



# **K-2 MUSIC CURRICULUM**

**Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210**

**Born: August 2022**

## Music K-2

### I. Introduction/Overview/Philosophy

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which is essential to prepare students for post-secondary success.

This course adheres to The New Jersey Student Learning Standards – Visual and Performing Arts which are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

**Mission:** 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.

**Vision:** 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 different ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others.

All lessons in this course will follow the NJSLS that allow students to CREATE by:

- Imagining
- Planning and Making
- Evaluating and Refining

All lessons in this course will follow the NJSLS that allow students to PERFORM by:

- Selecting, Analyzing, and Interpreting
- Rehearsing, Evaluating and Refining
- Presenting

All lessons in this course will follow the NJSLS that allow students to RESPOND by:

- Selecting and Analyzing
- Evaluating
- Interpreting

All lessons in this course will follow the NJSLS that allow students to CONNECT by:

- Interconnecting

Music is a subject that touches every aspect of life and learning. The purpose of K-2 music class is to help children develop an understanding of music through acquisition of age-appropriate musical knowledge and skill. This is accomplished through performing, creating, and responding to music. Students in the K-2 age group learn primarily by doing. Students experience music through singing, playing instruments, moving to music, and creating music. Listening to, analyzing, and evaluating music are also important building blocks of musical learning. Further, to participate fully in a diverse, global society, students are required to understand their own historical and cultural heritage as well as those of others from within and beyond their local communities.

## **II. Objectives**

### ***Course Outline:***

- Skill
  - Students will demonstrate an age appropriate understanding of music concepts and elements (melody, rhythm, timbre, dynamics, and form).
- Content
  - Students will learn musical vocabulary and concepts through singing, moving, and playing musical instruments.

- Students will examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
  - Students will examine and discuss various musical styles.
- Skill
  - Students will demonstrate an understanding of music as an essential aspect of history and human experience.
- Content
  - Students will sing, listen to, and describe music representative of a variety of world cultures and historical periods.
  - Students will listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
  - Students will examine how music is used in the home, school, and community.
- Skill
  - Students will demonstrate the ability to perform music.
- Content
  - Students will develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
  - Students will develop appropriate behavior both as performers and audience in a concert.
  - Students will experiment with musical sound by creating their own music on age-appropriate musical instruments.
  - Students will create music in response to selected mood and atmosphere.
  - Students will demonstrate the ability to perceive music aesthetically and make appropriate artistic judgments.
- Content
  - Students will use a single word to verbalize how selected music “makes me feel.”
  - Students will use musical vocabulary when discussing musical characteristics as they relate to the listener’s feelings and preferences.
  - Students will discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
  - Students will realize and appreciate the value of a critique.
  - Students will develop enjoyment through listening to, singing, and performing music.
  - Students will develop personal preference and opinions about various music styles.

- Students will develop respect for their own music and music of their classmates.
- Students will express their feelings and individuality both verbally and musically.

### ***Student Outcomes:***

After successfully completing this course, the student will be able to:

- use a single word to verbalize how selected music “makes me feel.”
- use musical vocabulary when discussing musical characteristics as they relate to the listener’s feelings and preferences.
- discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
- realize and appreciate the value of a critique.
- develop enjoyment through listening to, singing, and performing music.
- develop personal preference and opinions about various music styles.
- develop respect for their own music and music of their classmates.
- express their feelings and individuality both verbally and musically.
- develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
- develop appropriate behavior both as performers and audience in a concert.
- experiment with musical sound by creating their own music on age-appropriate musical instruments.
- create music in response to selected mood and atmosphere.
- listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
- examine how music is used in the home, school, and community.
- learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
- examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
- examine and discuss various musical styles.

### ***Career Readiness, Life Literacies, and Key Skills Practices***

- **CRLKSP 1 Act as a responsible and contributing community member and employee.**
- Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

- **CRLKSP 2 Attend to financial well-being.**
- Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
- **CRLKSP 3 Consider the environmental, social and economic impacts of decisions.**
- Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- **CRLKSP 4 Demonstrate creativity and innovation.**
- Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
- **CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.**
- Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
- **CRLKSP 6 Model integrity, ethical leadership and effective management.**
- Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
- **CRLKSP 7 Plan education and career paths aligned to personal goals.**
- Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

- **CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.**
- Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
- **CRLKSP 9 Work productively in teams while using cultural/global competence.**
- Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### III. Proficiency Levels

The course is designed for all students in grades K-2. Students are expected to build upon previous musical knowledge and skills, and develop an appreciation of music through various styles and cultures.

### IV. Methods of Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests- Summative
  - Quizzes- Summative
  - Homework- Formative
  - Classwork- Formative
  - Class Participation- Formative
  - Writing Assignments-Alternate
  - Oral Presentations- Alternate
  - Individual Projects, Presentations and Reports- Summative
  - Group Projects, Presentations and Reports- Summative
  - Technology Projects- Summative
  - Journals- Formative or Alternative
  - Singing in Unison and Harmony- Alternative
  - Playing Instruments- Alternative
  - Participation in Various In-class Performance Activities- Alternative
  - Participation in Various Performance Activities- Alternative

#### Suggested Alternative Activities

- Echo singing
- Rhythm drills

- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music

## IX. Methodologies

Career Readiness, Life Literacies, and Key Skills Mission: Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet challenges and opportunities in an interconnected global economy.

Vision: An education in career readiness, life literacies and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success
- Uses effective communication and collaboration skills and resources to interact with a global society
- Possesses financial literacy and responsibility at home and in the broader community
- Plans, executes, and alters career goals in response to changing societal and economic conditions
- Seeks to attain skill and content mastery to achieve success in a chosen career path

Career Readiness, Life Literacies, and Key Skills are intended to:

- Promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills
- Foster greater coherence and appropriate progressions across grade bands
- Establish meaning connections among the major areas of study
- Prioritize the important ideas and core processes that are central and have lasting value beyond the classroom
- Reflect the habits of mind central to Career Readiness, Life Literacies, and Key skills that lead to post-secondary success

A wide variety of methodologies in this course will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated while paying special attention to the skills. Codes refer to the 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills.

- Cooperative learning groups CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Differentiated instruction methods CRLKSP2, CRLKSP6, CRLKSP8
- Workshop approach CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Individual assignments CRLKSP2, CRLKSP4



- Whole class instruction CRLKSP2, CRLKSP4
- Small group instruction CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Technology-aided instruction CRLKSP2, CRLKSP4, CRLKSP8
- Peer-to-peer instruction CRLKSP1, CRLKSP4, CRLKSP9

## **X. Interdisciplinary Connections**

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline demands varied access to any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8
- Presentation and exploration of related career possibilities
- Working in teams to create group based learning activities and projects  
CRLKSP1
- Application of skills learned in class to project based activities CRLKSP2

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk and Students with 504 Plans)*

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modeling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  
- word walls
- sentence frames
- think-pair-share
- cooperative learning groups
- teacher think-alouds

*Differentiation for Enrichment*

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques
- Adjusting the pace of lessons
- Curriculum compacting

- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### XIII. Curriculum Map/Pacing Guide - Kindergarten

Grade K and 1

Unit Topic K-1, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Knowledge and Comprehension: The Basic Building Blocks of Music</b></p> <p><b>1. Rules and Regulations of the Music Room</b></p> <ul style="list-style-type: none"> <li>• Music classroom safety</li> <li>• Musical instrument and materials safety</li> <li>• Develop respect for all created music</li> </ul>	13 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments and classwork</li> <li>• Visual aids to project on SMARTboard</li> <li>• Re-teaching and review</li> <li>• Exemplars of varied performance levels</li> <li>• Multi-media approach to accommodate various learning styles</li> </ul>	<p><b>NJSLS:</b> Music 1.3a.2.Cr1a 1.3a.2.Cr2a 1.3a.2.Cr2b 1.3a.2.Cr3a 1.3a.2.Cr3b 1.3a.2.Pr4a 1.3a.2.Pr5a 1.3a.2.Pr5b 1.3a.2.Pr5c 1.3a.2.Pr5d 1.3a.2.Pr5e 1.3a.2.Pr6a 1.3a.2.Pr6b 1.3a.2.Re7a 1.3a.2.Re7b 1.3a.2.Re8a 1.3a.2.Re9a 1.3a.2.Cn10a 1.3a.2.Cn11a 8.1 &amp; 8.2 <i>Standards</i> 8.1.2.DA.2</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Teacher observation of student progress.</li> <li>• Class participation</li> <li>• Singing, alone and with others, in unison and harmony</li> <li>• Playing instruments, alone and with others</li> <li>• Participation in various in-class performance activities</li> </ul>

<p><b>2. Rhythm</b></p> <ul style="list-style-type: none"> <li>• Identify Beat and No beat in listening examples</li> <li>• Move to a steady beat</li> <li>• Perform steady beat on classroom instruments</li> <li>• Identify long and short sounds</li> <li>• Perform quarter and eighth note patterns</li> <li>• Perform quarter note, eighth note and quarter rest patterns</li> <li>• Identify and perform accented beats</li> </ul> <p><b>3. Melodic Elements</b></p> <ul style="list-style-type: none"> <li>• Identify high and low sounds</li> <li>• Sing Sol-Mi patterns in appropriate range</li> <li>• Sing songs that use sol mi intervals</li> <li>• Play sol mi patterns on pitched instruments</li> </ul>		<ul style="list-style-type: none"> <li>• Use of visual and multi-sensory formats</li> <li>• Modification of content and student products</li> <li>• Visual learning including graphic organizers</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Word walls</li> <li>• Cooperative learning groups</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Supplemental reading material for independent study</li> <li>• Enhanced expectations for independent study</li> </ul>	<p>8.2.2.ED.1 8.2.2.ITH.3 9.2 &amp; 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i> CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Singing Sol, Mi and La, Quarter notes and Eighth notes – in class performance assessment</li> <li>• Moving to a steady beat – in class performance assessment</li> <li>• Percussion Instrument identification – quiz/worksheet</li> <li>• Woodwind instrument identification – quiz/worksheet</li> </ul>
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<ul style="list-style-type: none"> <li>• Identify, sing and play do and la</li> <li>• Sing songs that use sol, mi and la</li> </ul> <p><b>4. Expressive Elements and Timbre</b></p> <ul style="list-style-type: none"> <li>• Introduce tempo terms</li> <li>• Identify and experiment with different uses of the voice</li> <li>• Use age-appropriate singing technique</li> </ul> <p><b>5. Instrument Families</b></p> <ul style="list-style-type: none"> <li>• Identify percussion family instruments</li> <li>• Identify woodwind family instruments</li> </ul> <p><b>6. History and Culture</b></p> <ul style="list-style-type: none"> <li>• Explore and identify the performance form of ballet</li> </ul>		<ul style="list-style-type: none"> <li>• Elevated questioning techniques</li> <li>• Adjusting pace of lessons</li> <li>• Curriculum compacting</li> <li>• Independent study</li> </ul>		
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<p><b>7. Movement and Response to Music</b></p> <ul style="list-style-type: none"> <li>Respond to music with emotional reactions with movement words and pictures</li> </ul>				
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Unit Topic K-1, Unit 2	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Analysis and Synthesis: Diving Deeper into Music</b> <b>1. Rhythmic Elements</b></p> <ul style="list-style-type: none"> <li>Reinforce performance of rhythm patterns by ear</li> <li>Read and play quarter notes and eighth notes</li> <li>Identify rhythm patterns in</li> </ul>	14 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on classwork and assignments</li> <li>Visual aids projected onto SMART BOARD</li> <li>Re-teaching and review</li> </ul>	<p><b>NJSLS:</b> Music 1.3a.2.Cr1a 1.3a.2.Cr2a 1.3a.2.Cr2b 1.3a.2.Cr3a 1.3a.2.Cr3b 1.3a.2.Pr4a 1.3a.2.Pr5a 1.3a.2.Pr5b 1.3a.2.Pr5c 1.3a.2.Pr5d 1.3a.2.Pr5e 1.3a.2.Pr6a 1.3a.2.Pr6b 1.3a.2.Re7a 1.3a.2.Re7b 1.3a.2.Re8a</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Teacher observation of student progress.</li> <li>Class participation</li> <li>Singing, alone and with others, in unison and harmony</li> <li>Playing instruments, alone and with others</li> <li>Participation in various in-class</li> </ul>

<p>listening activities</p> <ul style="list-style-type: none"> <li>• Perform rhythmic ostinato on various instruments</li> <li>• Introduce half note</li> <li>• Rhythmic dictation of quarter note, eighth note and eighth note rest patterns</li> </ul> <p><b>2. Melodic Elements</b></p> <ul style="list-style-type: none"> <li>• Sing songs and patterns using do, mi, sol and la</li> <li>• Read and sing sol mi patterns on the staff</li> <li>• Introduce re into singing patterns</li> </ul> <p><b>3. Form</b></p> <ul style="list-style-type: none"> <li>• Distinguish between two different sections of music</li> </ul> <p><b>4. Instrument Families</b></p> <ul style="list-style-type: none"> <li>• Identify brass family of instruments</li> </ul>		<ul style="list-style-type: none"> <li>• Exemplars of varied performance levels</li> <li>• Modification of content and student products</li> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning including graphic organizers</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced language skills</li> <li>• Word wall</li> <li>• Cooperative learning groups</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Supplemental material for</li> </ul>	<p>1.3a.2.Re9a 1.3a.2.Cn10 a 1.3a.2.Cn11 a 8.1 &amp; 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 &amp; 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i> CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<p>performance activities</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Singing and accompanying short songs containing the notes sol, mi, la, do and re and quarter notes, eighth notes and eighth note rest patterns – in class performance assessment</li> <li>• Rhythmic dictation of quarter note, eighth note and eighth rest patterns – in class assessment</li> <li>• Identifying string instruments – quiz/worksheet</li> <li>• Identifying brass instruments – quiz/worksheet</li> <li>• Identifying the instruments of the orchestra – quiz/worksheet</li> </ul>
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<ul style="list-style-type: none"> <li>Identify string family of instruments</li> <li>Identify the sound and instruments of the orchestra</li> </ul> <p><b>5. Expressive Elements and Timbre</b></p> <ul style="list-style-type: none"> <li>Introduce terms “meter” and “measure”</li> </ul> <p><b>6. Movement and Response to Music</b></p> <ul style="list-style-type: none"> <li>Follow and create a story based on listening experiences</li> </ul>		<p>independent study</p> <ul style="list-style-type: none"> <li>Enhanced expectations for independent study</li> <li>Elevated questioning techniques</li> <li>Adjusting pace of lessons</li> <li>Curriculum compacting</li> <li>Independent study</li> </ul>		
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<b>Unit Topic K-1, Unit 3</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p><b>Synthesis and Evaluation: Let’s Make Music!</b></p> <p><b>1. Rhythmic and Melodic Elements</b></p> <ul style="list-style-type: none"> <li>Reinforce reading, playing and singing</li> </ul>	13 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments and classwork</li> </ul>	<p><b>NJSLS:</b></p> <p>Music</p> <p>1.3a.2.Cr1a 1.3a.2.Cr2a 1.3a.2.Cr2b 1.3a.2.Cr3a 1.3a.2.Cr3b 1.3a.2.Pr4a 1.3a.2.Pr5a 1.3a.2.Pr5b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Teacher observation of student progress.</li> <li>Class participation</li> <li>Singing, alone and with others,</li> </ul>



<p>rhythmic and melodic patterns</p> <ul style="list-style-type: none"> <li>• Use familiar pitch and rhythm patterns to create compositions</li> <li>• Use familiar songs as a base for improvisation on instruments</li> <li>• Use familiar songs as a base for vocal improvisation</li> <li>• Review notes and rhythm</li> </ul> <p><b>2. Expressive Elements and Timbre</b></p> <ul style="list-style-type: none"> <li>• Prepare songs for performance</li> <li>• Develop an understanding of proper audience and performance behavior</li> <li>• Review appropriate singing technique</li> <li>• Introduce terms “conductor” and “ensemble” <ul style="list-style-type: none"> <li>• Review musical elements</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Visual aids to project on SMARTboard</li> <li>• Re-teaching and review</li> <li>• Exemplars of varied performance levels</li> <li>• Multi-media approach to accommodate various learning styles</li> <li>• Use of visual and multi-sensory formats</li> <li>• Modification of content and student products</li> <li>• Visual learning including graphic organizers</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Word walls</li> <li>• Cooperative learning groups</li> </ul>	<p>1.3a.2.Pr5c 1.3a.2.Pr5d 1.3a.2.Pr5e 1.3a.2.Pr6a 1.3a.2.Pr6b 1.3a.2.Re7a 1.3a.2.Re7b 1.3a.2.Re8a 1.3a.2.Re9a 1.3a.2.Cn10a 1.3a.2.Cn11a</p> <p>8.1 &amp; 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 &amp; 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6</p> <p><i>CRLKSPs</i> CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<p>in unison and harmony</p> <ul style="list-style-type: none"> <li>• Playing instruments, alone and with others</li> <li>• Participation in various in-class performance activities</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Singing and accompanying short songs containing the notes sol, mi, la, do and re and quarter notes, eighth notes and eighth note rest patterns – in class performance assessment</li> <li>• Singing improvisations using familiar songs – in class assessment</li> <li>• Improvising on instruments using familiar songs – in class assessment</li> <li>• Participation in school concert</li> <li>• Identifying the instruments of the orchestra – quiz/worksheet</li> </ul>
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<p><b>3. Movement and Response to Music</b></p> <ul style="list-style-type: none"> <li>Listen and identify similarities and differences from various styles of music</li> </ul>		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Supplemental reading material for independent study</li> <li>Enhanced expectations of independent study</li> <li>Elevated questioning techniques</li> <li>Adjusting the pace of lessons</li> <li>Curriculum compacting</li> <li>Independent study</li> </ul>		
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Grade Two

Unit Topic Grade 2, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Knowledge and Comprehension: The Basic Building Blocks of Music</b></p> <p><b>1. Rules and Regulations of the Music Room</b></p> <ul style="list-style-type: none"> <li>Music classroom safety</li> <li>Musical instrument and materials safety</li> </ul>	13 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids to project on SMARTboard</li> </ul>	<p><b>NJSLS:</b> Music 1.3a.2.Cr1a 1.3a.2.Cr2a 1.3a.2.Cr2b 1.3a.2.Cr3a 1.3a.2.Cr3b 1.3a.2.Pr4a 1.3a.2.Pr5a 1.3a.2.Pr5b 1.3a.2.Pr5c 1.3a.2.Pr5d</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Teacher feedback on student progress</li> <li>Class participation</li> <li>Singing in unison and harmony,</li> </ul>

<ul style="list-style-type: none"> <li>Develop respect for all created music</li> </ul> <p><b>2. Rhythm</b></p> <ul style="list-style-type: none"> <li>Review all rhythm patterns learned in 1<sup>st</sup> grade</li> <li>Introduce 4/4 and 6/8 meter</li> <li>Introduce ties</li> <li>Pulse in 2 or 4 vs. 3</li> <li>Read and write rhythms learned</li> <li>Moving in meter 3</li> <li>Continue rhythm pattern work</li> </ul> <p><b>3. Melodic Elements</b></p> <ul style="list-style-type: none"> <li>Review notes from 1<sup>st</sup> grade</li> <li>Introduce do and re on the staff</li> <li>Sing and read do and re patterns with hand signs</li> <li>Introduce moveable do</li> <li>Sing and read sol, mi, do patterns with hand signs</li> <li>Reinforce moveable do</li> <li>Sing and read la, sol and mi</li> <li>Do patterns with hand signs</li> </ul> <p><b>4. Expressive Elements and Timbre</b></p> <ul style="list-style-type: none"> <li>Review proper singing technique</li> <li>Identify the term “conducting”</li> <li>Conduct in 2</li> </ul>		<ul style="list-style-type: none"> <li>Re-teaching and review</li> <li>Exemplars of varied performance levels</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> <li>Modification of content and student products</li> <li>Pre-teaching vocabulary and concepts</li> <li>Visual learning, including graphic organizers</li> <li>Teacher modeling</li> <li>Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>Word walls</li> <li>Cooperative learning groups</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Supplemental reading material for</li> </ul>	1.3a.2.Pr5e 1.3a.2.Pr6a 1.3a.2.Pr6b 1.3a.2.Re7a 1.3a.2.Re7b 1.3a.2.Re8a 1.3a.2.Re9a 1.3a.2.Cn10a 1.3a.2.Cn11a 8.1 & 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 & 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i> CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9	<p>alone or with others</p> <ul style="list-style-type: none"> <li>Playing instruments alone or with others</li> <li>Participation in various in-class performance activities</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Moving in 2 vs 3 – in class performance assessment</li> <li>Singing sol, mi, la, do and re individually with hand signs – in class performance assessment</li> <li>Read the notes sol, mi, la and do on the music staff – quiz/worksheet</li> </ul>
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<ul style="list-style-type: none"> <li>• Introduce dynamics</li> </ul> <p><b>6. History and Culture</b></p> <ul style="list-style-type: none"> <li>• Music around the world</li> <li>• Introduce opera</li> </ul> <p><b>7. Movement and Response to Music</b></p> <ul style="list-style-type: none"> <li>• Demonstrating tempo changes</li> <li>• Distinguish between meter in 2 and meter in 3 by listening and moving</li> </ul>		<ul style="list-style-type: none"> <li>• independent study</li> <li>• Enhanced expectations for independent study</li> <li>• Elevated questioning techniques</li> <li>• Adjusting the pace of the lesson</li> <li>• Curriculum compacting</li> <li>• Independent study</li> </ul>		
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<b>Unit Topic Grade 2, Unit 2</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p><b>Analysis and Synthesis: Diving Deeper into Music</b></p> <p><b>1. Rhythmic Elements</b></p> <ul style="list-style-type: none"> <li>• Read and play rhythms with half notes</li> <li>• Read and play rhythms with ties</li> <li>• Introduce dotted rhythms</li> <li>• Introduce fermatas</li> </ul>	14 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Peer mentoring on problems</li> <li>• Differentiated teacher feedback on assignments</li> <li>• Visual aids to project on SMARTboard</li> <li>• Re-teaching and review</li> <li>• Exemplars of varied performance levels</li> </ul>	<p><b>NJSLS:</b></p> <p>Music</p> <p>1.3a.2.Cr1a 1.3a.2.Cr2a 1.3a.2.Cr2b 1.3a.2.Cr3a 1.3a.2.Cr3b 1.3a.2.Pr4a 1.3a.2.Pr5a 1.3a.2.Pr5b 1.3a.2.Pr5c 1.3a.2.Pr5d 1.3a.2.Pr5e 1.3a.2.Pr6a 1.3a.2.Pr6b 1.3a.2.Re7a 1.3a.2.Re7b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Teacher assessment of student progress</li> <li>• Classwork</li> <li>• Class participation</li> <li>• Singing, alone and with others, in unison and harmony</li> <li>• Playing instruments,</li> </ul>

<ul style="list-style-type: none"> <li>• Play eighth notes correctly when separated or barred</li> <li>• Read and write rhythm patterns learned</li> <li>• Introduce sixteenth notes</li> </ul> <p><b>2. Melodic Elements</b></p> <ul style="list-style-type: none"> <li>• Introduce the note fa</li> <li>• Sing and read la, sol, fa, mi, do patterns with hand signs</li> <li>• Sing and read la, sol, fa, mi, re, do patterns with hand signs</li> <li>• Introduce the note ti</li> <li>• Sing and read patterns using all notes with hand signs</li> <li>• Introduce letter names for notes</li> </ul> <p><b>3. Form</b></p> <ul style="list-style-type: none"> <li>• Identify simple forms in performance and listening selections</li> </ul> <p><b>4. Expressive Elements and Timbre</b></p> <ul style="list-style-type: none"> <li>• Review dynamics</li> <li>• Conduct in 4</li> </ul>		<ul style="list-style-type: none"> <li>• Multi-media approach to accommodating various learning styles</li> <li>• Use of visual and multi-sensory formats</li> <li>• Modification of content and student products</li> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Word walls</li> <li>• Cooperative learning groups</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Supplemental reading material for independent study</li> <li>• Enhanced expectations for independent study</li> </ul>	<p>1.3a.2.Re8a 1.3a.2.Re9a 1.3a.2.Cn10a 1.3a.2.Cn11a 8.1 &amp; 8.2 <i>Standards</i> 8.1.2.DA.2 8.2.2.ED.1 8.2.2.ITH.3 9.2 &amp; 9.4 <i>Standards</i> 9.2.2.CAP.1 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.DC.1 9.4.2.DC.2 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.3 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6 <i>CRLKSPs</i> CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<p>alone and with others</p> <ul style="list-style-type: none"> <li>• Participation in various in-class performance activities</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Sing solfege patterns using do, re, mi, fa, sol la and ti – in class individual performance</li> <li>• Identify the names of the notes on the treble clef – quiz</li> <li>• Play, on classroom instruments, quarter notes, eighth notes and sixteenth notes – in class performance assessment</li> <li>• Identify simple forms in listening selections – listening quiz</li> </ul>
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<p><b>5. Movement and Response to Music</b></p> <ul style="list-style-type: none"> <li>Identify and describe the mood of listening selections</li> </ul>		<ul style="list-style-type: none"> <li>Elevated questioning techniques</li> <li>Adjusting the pace of lessons</li> <li>Independent study</li> </ul>		
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<b>Unit Topic</b> <b>Grade 2, Unit 3</b>	<b>Time Allocated</b>	<b>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, &amp; Gifted &amp; Talented Students</b>	<b>Standards</b>	<b>Assessments</b>
<p><b>Synthesis and Evaluation: Let's Make Music!</b></p> <p><b>1. Rhythmic and Melodic Elements</b></p> <ul style="list-style-type: none"> <li>Reinforce reading and playing/singing of rhythmic and melodic patterns</li> <li>Use rhythmic and melodic patterns to create and perform compositions</li> <li>Use rhythmic and melodic patterns to improvise upon familiar songs</li> </ul>	<p>13 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Peer mentoring on problems</li> <li>Differentiated teacher feedback on assignments</li> <li>Visual aids projected on SMARTboard</li> <li>Re-teaching and review</li> <li>Exemplars of varied performance levels</li> <li>Multi-media approach to accommodating various learning styles</li> <li>Use of visual and multi-sensory formats</li> <li>Modification of content and</li> </ul>	<p><b>NJSLS:</b>  <b>Music</b>  1.3a.2.Cr1a  1.3a.2.Cr2a  1.3a.2.Cr2b  1.3a.2.Cr3a  1.3a.2.Cr3b  1.3a.2.Pr4a  1.3a.2.Pr5a  1.3a.2.Pr5b  1.3a.2.Pr5c  1.3a.2.Pr5d  1.3a.2.Pr5e  1.3a.2.Pr6a  1.3a.2.Pr6b  1.3a.2.Re7a  1.3a.2.Re7b  1.3a.2.Re8a  1.3a.2.Re9a  1.3a.2.Cn10a  1.3a.2.Cn11a  8.1 &amp; 8.2  <b>Standards</b>  8.1.2.DA.2  8.2.2.ED.1  8.2.2.ITH.3</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Teacher assessment of student progress</li> <li>Classwork</li> <li>Class participation</li> <li>Singing, alone and with others, in unison and harmony</li> <li>Playing instruments, alone and with others</li> <li>Participation in various in-class performance activities</li> </ul>

<p><b>2. Expressive Elements and Timbre</b></p> <ul style="list-style-type: none"> <li>• Prepare songs for performance</li> <li>• Review proper audience and performance behavior</li> <li>• Review appropriate singing technique</li> <li>• Review musical elements and concepts learned</li> </ul> <p><b>3. History and Culture</b></p> <ul style="list-style-type: none"> <li>• Review ballet and opera</li> <li>• Introduce musical theater</li> </ul> <p><b>4. Movement and response to music</b></p> <ul style="list-style-type: none"> <li>• Listen to and identify music of varying styles</li> </ul>		<p>student products</p> <ul style="list-style-type: none"> <li>• Pre-teaching vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Word walls</li> <li>• Cooperative learning groups</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Supplemental reading material for independent study</li> <li>• Enhanced expectations for independent study</li> <li>• Elevated questioning techniques</li> <li>• Adjusting the pace of lessons</li> <li>• Independent study</li> </ul>	<p><i>9.2 &amp; 9.4 Standards</i>  9.2.2.CAP.1  9.4.2.CI.1  9.4.2.CI.2  9.4.2.CT.3  9.4.2.DC.1  9.4.2.DC.2  9.4.2.IML.1  9.4.2.TL.1  9.4.2.TL.2  9.4.2.TL.3  9.4.2.TL.4  9.4.2.TL.5  9.4.2.TL.6  <i>CRLKSPs</i>  CRLKSP 1  CRLKSP 3  CRLKSP 4  CRLKSP 5  CRLKSP 9</p>	<p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Create compositions using rhythmic and melodic patterns learned – in class project</li> <li>• Improvise on familiar songs using rhythmic and melodic patterns learned – in class performance</li> <li>• Participation in school concert</li> </ul>
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