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Area of Concentration:

- Rhythm and Steady Beat
- Vocal Exploring (four voices, high/low, head voice)
- Music Vocabulary
- Instrument Identification

Vocabulary: Rhythm, Steady Beat, Melody, Compose, Improvise, Dynamics, Piano - Forte, Tempo, Largo - Presto, Phrase, Call and Response, Conductor, Composer, Orchestra.

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Connection to 	Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
					Both formative and summative assessments are used. Varies from teacher to teacher but may include: • Performance • Rubrics • Manipulatives • Worksheets • Games • Songs • Listening	

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					Activities • Movement	
	<u>Creating (CR)</u>					
Q1/2	K.1 CR Explore the voice through vocal exploration.	Students will know how to use their voice to create various sounds.	Critical & Creative Thinking, Growth Mindset	A2. 2.a Explore opportunities to develop skills and talents		Slide whistle Follow the ball Music rollercoaster Melodic contour
Q1/2 Icons Q 3/4 Long & short-short	K.2 CR Compose simple rhythms using iconic representation.	Students will, alone and with others, be able to use icons (shapes, lines,words, etc) that represent the rhythm.	Critical & Creative Thinking, Communication, Collaborating Growth Mindset	A2. 2.a Explore opportunities to develop skills and talents A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	Rhythm Rubrics	Seasonal icons Writing with words Beat Strips (students place rhythm over each beat)

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Q1-4	K.3 CR Experience a wide variety of vocal and instrumental sounds.	Students will perform and listen to music that explores various tambers & styles.	Critical & Creative Thinking, Global Awareness/Citizen	SJ 1.Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.		Orff Instruments Various percussion (i.e. triangle, rhythm sticks, shakers) Concert music from various cultures
	<u>Performing (PE)</u>					
	K.1 PE Track steady beat and rhythm using iconic representation.	Students will be able to show the difference between rhythmic patterns and steady beat.	Critical & Creative Thinking, Growth Mindset	A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation	Steady Beat Rubrics	
Q1/2	K.2 PE Explore the four voices - singing, speaking whispering and calling.	Students will be able to perform and identify their four voices.	Critical & Creative Thinking, Growth Mindset	A2. 2.a Explore opportunities to develop skills and talents		Folk Songs (i.e. Queen Caroline) Echos
	K.3 PE Sing (using head voice and appropriate	Students will sing diverse music using their head voice while standing or sitting with correct	Critical & Creative Thinking, Global Awareness/Citize	SJ 3.Students will recognize that people's multiple	Singing Rubrics	Folk Songs Concert Music

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	posture) and move to music of various and contrasting styles, composers and cultures.	posture.	n	identities interact and create unique and complex individuals.		
	K.4 PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.	Students will be able to play unpitched percussion and Orff Instruments independently and in groups using proper technique.	Critical & Creative Thinking, Communication, Collaboration, Growth Mindset, Empathy	A2. 2.a Explore opportunities to develop skills and talents A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	Orff Instrument Rubrics	First Steps in Music with Orff Schulwerk Purposeful Pathways Book 1
	K.5 PE Demonstrate and maintain a steady beat while performing simple	Students will be able to independently perform a steady beat at the same time as a rhythm is being performed and vice versa.	Critical & Creative Thinking, Growth Mindset	A2. 2.a Explore opportunities to develop skills and talents A3. 2.a Seek help when faced with	Steady Beat Rubrics	

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	rhythmic echoes.			challenges or when frustrated with a task, skill or situation B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback		
	K. 6 PE Duplicate same and different (fast/slow, loud/quiet, high/low, long/short).	Students will be able to demonstrate musical styles.	Critical & Creative Thinking, Growth Mindset	A2. 2.a Explore opportunities to develop skills and talents A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback		Echos Call and Response
	Responding (RE)					

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	K.1 RE Listen to and explore the music of various styles, composers, periods and cultures.	Students will experience music from various cultures and times.	Global Awareness - learning multicultural music and music of various composers from around the world.	SJ 1.Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.		Composer of the Month Listening Log
	K.2 RE Explore a variety of classroom instruments (metals, skins, woods).	Students will explore all classroom instruments.	Critical & Creative Thinking, Communication, Collaboration, Growth Mindset, Empathy	A2. 2.a Explore opportunities to develop skills and talents	Instrument Identification Rubrics	Zin Zin Zin A Violin Remarkable Farkle McBride Never Play Music Right Next to the Zoo
Q1/2 fast/slow & loud/quiet Q3/4 high/low (prep for s-m) & long/short (prep for ta	K.3 RE Recognize same and different (fast/slow, loud/quiet, high/low, long/short)	Students will be able to recognize and show music opposites.	Critical & Creative Thinking, Growth Mindset	A2. 2.a Explore opportunities to develop skills and talents A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation B3. 2.a Explain how practice improves performance of a skill		Folk Songs fast/slow (i.e Engine #9) loud/quiet (i.e. Five Little Sausages, Grizzly Bear) high/low (i.e. Falling Leaves, Queen Caroline) long /short (i.e. Apple Peach Pear Plum)

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ti-ti)				and can help in overcoming a challenge or setback		
ALL	K. 4 RE Respond to music using movement, dance, drama or visual art.	Students will use various artistic mediums to respond to music.	Critical and Creative Thinking	A1. 2.a Recognize emotions as natural and important D1. 2.a Practice giving and receiving feedback in a respectful way		Folk Songs Move It - Feierabend Folk Dancing: ● Teaching Movement and Dance/Rhythmically Moving ● New England Dancing Masters ● Shenanigans ● Folk Dances from Around the World
ALL	K. 5 RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures.	Students will be able to articulate personal opinions and observations about musical selections.	Communication Critical and Creative Thinking Growth Mindset Global Awareness	A1. 2.a Recognize emotions as natural and important D1. 1.a Identify and engage in positive communication skills D1. 2.a Practice giving and receiving feedback in a respectful way		Listening Log Composer of the Month

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				Identify personal interests and qualities		
Q with concert	K. 6 RE Follow and respond to cues of a conductor.	Students will be able to perform with guidance from the conductor (teacher).	Communication Critical and Creative Thinking Collaboration	A2. 2.a Explore opportunities to develop skills and talents		Concert Orff
ALL	K. 7 RE Discuss and identify songs that are used for special occasions.	Students will be able to know the history and importance of music for various cultures and occasions.	Global Awareness	Social Awareness C3. 2.a Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups Diversity 8 DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different. Diversity 10 DI.K-2.10 I find it interesting that groups of people		Concert music Various special occasion songs (Veterans Day, birthdays, holidays)

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				believe different things and live their daily lives in different ways.		
ALL	K. 8 RE Experience the difference between steady beat and rhythm (through movement, body percussion).	Students will be able to show with physical movements (hands/feet/etc) steady beat and rhythm.	Communication Critical and Creative Thinking Growth Mindset	A2. 2.a Explore opportunities to develop skills and talents A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	Steady Beat Rubrics	Folk Music
	Connecting (CO)					
ALL	K.1 CO Experience how music communicates feelings,	Students will explore how music can inspire emotions.	Communication Critical and Creative Thinking	A1. 2.a Recognize emotions as natural and important		Listening Log Composer of the Month Folk Songs

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	moods, images and meaning.		Growth Mindset			
Q - Concert	K.2 CO Attend live music performances.	Students will be able to demonstrate appropriate audience behavior at live music performances. .	Global Awareness	Social Awareness C3. 2.a Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups		School Concert Field Trips
ALL	K.3 CO Connect a concept shared between music and another curricular subject.	Students will be able to identify how music relates to various other topics.	Global Awareness/Citizen			Folk Dance/Movement Story Order (i.e.Going on a Bear Hunt) Syllables=Rhythm