

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: General Music
Curriculum Area and Grade: K

Course Purpose:

Music is a vital part of each student's daily life. Kindergarten general music is offered to students of all learning modalities and is designed to offer a myriad of opportunities for active participation and success. Students are regularly engaged in singing, playing instruments, moving to music, and creating music. Carefully selected materials provide a framework whereby students learn to understand and appreciate their own historical and cultural heritage as well as those of other cultures. Music adds quality to life as it promotes mental development and provides an outlet for emotional expression. Music provides a powerful means of engaging students in learning and improving their achievement. Fundamental in a student's overall social, emotional, and cognitive development, music enhances reasoning, inspires creativity, and encourages critical thinking, self-discipline, problem-solving, decision-making, cooperation, and imagination. Music enables students to learn about themselves, other people, and humanity in general.

Major Learning Goals and Understandings:

Student Learning Expectation(s):

- 1) Students will use singing, movement, and instruments to explore musical ideas.
- 2) Students explore and experience musical concepts such as beat, high/low, loud/soft, fast/slow, same/different.
- 3) Students will explore the relationships between music and the other arts, other disciplines, and daily life.
- 4) Students will develop Social and Emotional Learning (SEL) through the lense of music.
- 5) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music.

Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1) Students will use singing, movement, and instruments to explore musical ideas throughout the school year.

2) Students explore and experience musical concepts such as beat, high/low, loud/soft, fast/slow, same/different throughout the school year.

3) Students will explore the relationships between music and the other arts, other disciplines, and daily life throughout the school year.	4) Students will develop Social and Emotional Learning (SEL) through the lense of music throughout the school year.
5) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music throughout the school year.	

Mappers/Authors: Robin Martelle, Matthew Hurrell

Date Approved:

Part 1 - Unit/Theme/Concept			
Grade: K	Subject:	Course: General Music	Length of Unit: 36 weeks

Common Core State Standards National Core Arts Standards for Music (2014) https://www.nationalartsstandards.org/
Supporting Standards NAEYC Developmentally Appropriate Practice (DAP) Standards 1-3 https://www.naeyc.org/our-work/families/10-naeyc-program-standards

Part 2 – Standards		Bloom’s Taxonomy Levels
Key (GLE) Content Knowledge and Concepts/Skills		
The students will know: <ol style="list-style-type: none"> how to generate musical ideas for various purposes and contexts. how to select and develop musical ideas for defined purposes and contexts. 	The students will be able to: <ol style="list-style-type: none"> With guidance, explore and experience music concepts (such as beat and melodic contour). MU:Cr1.1.Ka With guidance, generate musical ideas (such as movements or motives).MU:Cr1.1.Kb 	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

<ol style="list-style-type: none"> 3. how to evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. 4. how to share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. 5. how to select varied musical works to present based on interest, knowledge, technical skill, and context. 6. how to analyze the structure and context of varied musical works and their implications for performance. 7. how to develop personal interpretations that consider creators' intent. 8. how to evaluate and refine personal and ensemble performances, individually or in collaboration with others. 9. how to perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. 10. how to choose music appropriate for a specific purpose or context. 11. how to analyze how the structure and context of varied musical works inform the response. 12. how to support interpretations of musical works that reflect creators'/performers' expressive intent. 	<ol style="list-style-type: none"> 3. With guidance, demonstrate and choose favorite musical ideas. MU:Cr2.1.Ka 4. With guidance, organize personal musical ideas using iconic notation and/or recording technology. MU:Cr2.1.Kb 5. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. MU:Cr3.1.Ka 6. With guidance, demonstrate a final version of personal musical ideas to peers. MU:Cr3.2.K 7. With guidance, demonstrate and state personal interest in varied musical selections. MU:Pr4.1.K 8. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. MU:Pr4.2.Ka 9. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. MU:Pr4.3.K 10. With guidance, apply personal, teacher, and peer feedback to refine performances. MU:Pr5.1.Ka 11. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. MU:Pr5.1.Kb 12. With guidance, perform music with expression. MU:Pr6.1.Ka 13. Perform appropriately for the audience. MU:Pr6.1.Kb 14. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. MU:Re7.1.K 	
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<p>13. how to support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p> <p>14. how to synthesize and relate knowledge and personal experiences to make music.</p> <p>15. how to relate musical ideas and works with varied context to deepen understanding</p>	<p>15. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. MU:Re7.2.K</p> <p>16. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. MU:Re8.1.K</p> <p>17. With guidance, apply personal and expressive preferences in the evaluation of music. MU:Re9.1.K</p> <p>18. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music MU:Cn10.0.K</p> <p>19. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Cn11.0.K</p>	
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Big Idea and Essential Questions

- **Big Ideas**

- 1) Creating Music
- 2) Performing Music
- 3) Responding to Music
- 4) Connecting to Music

- **Essential Questions**

- 1) What is the difference between singing and speaking?
- 2) What is the difference between beat and rhythm?
- 3) What is the difference between high/low (pitch), fast/slow (tempo), loud/soft (dynamics)?
- 4) How is music used in our daily life?

Part 3 – Common Unit Assessments

Formative Assessments: may include, but not be limited to:

- Ongoing teacher observation of student work: quick and informal way to assess students and check for understanding.
- Peer to peer interaction/discussion: listen to students as they discuss specific or broad information pertinent to the lesson in order to check for understanding.
- Verbal feedback to check for understanding.
- Assessment of oral and/or written responses to questions and discussions.
- Exit ticket: a quick way to grasp what students have learned and/or need to review.

Summative/Performance Assessment: may include, but not be limited to:

- Examples of student work

- Profiles of student behavior
- Student journals through platforms such as Seesaw
- Assessment of oral and/or written responses to summative questions and discussions
- District-wide rubrics assessing creating, performing, responding to, and connecting to music

📄 MusicPerformanceRubricsforElementaryGrades-1.pdf

📄 Singing Voice Rubric.pdf

📄 Rhythm Performance Rubric.pdf

Part 4 – Common/Assured Learning Experiences

- Students will learn the concepts of loud/quiet, high/low, fast/slow through singing and playing instruments. Students will sing and play a song using different tempi and dynamics. For example, performing “Variations on Twinkle” using all of these musical concepts.
- Students will learn the concepts of beat and rhythm through body percussion and instruments. For example, patting the beat while chanting the words to a nursery rhyme like “Peas Porridge Hot”, followed by clapping the rhythm of the lyrics.