

# GREEN TOWNSHIP SCHOOL DISTRICT



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**Content Area:** General Music  
**Course/Grade Level:** Kindergarten - Grade 2

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**Board Approval Date:**

{Fill in when known}



## General Music Curriculum Grade Levels K - 2

### **Mission & Vision Statements:**

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

### **Proficiency Expectations:**

It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The novice and intermediate performance expectations for Traditional and Emerging Ensembles, and Guitar, Keyboard and Harmonizing Instruments are generally applicable to elementary and middle school students. The proficient, accomplished, and advanced level performance expectations are generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement levels may be attainable throughout the K–12 continuum.



## General Music Curriculum Grade Levels K - 2

### Key Performance and Benchmark Tasks/Assessments

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

Below are general examples of assessments that teachers may utilize across all of the units. Assessments or graded projects specific to a particular unit will be identified in the unit. Because World Languages involves three different modes of communication, types of assessments for each mode are noted below.

**Resources for help in creating assessments**

[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

**Assessments other than paper & pencil tests See link for more info:**

[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### *Artistic Processes*

| <i>Creating</i>  | <i>Performing</i>   | <i>Responding</i>   | <i>Connecting</i>  |
|--|---|---|--|
| As students learn to create music, they will engage in imagining, planning, making, evaluating and refining their own music. | Students will have the opportunity to rehearse, evaluate, and refine their own performances. They should also have opportunities to select, analyze and interpret music and performances of others. | Students are given opportunities to learn that individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes, and that responding to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. | Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. |



## General Music Curriculum Grade Levels K - 2

### Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Link to World Language Accommodations and Modifications Document](#)

### Additional Resources to Support Teacher Training, Planning & Instruction

NJDOE 2020 Visual-Performing Arts Standards Document

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

National Coalition for Core Arts Standards. (2014). National Core Arts Standards: Music, Grades Pre-K to 12. National Coalition for Core Arts Standards.

<https://www.nationalartsstandards.org/>



## General Music Curriculum Grade Levels K - 2

### Kindergarten

|   |  |
|---|--|
| <b>GK Unit 1: Explore Your Voice</b>  | <b>Pacing:</b> 10 - 13 weeks   |
| <p><b>Unit Summary:</b> Students will begin this unit with iconic notation and gradually progress to a more personal response to the music. With an increased awareness of their voice, they will respond to feedback on how to accommodate their singing to the type of music under study. As a final component to this unit, they will analyze the song to coordinate their voice with the musical purpose.</p> |  |
| <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Musicians' creative choices are influenced by their expertise, context and expressive intent.</li> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> </ul>   | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How can I use my voice with different timbres?</li> </ol> |

| New Jersey Student Learning Standards  | Student Learning Objectives   | Practices   |
|--|---|---|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Cr2a:</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>1.3A.2.Cr2b:</b> Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p><b>1.3A.2.Cr3a:</b> Interpret and apply personal, peer and teacher feedback to revise personal music.</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use their voice in a variety of creative ways to create high and low sounds.</li> <li>• Demonstrate they can use their voice with different timbres.</li> <li>• Emulate the pitch based on the teacher's example.</li> <li>• Explore one's voice through vocal experimentation and improvisation.</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> <li><input type="checkbox"/> Evaluate</li> </ul> |



## General Music Curriculum Grade Levels K - 2

**1.3A.2.Cr3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.

**1.3A.2.Pr5d:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**1.3A.2.Pr5e:** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

**1.3A.2.Pr6a:** Perform music for a specific purpose with expression and technical accuracy.

**1.3A.2.Pr6b:** Perform appropriately for the audience and purpose.

**1.3A.2.Re7b:** Describe how specific music concepts are used to support a specific purpose in music

**1.3A.2.Re8a:** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

- Differentiate the modes of the voice (whisper voice; shouting voice; etc.)

Interpret

**Connecting:**

Interconnect

### Interdisciplinary Connections

#### English-Language Arts

- ELA: SL.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 the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.



## General Music Curriculum Grade Levels K - 2

- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### **Comprehensive Health & Physical Education**

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

### **Career Readiness, Life Literacies & Key Skills**

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

### GK Unit 1: Core Unit Content

| <i>Key Music Concepts</i>   | <i>Vocabulary</i>   | <i>Social, Cultural, or Historical Concepts</i>   |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Voices can move seamlessly from low to high and high to low in a tuneful way.</li> <li><input type="checkbox"/> It is important to sing in a tuneful, high and light head voice.</li> <li><input type="checkbox"/> Music can be created by combining high and low pitches in a musical conversation.</li> <li><input type="checkbox"/> Melodies are created when words are set to pitches of various tonalities.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Timbres:</b> the character or quality of a musical sound or voice as distinct from its pitch and intensity.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</li> </ul> |

### GK Unit 1: Instructional Materials & Resources

|   |  |
|---|--|
| <p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Teacher created materials</li> <li>• Manipulatives</li> <li>• Technology (SmartBoard/iPad/Chromebook/Computer/etc.)</li> <li>• Piano/Keyboard</li> <li>• Music Effect books &amp; CD's</li> </ul> | <p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>• Websites (NAfME, NJMEA)</li> <li>• Professional Development opportunities</li> <li>• Feierabend First Steps in Music books &amp; CD's</li> <li>• Vocal Exploration cards</li> <li>• Reading books</li> </ul> |
|---|--|



## General Music Curriculum Grade Levels K - 2

- Classroom rhythm instruments

- Videos (YouTube, etc.)

### Key Performance Tasks/Assessments

#### Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments (high vs. low, responding to how music makes them feel, etc.)

#### Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

#### Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Keep a steady beat
- Recognize various instruments

#### Alternative Assessments:

- Teacher created



## General Music Curriculum Grade Levels K - 2

|  |  |
|--|--|
| <b>GK Unit 2: Musical Elements</b>   | <b>Pacing:</b> 10 - 13 weeks   |
| <p><b>Unit Summary:</b> Regarding the musical elements covered in this unit, students will differentiate between opposing rhythms and beats. Moving forward, they will apply this knowledge as they play rhythm instruments appropriately and respond to music through body movement. Of major importance, students will acquire the foundational behaviors of rehearsal etiquette where they control their emotions and engage in respectful behaviors.</p>           |  |
| <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</li> <li>● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul> | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do individuals choose music to experience?</li> <li>2. How do musicians make meaningful connections to creating, performing, and responding?</li> <li>3. How do musicians behave during rehearsal?</li> </ol> |

| New Jersey Student Learning Standards  | GK U2 Student Learning Objectives   | Practices   |
|--|---|---|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Cr2a:</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>1.3A.2.Cr2b:</b> Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p><b>1.3A.2.Cr3a:</b> Interpret and apply personal, peer and teacher feedback to revise personal music.</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Determine the difference between types of beats, e.g. steady and unsteady, steady and strong.</li> <li>● Recognize rehearsal etiquette, including but not limited to rest position and self-control.</li> <li>● Play rhythm instruments appropriately.</li> <li>● Respond to music through body movement.</li> <li>● Describe how a piece of music evoked an individual reaction.</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Interpret</li> </ul> |



## General Music Curriculum Grade Levels K - 2

**1.3A.2.Cr3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.

**1.3A.2.Pr5b:** Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

**1.3A.2.Pr5c:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

**1.3A.2.Pr5d:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**1.3A.2.Pr5e:** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

**1.3A.2.Pr6a:** Perform music for a specific purpose with expression and technical accuracy.

**1.3A.2.Pr6b:** Perform appropriately for the audience and purpose.

**1.3A.2.Re7b:** Describe how specific music concepts are used to support a specific purpose in music

**1.3A.2.Re8a:** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

**Connecting:**

- Interconnect



## General Music Curriculum Grade Levels K - 2

### Interdisciplinary Connections

#### English-Language Arts

- ELA: SL.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 the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

#### Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

#### Career Readiness, Life Literacies & Key Skills

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

### GK Unit 2: Core Unit Content

| <i>Key Music Concepts</i>   | <i>Vocabulary</i>   | <i>Social, Cultural, or Historical Concepts</i>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>❑ Keeping the steady beat maintains the heartbeat and drive of the music.</li> <li>❑ Music is performed and felt at various speeds (tempo).</li> <li>❑ There are strong and weak beats in a piece of music. Together they create the meter of the music.</li> <li>❑ Music is performed by rhythms of varying lengths. There are short and long sounds.</li> <li>❑ The elements of music influence the movement the performer chooses to create.</li> </ul> | <ul style="list-style-type: none"> <li>❑ <b>Rhythm:</b> the systematic arrangement of musical sounds, principally according to duration and periodic stress.</li> <li>❑ <b>Tempo:</b> the speed at which a passage of music is or should be played.</li> <li>❑ <b>Beat:</b> a main accent or rhythmic unit in music or poetry.</li> <li>❑ <b>Dynamics:</b> the varying levels of volume of sounds in different parts</li> </ul> | <ul style="list-style-type: none"> <li>❑ Music can evoke feelings and emotions in us.</li> <li>❑ Music is all around us.</li> </ul> |



## General Music Curriculum Grade Levels K - 2

|  |                                  |  |
|--|----------------------------------|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Music is organized into the same and different sections.</li> <li><input type="checkbox"/> Music is made up of low and high sounds, long and short rhythms, and soft and loud dynamics.</li> </ul> | <p>of a musical performance.</p> |  |
|--|----------------------------------|--|

### GK Unit 2: Instructional Materials & Resources

|   |   |
|---|---|
| <p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Manipulatives</li> <li>● Technology (SmartBoard/iPad/Chromebook/Computer/etc.)</li> <li>● Piano/Keyboard</li> <li>● Music Effect books &amp; CD's</li> <li>● Classroom rhythm instruments</li> </ul> | <p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Websites (NAfME, NJMEA)</li> <li>● Professional Development opportunities</li> <li>● Feierabend First Steps in Music books &amp; CD's</li> <li>● Rhythm vs. Beat charts</li> <li>● Body percussion activities</li> <li>● Reading books</li> <li>● Videos (YouTube, etc.)</li> </ul> |
|---|---|

### Key Performance Tasks/Assessments

|   |
|---|
| <p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Teacher verbal feedback</li> <li>● Class participation</li> <li>● Performances</li> <li>● Written assessments</li> </ul> |
| <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Ensemble singing</li> </ul>   |



## General Music Curriculum Grade Levels K - 2

- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

### **Benchmark Assessments:**

- Match pitch
- Follow notation
- Move to music
- Keep a steady/unsteady/strong beat
- Recognize various instruments

### **Alternative Assessments:**

- Teacher created

### **GK Unit 3: Music and Me**

**Pacing:** 10 - 13 weeks

**Unit Summary:** In this unit of study, students will play and sing music from a variety of cultures. Along with this cultural awareness, students will develop a personal response to the music through movement. A major concept in this unit is musicianship where students imagine themselves as performers and creators, and receive the inspiration from storybooks with musical settings.

### **Enduring Understanding:**

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Music can be performed, created, and listened to with a particular emotion in mind.

### **Essential Questions:**

1. How do we discern the musical creators' and performers' expressive intent?
2. How can we express our emotions through music?



## General Music Curriculum Grade Levels K - 2

| New Jersey Student Learning Standards   | GK U3 Student Learning Objectives  | Practices   |
|---|--|---|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Pr4a:</b> Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p><b>1.3A.2.Pr5c:</b> Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p><b>1.3A.2.Pr5e:</b> Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p><b>1.3A.2.Re7a:</b> Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p><b>1.3A.2.Re7b:</b> Describe how specific music concepts are used to support a specific purpose in music</p> <p><b>1.3A.2.Re9a:</b> Apply personal and expressive preferences in the evaluation of music.</p> <p><b>1.3A.2.Cn10a:</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p><b>1.3A.2.Cn11a:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Perform songs from a culture other than their own.</li> <li>● Play instruments from a variety of cultures.</li> <li>● Listen to and respond to historically relevant pieces of music.</li> <li>● Envision oneself as a musician or instrumentalist.</li> <li>● Use storybooks to help students develop musicianship.</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Interpret</li> </ul> <p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interconnect</li> </ul> |



## General Music Curriculum Grade Levels K - 2

### Interdisciplinary Connections

#### English-Language Arts

- ELA: SL.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 the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

#### Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

#### Career Readiness, Life Literacies & Key Skills

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

### GK Unit 3: Core Unit Content

| <i>Key Music Concepts</i>   | <i>Vocabulary</i>   | <i>Social, Cultural, or Historical Concepts</i>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>❑ Music can be performed, created, and listened to with a particular emotion in mind.</li> </ul> | <ul style="list-style-type: none"> <li>❑ <b>Musician:</b> a person who plays a musical instrument, especially as a profession, or is musically talented.</li> </ul> | <ul style="list-style-type: none"> <li>❑ Music can give us clues to other times, places, and cultures.</li> <li>❑ Music has always been a part of our social structure through dance and song.</li> </ul> |



## General Music Curriculum Grade Levels K - 2

### GK Unit 3: Instructional Materials & Resources

#### Core Instructional Materials

- Teacher created materials
- Manipulatives
- Technology (SmartBoard/iPad/Chromebook/Computer/etc.)
- Piano/Keyboard
- Music Effect books & CD's
- Classroom rhythm instruments

#### Supplemental Instructional Materials

- Websites (NAfME, NJMEA)
- Professional Development opportunities
- Feierabend First Steps in Music books & CD's
- Carnival of the Animals
- Composer of the Month activities
- Reading books
- Videos (YouTube, etc.)

### Key Performance Tasks/Assessments

#### Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments

#### Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

#### Benchmark Assessments:

- Match pitch
- Follow notation



## General Music Curriculum Grade Levels K - 2

- Move to music
- Keep a steady beat
- Recognize various instruments

### **Alternative Assessments:**

- Teacher created



## General Music Curriculum Grade Levels K - 2

### Grade 1

|   |  |
|---|--|
| <b>G1 Unit 1: Use Your Voice</b>  | <b>Pacing:</b> 10 - 13 weeks   |
| <p><b>Unit Summary:</b> This unit is highly concentrated on pitch-matching and echo singing, as students receive the foundational basis for ensemble. Students will continue to discover their singing voice and generate a more accurate pitch than achieved in previous units. There is also experimentation with timbres where students increase the range of voices that they have previously attempted.</p>  |  |
| <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• Musicians' creative choices are influenced by their expertise, context and expressive intent.</li> <li>• Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li> </ul> | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do musicians make creative decisions?</li> <li>2. How can I use my voice musically in different ways?</li> <li>3. How do musicians improve the quality of their creative work?</li> </ol> |

| New Jersey Student Learning Standards   | G1 U1 Student Learning Objectives   | Practices  |
|---|---|--|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Cr2a:</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>1.3A.2.Cr2b:</b> Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p><b>1.3A.2.Cr3a:</b> Interpret and apply personal, peer and teacher</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform consistent patterns using <i>sol la</i>; <i>sol la do</i>; and <i>mi do</i> from the solfege scale.</li> <li>• Improve upon basic vocal technique using the different modes of the voice creatively and appropriately.</li> <li>• Generate a more accurate pitch matching and echo singing technique.</li> <li>• Expand on the range of voices developed in prior</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> </ul> |



## General Music Curriculum Grade Levels K - 2

feedback to revise personal music.

**1.3A.2.Cr3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

**1.3A.2.Pr5d:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**1.3A.2.Pr5e:** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

**1.3A.2.Pr6a:** Perform music for a specific purpose with expression and technical accuracy.

**1.3A.2.Pr6b:** Perform appropriately for the audience and purpose.

**1.3A.2.Re7b:** Describe how specific music concepts are used to support a specific purpose in music

**1.3A.2.Re8a:** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

units (experiment with timbres).

- Evaluate
- Interpret

**Connecting:**

- Interconnect

### Interdisciplinary Connections

#### English-Language Arts

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.



## General Music Curriculum Grade Levels K - 2

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### **Comprehensive Health & Physical Education**

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

### **Career Readiness, Life Literacies & Key Skills**

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

### G1 Unit 1: Core Unit Content

| <i>Key Music Concepts</i>   | <i>Vocabulary</i>  | <i>Social, Cultural, or Historical Concepts</i>   |
|---|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> There are different ways we can use our voices (e.g., singing, talking, whispering, yelling).</li> <li><input type="checkbox"/> There are proper ways/techniques to use our different voices without harming them.</li> <li><input type="checkbox"/> Melodies are composed of high and low pitches which can be sung with neutral syllables or words.</li> <li><input type="checkbox"/> Solfege helps us to facilitate sight singing and provides a foundation for tonality.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Tonality:</b> the character of a piece of music as determined by the key in which it is played or the relations between the notes of a scale or key.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</li> </ul> |

### G1 Unit 1: Instructional Materials & Resources

|                                     |   |
|-------------------------------------|---|
| <b>Core Instructional Materials</b> | <b>Supplemental Instructional Materials</b> |
|-------------------------------------|---|



## General Music Curriculum Grade Levels K - 2

- Teacher created materials
- Manipulatives
- Technology (SmartBoard/iPad/Chromebook/Computer/etc.)
- Piano/Keyboard
- "Music and You" Grade 1 book & CD's
- Classroom rhythm instruments

- Websites (NAfME, NJMEA)
- Professional Development opportunities
- Feierabend First Steps in Music books & CD's
- Solfege (Pitch Hill)
- Listening glyphs
- Reading books
- Videos (YouTube, etc.)

### Key Performance Tasks/Assessments

#### Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments

#### Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

#### Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Keep a steady beat
- Recognize various instruments



## General Music Curriculum Grade Levels K - 2

### Alternative Assessments:

- Teacher created

### G1 Unit 2: Basic Musicianship

**Pacing:** 10 - 13 weeks

**Unit Summary:** Students continue to expand their pitch sets through a more sophisticated range of solfège vocals. More so than previous units, they are expected to perform and respond to dynamic changes in both music and singing situations. Accordingly, they will aurally identify high versus low patterns to perform songs in a variety of forms.

### Enduring Understanding:

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

### Essential Questions:

1. What is musicianship?
2. How does practice help me improve my singing?
3. How do musicians prepare for a performance?

| New Jersey Student Learning Standards   | G1 U2 Student Learning Objectives  | Practices  |
|---|--|--|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Cr2a:</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>1.3A.2.Cr2b:</b> Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p><b>1.3A.2.Cr3a:</b> Interpret and apply personal, peer and teacher</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Recite a range of solfege vocals, e.g. <i>so mi, so la, so mi la.</i></li> <li>● Expand on the ideas of opposing beats and rhythms through the use of rhythm instruments.</li> <li>● Identify and navigate basic standard notation, e.g. quarter note, eighth notes, quarter rest, staff, and treble clef.</li> <li>● Trace quarter notes (ta) and eighth notes (ti-ti).</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> </ul> |



## General Music Curriculum Grade Levels K - 2

feedback to revise personal music.

**1.3A.2.Cr3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

**1.3A.2.Pr5b:** Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

**1.3A.2.Pr5c:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

**1.3A.2.Pr5d:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**1.3A.2.Pr5e:** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

**1.3A.2.Pr6a:** Perform music for a specific purpose with expression and technical accuracy.

**1.3A.2.Pr6b:** Perform appropriately for the audience and purpose.

**1.3A.2.Re7b:** Describe how specific music concepts are used to support a specific purpose in music

**1.3A.2.Re8a:** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

- Apply dynamic changes to music and/or song situations.
- Read and analyze lyrics of *Rain, Rain, Go Away*.

- Evaluate
- Interpret

**Connecting:**

- Interconnect



## General Music Curriculum Grade Levels K - 2

### Interdisciplinary Connections

#### English-Language Arts

- ELA: SL.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 the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

#### Comprehensive Health & Physical Education

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

#### Career Readiness, Life Literacies & Key Skills

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

### G1 Unit 2: Core Unit Content

| <i>Key Music Concepts</i>  | <i>Vocabulary</i>   | <i>Social, Cultural, or Historical Concepts</i>  |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Music has a heartbeat that can be felt at different tempos.</li> <li><input type="checkbox"/> Rhythm patterns and ostinatos occur within a steady beat.</li> <li><input type="checkbox"/> Steady beats can occur at various tempos.</li> <li><input type="checkbox"/> Meter is determined by listening for the strong and weak beats.</li> <li><input type="checkbox"/> Music can be grouped in beats of 2 or 3 and can be demonstrated with classroom or</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Tempo:</b> the speed at which a passage of music is or should be played.</li> <li><input type="checkbox"/> <b>Ostinato:</b> a continually repeated musical phrase or rhythm.</li> <li><input type="checkbox"/> <b>Meter:</b> the basic pulse and rhythm of a piece of music.</li> <li><input type="checkbox"/> <b>Instruments:</b> an objective or device for producing musical</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Music can evoke certain feelings or emotions within us.</li> </ul> |



## General Music Curriculum Grade Levels K - 2

body instruments.

sounds.

### G1 Unit 2: Instructional Materials & Resources

#### Core Instructional Materials

- Teacher created materials
- Manipulatives
- Technology (SmartBoard/iPad/Chromebook/Computer/etc.)
- Piano/Keyboard
- "Music and You" Grade 1 book & CD's
- Classroom rhythm instruments

#### Supplemental Instructional Materials

- Websites (NAfME, NJMEA)
- Professional Development opportunities
- Feierabend First Steps in Music books & CD's
- Solfege (Pitch Hill)
- Reading books
- Videos (YouTube, etc.)

### Key Performance Tasks/Assessments

#### Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments

#### Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music



## General Music Curriculum Grade Levels K - 2

### Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Keep a steady beat
- Recognize various instruments

### Alternative Assessments:

- Teacher created

### G1 Unit 3: We Are a Community

**Pacing:** 10 - 13 weeks

**Unit Summary:** Throughout this unit, students will develop an appreciation for music as a cultural and universal bond between people. They will learn that storytelling is a concept that envelops the common language of music through the coverage of a symphonic fairytale. Students will also identify instruments from various cultures and reflect upon music through the use of a medium that makes them feel connected to the composition.

### Enduring Understanding:

- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

### Essential Questions:

1. How is music a part of different cultures?
2. What kind of instruments come from different cultures?

### New Jersey Student Learning Standards

**1.3A.2.Cr1a:** Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

**1.3A.2.Pr4a:** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

### G1 U3 Student Learning Objectives

#### Students will be able to:

- Respond to music using another medium.
- Respond to and reflect upon programmatic music.

### Practices

#### Creating:

- Imagine
- Plan, Make
- Evaluate, Refine

#### Performing:



## General Music Curriculum Grade Levels K - 2

**1.3A.2.Pr5c:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

**1.3A.2.Pr5e:** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

**1.3A.2.Re7a:** Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

**1.3A.2.Re7b:** Describe how specific music concepts are used to support a specific purpose in music

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

**1.3A.2.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

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

- Identify instruments and relate them to characters/storybooks.
- Experience various styles of music from different cultures and a variety of instruments.

- Rehearse, Evaluate, Refine
- Select, Analyze, Interpret
- Present

**Responding:**

- Select, Analyze
- Evaluate
- Interpret

**Connecting:**

- Interconnect

### Interdisciplinary Connections

**English-Language Arts**

- ELA: SL.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 the topics and texts under discussion).



## General Music Curriculum Grade Levels K - 2

- B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### **Comprehensive Health & Physical Education**

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

### **Career Readiness, Life Literacies & Key Skills**

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

### G1 Unit 3: Core Unit Content

| <i>Key Music Concepts</i>  | <i>Vocabulary</i>   | <i>Social, Cultural, or Historical Concepts</i>   |
|--|---|---|
| <ul style="list-style-type: none"> <li>❑ Music has played and does play a very important role in culture and society.</li> </ul> | <ul style="list-style-type: none"> <li>❑ <b>Culture:</b> the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</li> <li>❑ <b>Programmatic music:</b> of the nature of program music.</li> </ul> | <ul style="list-style-type: none"> <li>❑ Music is important because it is part of the tradition that binds families and cultures together.</li> <li>❑ Music is a central component to the special events and traditions of a culture.</li> <li>❑ Music can be a universal bond for many cultures (e.g. Happy Birthday, worship music, patriotic music, etc.)</li> <li>❑ Song Tales are a formative aspect of every culture and can shape tradition through storytelling.</li> </ul> |

### G1 Unit 3: Instructional Materials & Resources

| <b>Core Instructional Materials</b>   | <b>Supplemental Instructional Materials</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Manipulatives</li> <li>● Technology (SmartBoard/iPad/Chromebook/Computer/etc.)</li> </ul> | <ul style="list-style-type: none"> <li>● Websites (NAfME, NJMEA)</li> <li>● Professional Development opportunities</li> <li>● Feierabend First Steps in Music books &amp; CD's</li> </ul> |



## General Music Curriculum Grade Levels K - 2

- Piano/Keyboard
- "Music and You" Grade 1 book & CD's
- Classroom rhythm instruments

- Composer of the Month activities
- *Peter and the Wolf*
- Reading books
- Videos (YouTube, etc.)

### Key Performance Tasks/Assessments

#### Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments

#### Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

#### Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Keep a steady beat
- Recognize various instruments

#### Alternative Assessments:

- Teacher created



## General Music Curriculum Grade Levels K - 2

### Grade 2

|  |   |
|--|---|
| <b>G2 Unit 1: Develop Your Voice</b>   | <b>Pacing:</b> 12 weeks   |
| <b>Unit Summary:</b> Students will increase their ability to perform the solfège scale with the addition of <i>mi re do</i> . They will continue to refine their vocal technique at a level suitable to their age group. Lastly, they will aurally recognize different types of voices in a continued effort to expand their own vocal repertoire. |   |
| <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li> </ul>  | <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can I continue to refine my vocal technique?</li> </ol> |

| New Jersey Student Learning Standards   | G2 U1 Student Learning Objectives  | Practices   |
|---|--|---|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Cr2a:</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>1.3A.2.Cr2b:</b> Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p><b>1.3A.2.Cr3a:</b> Interpret and apply personal, peer and teacher feedback to revise personal music.</p> <p><b>1.3A.2.Cr3b:</b> Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Perform previous solfège patterns, e.g. <i>so do; sol la do; so la so mi; mi do do</i>, with the addition of <i>mi re do</i>.</li> <li>• Use an appropriate vocal technique suited to the student's age level.</li> <li>• Generate a more accurate pitch and singing technique as the pitch sets become more sophisticated.</li> <li>• Recognize the different types of voices (e.g. adult, child, etc.)</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Interpret</li> </ul> <p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interconnect</li> </ul> |



## General Music Curriculum Grade Levels K - 2

**1.3A.2.Pr5d:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**1.3A.2.Pr5e:** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

**1.3A.2.Pr6a:** Perform music for a specific purpose with expression and technical accuracy.

**1.3A.2.Pr6b:** Perform appropriately for the audience and purpose.

**1.3A.2.Re7b:** Describe how specific music concepts are used to support a specific purpose in music

**1.3A.2.Re8a:** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

### Interdisciplinary Connections

#### English-Language Arts

- ELA: SL.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 the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

#### Comprehensive Health & Physical Education



## General Music Curriculum Grade Levels K - 2

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

### Career Readiness, Life Literacies & Key Skills

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

### G2 Unit 1: Core Unit Content

| <i>Key Music Concepts</i>  | <i>Vocabulary</i>  | <i>Social, Cultural, or Historical Concepts</i>  |
|--|--|--|
| <ul style="list-style-type: none"> <li>❑ There are different types of voices (e.g. adult, child, male, female, etc.)</li> <li>❑ Voices and instruments have a range of timbres.</li> <li>❑ There are proper ways to breathe and use our voices.</li> <li>❑ There are different solfege syllables for the notes in a melody.</li> <li>❑ Solfege helps us to facilitate sight singing and provides a foundation for tonality.</li> </ul> | <ul style="list-style-type: none"> <li>❑ <b>Solfege:</b> the study of singing and musicianship using solmization syllables.</li> </ul> | <ul style="list-style-type: none"> <li>❑ Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> </ul> |

### G2 Unit 1: Instructional Materials & Resources

|   |  |
|---|--|
| <p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Manipulatives</li> <li>● Technology (SmartBoard/iPad/Chromebook/Computer/etc.)</li> <li>● Piano/Keyboard</li> <li>● "Music and You" Grade 2 book &amp; CD's</li> <li>● Classroom rhythm instruments</li> </ul> | <p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Websites (NAfME, NJMEA)</li> <li>● Professional Development opportunities</li> <li>● Feierabend First Steps in Music books &amp; CD's</li> <li>● Solfege (Pitch Hill)</li> <li>● Seesaw music activities</li> <li>● Reading books</li> </ul> |
|---|--|



## General Music Curriculum Grade Levels K - 2

- Videos (YouTube, etc.)

### Key Performance Tasks/Assessments

**Formative assessments:**

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments

**Summative Assessments:**

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

**Benchmark Assessments:**

- Match pitch
- Follow notation
- Move to music
- Keep a steady beat
- Recognize various instruments

**Alternative Assessments:**

- Teacher created



## General Music Curriculum Grade Levels K - 2

|   |   |
|---|---|
| <b>G2 Unit 2: Musicianship</b>  | <b>Pacing:</b> 10 - 13 weeks  |
| <p><b>Unit Summary:</b> For this unit, students will build basic musicianship skills to create their own musical ideas using rhythmic instruments and a modified notation system. Through different activities, they will listen to melodies and record the notes with technical accuracy. From a broad perspective, they will gain the confidence to document their own musical ideas and share their reasoning for making certain decisions determined in a simple meter.</p> |   |
| <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Music has basic rhythm patterns.</li> <li>• Music has structure.</li> <li>• Different meters have different beats and feelings.</li> </ul>   | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I use technology to help me create music?</li> <li>2. What is musicianship?</li> </ol> |

| New Jersey Student Learning Standards  | G2 U2 Student Learning Objectives  | Practices   |
|--|--|---|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Cr2a:</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>1.3A.2.Cr2b:</b> Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p><b>1.3A.2.Cr3b:</b> Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p> <p><b>1.3A.2.Pr5d:</b> When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Play a variety of rhythmic instruments in simple meter.</li> <li>• Compose and present a rhythmic composition using simple meter.</li> <li>• Create and improvise short rhythmic compositions in simple meter.</li> <li>• Utilize a modified notation system to organize and document personal ideas.</li> <li>• Communicate with peers to share reasoning for making musical decisions.</li> <li>• Perform music with expression, interpretation, and technical accuracy.</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Interpret</li> </ul> <p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interconnect</li> </ul> |



## General Music Curriculum Grade Levels K - 2

**1.3A.2.Pr5e:** Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

**1.3A.2.Pr6a:** Perform music for a specific purpose with expression and technical accuracy.

**1.3A.2.Pr6b:** Perform appropriately for the audience and purpose.

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### Interdisciplinary Connections

**English-Language Arts**

- ELA: SL.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 the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Comprehensive Health & Physical Education**

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

**Career Readiness, Life Literacies & Key Skills**

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

### G2 Unit 2: Core Unit Content

| G2 Unit 2: Core Unit Content |                   |   |
|------------------------------|-------------------|---|
| <i>Key Music Concepts</i>    | <i>Vocabulary</i> | <i>Social, Cultural, or Historical Concepts</i> |



## General Music Curriculum Grade Levels K - 2

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Music is made up of rhythm and structure.</li> <li><input type="checkbox"/> Works of art can have similarities and differences.</li> <li><input type="checkbox"/> Many different resources we find in our environment are musical.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Musicianship:</b> skill as a musician.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Different rhythms/instruments/patterns can create different moods and stories within a piece of music.</li> </ul> |
|---|--|---|

### G2 Unit 2: Instructional Materials & Resources

|   |  |
|---|--|
| <p><b>Core Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Manipulatives</li> <li>● Technology (SmartBoard/iPad/Chromebook/Computer/etc.)</li> <li>● Piano/Keyboard</li> <li>● "Music and You" Grade 2 book &amp; CD's</li> <li>● Classroom rhythm instruments</li> </ul> | <p><b>Supplemental Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Websites (NAfME, NJMEA)</li> <li>● Professional Development opportunities</li> <li>● Feierabend First Steps in Music books &amp; CD's</li> <li>● Music notation pie charts</li> <li>● Reading books</li> <li>● Videos (YouTube, etc.)</li> </ul> |
|---|--|

### Key Performance Tasks/Assessments

|   |
|---|
| <p><b>Formative assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Teacher verbal feedback</li> <li>● Class participation</li> <li>● Performances</li> <li>● Written assessments</li> </ul> |
| <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Ensemble singing</li> <li>● Solo singing</li> </ul>   |



## General Music Curriculum Grade Levels K - 2

- Instrument playing
- Music literacy
- Listening, responding, and describing music

### **Benchmark Assessments:**

- Match pitch
- Follow notation
- Move to music
- Keep a steady beat
- Recognize various instruments

### **Alternative Assessments:**

- Teacher created

### **G2 Unit 3: Our Musical World**

**Pacing:** 10 - 13 weeks

**Unit Summary:** In the context of Our Musical World, students will continue to expand their personal interest in and knowledge of music from a broader cultural perspective. With this in mind, they will draw comparisons on the manner in which music is expressed and interpreted based on its cultural context. From a listening perspective, students will discuss and reflect upon the composer or performer's intent to determine the musical decisions rendered by the creator.

### **Enduring Understanding:**

- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

### **Essential Questions:**

- How do performers select repertoire?



## General Music Curriculum Grade Levels K - 2

| New Jersey Student Learning Standards  | G2 U3 Student Learning Objectives   | Practices   |
|--|---|---|
| <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Pr4a:</b> Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p><b>1.3A.2.Pr5c:</b> Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p><b>1.3A.2.Pr5e:</b> Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p><b>1.3A.2.Re9a:</b> Apply personal and expressive preferences in the evaluation of music.</p> <p><b>1.3A.2.Cn10a:</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p><b>1.3A.2.Cn11a:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</li> <li>● Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</li> <li>● Discuss the composer/performer's intent behind musical decisions at certain intervals of a song.</li> <li>● Describe basic music concepts and how musicians use them to convey certain feelings.</li> </ul> | <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imagine</li> <li><input type="checkbox"/> Plan, Make</li> <li><input type="checkbox"/> Evaluate, Refine</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse, Evaluate, Refine</li> <li><input type="checkbox"/> Select, Analyze, Interpret</li> <li><input type="checkbox"/> Present</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, Analyze</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Interpret</li> </ul> <p><b>Connecting:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interconnect</li> </ul> |

### Interdisciplinary Connections

**English-Language Arts**

- ELA: SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.



## General Music Curriculum Grade Levels K - 2

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### **Comprehensive Health & Physical Education**

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

### **Career Readiness, Life Literacies & Key Skills**

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

### G2 Unit 3: Core Unit Content

| <i>Key Music Concepts</i>  | <i>Vocabulary</i>  | <i>Social, Cultural, or Historical Concepts</i>   |
|--|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Various time periods and cultures affect a style of music.</li> <li><input type="checkbox"/> There are similarities and differences from different world cultures.</li> <li><input type="checkbox"/> Everyone has different opinions on a piece of music but can all agree to understand everyone's feelings.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Repertoire:</b> a stock of plays, dances, or pieces that a company or performer knows or is prepared to perform.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast personal musical worlds as related to other musical cultures.</li> </ul> |

### G2 Unit 3: Instructional Materials & Resources

| <b>Core Instructional Materials</b>  | <b>Supplemental Instructional Materials</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>● Websites (NAfME, NJMEA)</li> <li>● Professional Development opportunities</li> </ul> |



## General Music Curriculum Grade Levels K - 2

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Technology (SmartBoard/iPad/Chromebook/Computer/etc.)</li><li>• Piano/Keyboard</li><li>• "Music and You" Grade 2 book &amp; CD's</li><li>• Classroom rhythm instruments</li></ul> | <ul style="list-style-type: none"><li>• Feierabend First Steps in Music books &amp; CD's</li><li>• Composer of the Month activities</li><li>• Reading books</li><li>• Videos (YouTube, etc.)</li></ul> |
|---|--|

### Key Performance Tasks/Assessments

#### Formative assessments:

- Teacher observation
- Teacher verbal feedback
- Class participation
- Performances
- Written assessments

#### Summative Assessments:

- Ensemble singing
- Solo singing
- Instrument playing
- Music literacy
- Listening, responding, and describing music

#### Benchmark Assessments:

- Match pitch
- Follow notation
- Move to music
- Keep a steady beat
- Recognize various instruments

#### Alternative Assessments:

- Teacher created



## General Music Curriculum Grade Levels K - 2