with others
- The four voices are Whispering, Speaking, Calling and Singing.
- I can use either one or two words/syllables to demonstrate one or two sounds in a beat
- I can use different motions to respond to high and low sounds.
- Music from different places use different instruments and styles.

### Essential/Guiding Question:

- Why do I need to keep a steady beat?
- What are the four voices?
- How do I demonstrate one or two sounds to a beat?
- How do I show the difference between high and low sounds?
- How is music from other places different?

### Content:

- Tempo
- Vocal Tone Color
- Beat/Meter
- Melody
- Form/Structure
- Style/Background

### Skills (Objectives):

- Identify and fast or slow
- Speak/sing high and low
- Pat the beat while matching movements
- Identify upward and downward
- Move to show recognition of verses in a song
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

### Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.
- Making connections between the role of music within a society and other elements that are studied within various cultures around the world.

### NJSLS for Literacy

- **L.VL.K.2\_With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

# Kindergarten Music

- **L.VL.K.2.a**-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **L.VL.K.2.b**-Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **RI.MF.K.6**. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4**. - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5**. - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6**. - Speak audibly and express thoughts, feelings, and ideas clearly.

## **NJSLS for Mathematical Practice**

- **1.** - Make sense of problems and persevere in solving them.
- **2.** - Reason abstractly and quantitatively.
- **5.** - Use appropriate tools strategically.
- **6.** - Attend to precision.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

## Stage 2: Assessment Evidence

### **Performance Task(s):**

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

### **Other Evidence:**

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

## Stage 3: Learning Plan

### **Learning Opportunities/Strategies:**

#### **Session 4.1: Pitch**

- Walk to the steady beat of a poem
- Move up and down in response to melodic direction

#### **Session 4.2: Tempo**

- Sing a song at fast, medium and slow tempos as directed
- Move faster and slower while listening to a recording of a song

#### **Session 4.3: Movement**

- Walk or gallop in response to musical cues
- Gallop and walk at appropriate tempos to parts of a song

### **Resources:**

- "Share the Music" CD 3 Tracks 30 & 31
- Resource Master 4-1 (practice)
- "Share the Music" CD 3 Tracks 30, 31, 32, 33 & 34
- Resource Master 4-2 (practice)
- "Share the Music" CD 3 Tracks 34, 35, 36 & 37

# Kindergarten Music

<u>Session 4.4: Pitch</u> <ul style="list-style-type: none"><li>● Modulate the speaking voice upward and downward in response to a pictorial shape with a story</li><li>● Manipulate the pitch of the voice up and down according to visual cues</li></ul>		<ul style="list-style-type: none"><li>● “Share the Music” big book pages 30-31</li><li>● “Share the Music” CD 3 Tracks 31, 38, 39 &amp; 41</li><li>● Resource Master 4-3 (practice)</li></ul>	
<u>Session 4.5: Tempo</u> <ul style="list-style-type: none"><li>● Move at the speed of the beat in a song that includes faster and slower tempos</li><li>● Identify tempo as fast or slow</li></ul>		<ul style="list-style-type: none"><li>● “Share the Music” big book pages 32-33</li><li>● “Share the Music” CD 3 Tracks 32, 24, 29, 40 &amp; 42</li></ul>	
<u>Session 4.6: Pitch</u> <ul style="list-style-type: none"><li>● Move to show the shape of the melody of a phrase of a song</li><li>● Trace the shape of a melody, following a visual representation while singing</li></ul>		<ul style="list-style-type: none"><li>● “Share the Music” big book pages 34-35</li><li>● “Share the Music” CD 3 Tracks 41 &amp; 42</li><li>● “Share the Music” CD 4 Track 1</li><li>● Resource Master 4-4 (practice)</li></ul>	
<u>Session 4.7 and 4.8: Pitch</u> <ul style="list-style-type: none"><li>● While singing, move a hand upward and downward to show melodic shape of a phrase of a song</li></ul>		<ul style="list-style-type: none"><li>● “Share the Music” CD 2 Track 36</li><li>● “Share the Music” CD 4 Tracks 1 &amp; 2</li><li>● Resource Master 4-5 (practice)</li><li>● Signing Master S-K-4 (Star Light, Star Bright)</li></ul>	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"><li>● Pitched instruments</li><li>● Two part harmony</li><li>● Visual Presentation</li><li>● Opportunity to Assist Peers</li><li>● Solo Demonstrations for Class</li><li>● Independent Study</li><li>● Accelerated Study</li><li>● Use of technology</li><li>● Student Choice</li></ul>	<ul style="list-style-type: none"><li>● Pitched instruments</li><li>● Two part harmony</li><li>● Visual Presentation</li><li>● Use of a Variety of Media to Present Information</li><li>● Flexible grouping</li><li>● Kinesthetic activity</li><li>● Mnemonics</li><li>● Feedback</li><li>● Use of technology</li><li>● Student Choice</li><li>● Guided Practice</li></ul>	<ul style="list-style-type: none"><li>● Unpitched instruments</li><li>● Speak-Sing</li><li>● Visual Presentation</li><li>● Use of a Variety of Media to Present Information</li><li>● Flexible grouping</li><li>● Kinesthetic activity</li><li>● Mnemonics</li><li>● Feedback</li><li>● Use of technology</li><li>● Student Choice</li><li>● Highlighting key points</li><li>● Chunking</li><li>● Rhythm Games</li><li>● Word Banks</li></ul>	<ul style="list-style-type: none"><li>● Unpitched instruments</li><li>● Speak Sing</li><li>● Visual Presentation</li><li>● Use of a Variety of Media to Present Information</li><li>● Flexible grouping</li><li>● Kinesthetic activity</li><li>● Mnemonics</li><li>● Feedback</li><li>● Use of technology</li><li>● Student Choice</li><li>● Highlighting key points</li><li>● Chunking</li><li>● Additional Rhythm Games</li><li>● Extra Teacher Assistance</li><li>● Reduced Workload</li></ul>

# Kindergarten Music

## Kindergarten Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One – Off to School	7 days	--
Unit Two – Learning New Things	7 days	14 days
Unit Three – All About Me	8 days	22 days
Unit Four – Ways to Travel	8 days	30 days
CATEGORY TOTALS	30 days	

**Notes:** There are 30 Music sessions during the course of the year.