

Glen Ridge Public Schools – Visual and Performing Arts Curriculum



Course Title: Kindergarten Visual Arts Curriculum

Subject: Music

Grade Level: Kindergarten

Duration: Kindergarten Classes meet twice in a 6 day cycle

Prerequisite: None

Elective or Required: Required – All students participate in Music

Visual and Performing Arts Mission Statement

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive, and sequential program of study in the visual and performing arts. Arts education, as part of the core curriculum, ensures the development of intuition, imagination, expression, performance and critiquing skills, confidence, and self esteem in students. An interdisciplinary approach to The Arts ensures every student experiences and understands the arts in relationship to history and culture. The Fine Arts contribute to the growth of students into life long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences, and enriching their lives.

Course Description: This course provides students with an understanding of music through the sequenced development of concepts based on the elements of music: rhythm, melody, harmony, timbre, form, expression, history and style, and composition and performance. Children will actively participate in the music process with a goal of musical independence through the following mediums: singing, using speech, setting sound, moving, reading music, using body percussion, playing instruments, writing music, listening, improvising, composing, responding and evaluating. Students also have two opportunities to perform in several assemblies, and/or concerts that provide a sense of community and teamwork to a group. Orff Schulwerk methods, Kodaly methods, Dalcroze methods, Composer Resources, World and American music resources, John Feierabend methods and Ann Green Gilbert Creative Dance Methods

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Visual and Performing Arts – Curriculum Standards – 2009

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- A. Dance
- B. Music
- C. Theatre
- D. Visual Art

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

- A. History of the Arts and Culture

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- A. Dance
- B. Music
- C. Theatre
- D. Visual Art

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

- A. Aesthetic Responses
- B. Critique Methodologies

Topic/Unit 1: “Sing, Sing a Song!”

Approximate # of Weeks: approx. 4 weeks

Essential Questions: What sounds can we make with our voices? How ways can we use our voice during the day? What is the difference between singing and speaking? What feels different when you sing instead of speak? How is calling different from singing? What is echo? How many ways can we sing a song? What makes a song interesting? In nature, what are some soft sounds? Some loud sounds? How do we make soft sounds? Loud sounds? Fast sounds...slow sounds? What is the same and/or different about sound and music? What makes a singer good? What is “tuneful”? How can singers be “artful”?

FOCUS: SINGING

Unit Learning Targets:

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

Upon completion of this unit students will be able to:

- Identify speaking, calling, whispering and singing voices.**
- Recognize the teacher’s “healthy” singing**
- Sing short phrases of echo songs and call-and-response songs alone and with others.**
- Sing independently while maintaining a steady beat.**
- Create “tunes” spontaneously in conversations with teacher.**
- Listen attentively for the expressiveness of song that is sung by their teacher (who sings expressively with dynamics and interpretation.)**
- Demonstrate a feeling of beats grouped by two and three with beat motions.**
- Move expressively to reflect the expressive elements in recorded music**
- Initiate a beat motion at his or her preferred tempo.**
- Improvise responses with melodic questions and/or answers.**
- Understand and demonstrate the concept of loud /soft and fast/slow in a musical sense.**
- Demonstrate what an “active” listener is.**
- Understands how to move in his or her personal space.**
- Demonstrate how to follow and how to lead.**
- Listen to a “call” and then respond.**

CPI #	Cumulative Progress Indicator (CPI)
1.3.2.B.4	Listen to, imitate and improvise sounds, patterns or songs.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and /breathing technique
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.2	Respond in movement to changes in tempo, beat, rhythm, or musical style.
3.4.K.A.3	Listen to rhymes, songs to begin develop an understanding of letter/sound relationships
Language Arts 3.4	Students will listen actively to info. from a variety of sources in a variety of situations

ACTIVITIES – Include 21st Century Technology

- Pitch Exploration Activity: Listen to the slide whistle and/or recorder and echo what you hear.
- Surround sound-create quintets and take turns having each child sing in the middle of the circle. One phrase of the song becomes “the solo” sung by the child in the center.
- Draw “H-K Highway” on white board and students sing as they follow the music truck through the hills and valleys.
- Yarn Shapes-divide students into small groups and give each group a piece of yarn. Take turns creating a “floor yarn shape”, the one who made the shape points to the yarn and follows it from one end to the other while the others in the group perform sliding sounds with their voices to match the shape of the yarn.
- Song Fragment Activity: Use a toy microphone to take turns echoing a phrase, be unpredictable in selecting the next singer which will inspire the children to think through every pattern even when it is not their turn to sing.
- Listen to recordings of children’s voices-echo sing songs with audio clips
- Simple Song Activity: When a group appears to know a song, example “Frog in the Meadow”, invite individuals to sing by themselves. Add student’s name to the “I sang a solo today!” chart.
- Arioso Activity: Tell students there is a place called “Arioso Land” where nobody speaks; they only sing and they can’t understand you unless you sing to. Have 2 students have a sung “conversation” for example, giving directions.

- Song Tales: “Tell” the story by singing with expression followed by singing it again with picture books or illustrates folk song books.
- Simple Songs: 3 to 6 tone songs
- Beat Motion Activities: Initiated by student and then followed and sung or spoken by group.

Methods of Assessments/Evaluation:

- Performance/Observation
- Teacher Observation
- Student Responses
- Self and Group Assessments
- Question/Answer
- Classroom Discussion
- Music Binders
- CAPS

Text, Resources, and/or Literature

- *First Steps in Music*, John M. Feierabend including the following books:
- “Let’s Pretend”- *Finger Plays and Action Songs*
- “Can You Move Like This?”- Movement Exploration
- “You sing, I sing”, Call and Response
- “I’ll Sing after You”-Echo Songs
- “Let’s Make a Circle”-Singing games
- “Stories in Song”-Children’s Songtales
- “Keeping the Beat”-Songs and Rhymes with Beat Motions
- “I’ll Sing After You”- Echo Songs,
- “Can Your Voice Do This?”- Pitch movement exploration
- *Making Music*, Silver Burdett series
- *Listening maps from Silver Burdett, “Making Music”*
- *Collection of Picture books*
- *Collection of children’s poems, short stories, nursery rhymes*
- Listening Selections-high quality recorded music
- 150 American Folk Songs

Online Resources: Video and audio clips

- www.menc.org-Music Educators National Conference
- www.njmea- New Jersey Music Education Association
- www.oake.org- Kodaly
- www.aosa.org-Orff
- www.PearsonSucessNet.com “Making Music” online resources

Topic/Unit: #2 “Stepping to the Rhythm”

Approximate # of Weeks: approx. 10 weeks

Essential Questions: What is a pulse? What is a pattern? What patterns can be heard in music? How many ways can we feel the beat? How do we feel the beat? What is a short sound? A long sound?

Unit Learning Targets:

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

Upon completion of this unit students will be able to:

- Reproduce steady beat with instruments.
- Understand and perform echo-simple rhythms.
- Identify and use short and long sounds.
- Identify sound and silence.
- Clap, sing, write, read and speak rhythms with quarter and paired eighth notes.
- Speak rhythmic syllables for quarter (ta) and eighth (ti-ti) notes.
- Describe that music notation moves from left to right.
- Follow the beat and rhythm of a piece from rhythmic notation.
- Manipulate pitched and/or unpitched instruments.
- Understand and demonstrate the concept of loud and soft in a musical sense.
- Understand and demonstrate various fast and slow tempi.
- Distinguish between the timbres of classroom instruments.
- Demonstrate the use of body percussion
- Identify different instrumental sounds
- Create short songs and instrumental pieces within specified guidelines.
- Create new words and movements for a familiar song.
- Create movements and dramatizations for songs and poems
- Create and arrange music to accompany nursery rhymes/children’s poems
- Use a variety of sound sources when “composing”

CPI #	Cumulative Progress Indicator (CPI)
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1.1.2.B.3	Identify and categorize sound sources by common traits (ex. rhythmic patterns)
1.3.2.B.3	Demonstrate correct playing techniques for Orff Instruments or equivalent homemade instruments.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments
4.2.2.A.1	Recognize, Describe, extend and create patterns using concrete materials (manipulatives), pictures, rhythms and whole numbers.
4.3.2.A.1	Recognize, describe, extend and create patterns using concrete materials (manipulatives), pictures, rhythms and whole numbers.

Activities – include 21st Century Technologies:

- “Rain Game”-pass something to “copy”
- “Beat Rocks!”-students tap the ground to the beat while singing songs.
- “Popsicle Fun”- Students can “draw” the rhythmic pattern on the carpet that the teacher has clapped and/or create their own special rhythm to share with the class
- “Body Rhythms”-create small groups and give each group a rhythm to form with their bodies.
- Magnetic board-students use magnets to “write rhythms”-using pictures- Baby=2 sounds, Burp=1 sound
- “Shoo Fly don’t bother me!”-Use pictures of heart with 2 flies drawn side by side but touching for “Shoo fly”-2 sounds, Use picture of a Frog to represent 1 sound. After singing the song clap a rhythm and students can arrange pictures on lily pads(lily pads represent the beat)
- Use a variety of sound sources when “composing”
- Compose, perform and respond using quarter notes and paired eighth notes and using sol and mi
- In small groups, students create short stories using pictures in an envelope. Select Instruments to perform the little composers’ music- cowbell, vibraslap, shakers, guiro, claves etc.
- “Can you feel the Heartbeat?”-www.smarttech.com

Methods of Assessments/Evaluation:

- Performance/Observation- *Observe each child keep a steady beat*
- Teacher Observation
- Self and Group Assessments
- Question/Answer

- Classroom Discussion
- CAPS

Text, Resources, and/or Literature:

- Hand Drums on the Move (Chris Judah-Lauder)
- Songs for all Seasons and Rhymes without Reasons (M. Hurley Marquis)
- Share the Music Orff orchestrations
- Have you any Wool/ Three Bags Full! (Richard Gill)
- Music for Children (Orff Schulwerk-Pentatonic)
- Music with Children (Grace Nash)
- Song and Rhymes with Beat Motions (Feierabend)
- Rhythm Band-Diller
- World Music Drumming- Will Schmid
- Together in Rhythm-Kalani
- Orff Instrument Source Book (Elizabeth Nichols)
- Kids on the Move! (Hayden)
- Music Movement (Stephen Traugh)
- Kids on the Move (Sally Albrecht)
- Music & Movement, Learning through Play (E. Church)

Online Resources:

- www.classicsforkids.com
- www.musicteachteacher.com
- www.artsedge.org
- www.listeningadventures.carnegiehall.org
- www.pianonet.com
- www.bbc.co.uk/orchestras
- www.nyphilkids.org
- www.sfskids.org
- www.classical.net
- www.musicteachteacher.com
- www.starfall.com
- www.classical.net
- www.menc.org-Music Educators National Conference
- www.njmea- New Jersey Music Education Association
- www.oake.org- Kodaly
- www.aosa.org-Orff
- www.PearsonSuccessNet.com “Making Music” online resources

Topic/Unit: #3- It's “Tuneful” Time!

Approximate # Of Weeks: approx. 10 weeks

Essential Questions: What is sound? What makes a sound high? What makes a sound low? What sounds can you hear in your backyard? In your neighborhood? What sound are natural? What sounds are not? How many ways can we use our voices? How many sounds can we make with our voices? Why do our voices change as we grow? What is the difference between our speaking voices and our singing voices? What changes when the group sings a song and then a solo begins? How do you feel when you perform? What ways can the audience react to our performance? Why do parents love school concerts? How do the word of a song change my singing? Why do people sing? How does singing make us feel? How is singing different then speaking?

Unit Learning Targets:

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

Upon completion of this unit students will be able to:

- Identify singing, speaking, calling, whispering voices
- Sing song with correct posture
- Sing expressively (dynamics, tempo)
- Sing several songs from memory
- Move to show when pitches move from high to low and low to high.
- Understand and perform echo.
- Sing short melodic phrases using sol and mi pitches.
- Illustrate aurally and visually that sounds can move up, down or stay the same.
- Follow and copy the teacher movements with their voices and bodies.
- Identify same and different patterns.
- Recognize the beginning and ending of a song.
- Identify nature sounds and imitate those sounds using vocal sounds.
- Improvise vocal sounds that suggest sounds of a train, the rain, etc.
- Identify the rhyming words in a song.
- Compose, perform and respond using sol and mi.
- Perform songs in front of a live audience
- Reflect and critique performance.
- Understand and demonstrate the concept of loud and soft in a musical sense.
- Understand and demonstrate changes in tempo and dynamics.

CPI #	Cumulative Progress Indicator (CPI)
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such

	as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g. scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique
1.3.2.B.1	Clap, sing, and play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
3.4	All students will listen actively to information from a variety of sources in a variety of situations
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems

Activities – include 21st Century Technologies:

- Read and Sing picture books and short stories
- Using puppets, develop a story line after singing a song, students create movements for their characters and sing expressively
- “Gong, Gonk!”-sing frog song with hand movements, children take turns singing the “Woo, woo Woo!” at end. Sing the song in silence and the group enters only on “Woo!”
- “Time for Kodaly!”-practice short patterns with so and mi hand signs
- Explore on barred instruments high sounds and low sounds
- “Safe with Solfege!”-Music is a universal language, dramatize visiting another country and how you could sing with children your age.
- Learn patriotic songs with beat motions to celebrate Veteran’s Day.
- Create new words and movements for a familiar song.
- Create movements and dramatizations for songs and poems
- Create and arrange music to accompany nursery rhymes/children’s poems
- Use a variety of sound sources when “composing”
- Compose, perform and respond using quarter notes and paired eighth notes and using sol and mi
- Echo songs and call and response songs
- Use finger puppets to encourage children to sing.
- Toy microphones
- Singing games (Sail Away and American Folk songs)
- Dry erase boards-“drawing” melodic phrase that demonstrates when high and low
- Movement Activities that demonstrate high and low.
- “Copy Cat”- follows or copies the teacher movements with their bodies and voices.
- Pitch Exploration Stories-(John Feierabend)

- Create small groups and discuss final concert performance, answer given questions and share with the entire class.
- Making Music-interactive listening maps

Methods of Assessments/Evaluation:

- Performance/Observation- *Observe each child play a rhythms accurately*
- Teacher Observation
- Self and Group Assessments
- Question/Answer
- Classroom Discussion
- Music Binders
- CAPS

Text, Resources, and/or Literature:

- Nursery Rhymes
- Rounds
- Echo songs
- Traditional Folk songs
- Patriotic songs
- Multicultural folk songs
- Collections
- World languages
- “Making Music” (Silver Burdett series)
- 150 American Folk Songs-Erdei
- Sail Away-Locke
- Children’s Songtales (Feierband)
- Beginning Circle Games (Feierband)
- Smarttech.com

Online Resources:

- www.menc.org-Music Educators National Conference
- www.njmea.org- New Jersey Music Education Association
- www.oake.org- Kodaly
- www.aosa.org-Orff
- www.PearsonSuccessNet.com “Making Music” online resources
- www.musicteachteacher.com
- www.artsedge.org
- www.listeningadventures.carnegiehall.org
- www.pianonet.com
- www.bbc.co.uk/orchestras
- www.nyphilkids.org
- www.sfskids.org

- www.classical.net
- www.musicteachteacher.com
- www.starfall.com
- www.classical.net
- www.smarttech.com

Topic/Unit #4: “M&M- Masterpiece Makers!”

Approximate # of Weeks: One Trimester- 6 weeks

Essential Questions: What makes a composer “famous”? How do composers write music? Why do “old” people love classical music? What things do you need to know when you write music? Is being a composer a “real” job? What is the difference between the composer and the conductor? What things do conductors need to know about a composer’s music? How do you write music? What makes famous composer’s music stay “alive” through history? Why are “great composers” so great? What is a symphony? How many instruments are in an orchestra? What choices can composers make in creating their music? What makes a composer’s music unique? What makes us remember a famous composer’s music? What is similar about a composer and conductor? How do composers express their feelings and ideas through their music? How can conducting impact the music performed? How do musicians communicate with each other?

Unit Learning Targets:

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

Upon completion of this unit students will be able to:

- Listen “actively” to a composer’s musical work
- Identify a composer and his or her masterpiece.
- Identify when the music changes form- AB form.
- Compose, perform and respond using quarter notes and paired eighth notes and using sol and mi.
- Understand the concept of AB form
- Follow the beat and rhythm of a piece from icons
- Understand the concept of loud and soft in a musical sense.
- Understand the concept of fast and slow in a musical sense
- Describe the role of the conductor.
- Demonstrate appropriate concert behavior during imaginary concerts and live performances.
- Describe an “active” listener in an audience
- Create short songs and instrumental pieces within specified guidelines.
- Create new words and movements for a familiar song.
- Create movements and dramatizations for songs and poems
- Create and arrange music to accompany nursery rhymes/children’s poems
- Use a variety of sound sources when “composing”
- Compose, perform and respond using quarter notes and paired eighth notes and using sol and mi

CPI #	Cumulative Progress Indicator (CPI)
1.1.2.B.1	Explore the <u>elements of music</u> through verbal and written responses to diverse aural prompts and printed scores
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinato
1.3.P.B.4	Listen to, imitate and improvise sounds, patterns or songs.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances
1.4.2.B.3	Apply the principles of positive critique in giving and receiving responses to performances
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores
1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Activities – include 21st Century Technologies:

- Animated Listening maps
- Flashcards-Select 8 rhythmic cards and clap together. Student volunteers can create melody using solfege flash cards. Select tempo and dynamics etc.
- “The Composer is the writer of the MUSIC!!-Teacher will lead class and write 2 simple rhythmic patterns on board. Students create the melody using sol and mi, writing them using traditional or non-traditional notation underneath the given rhythm.
- “Going on a Picnic” Students create a speech ostinato about picnic foods using senses of smell and hearing.
- OH NO...Mr. G. could not complete his masterpiece! Students help and complete writing the missing melody and rhythm.
- In small groups, students create short stories using pictures in an envelope. Select Instruments to perform the little composers' music-cowbell, vibraslap, shakers, guiro, claves etc.
- Puppet time- develop a song after a story is told with puppets. Create movements for characters in their story and sings song expressively as it is performed in a puppet show.
- Place a variety of instruments in the center of a circle-invite groups of children to sing one verse of a song. Choose word from that verse to spark ideas for instrumental sounds that suggest images in the song. Guide groups in sequencing as all verses are performed
- Beethoven-Ninth Symphony lesson-follow music guided by teacher on Smart Board. Highlight rhythm, melody, composer's name...etc.

- Meet Maestro _____! Choose students to dramatize being a symphony conductor.
- Listens to and retells a story, such as Eric Carle's Brown Bear Brown Bear by using percussion instruments.
- Local musician visits- review appropriate audience skills, question /answer(interview time) at end of performance. Focus-why do we need to practice? Why does your teacher not let you just play the song!
- Record "class creations and place audio clip of children's performing on webpage. Children can describe the experience to their parents.

Methods of Assessments/Evaluation:

- Performance/Observation- *Observe each child play a rhythms accurately*
- Teacher Observation
- Self and Group Assessments
- Question/Answer
- Classroom Discussion
- Music Binders
- CAPS

Text, Resources, and/or Literature

- Composer resources
- Listening maps
- Recorded music
- www.classicsforkids.com
- www.musicteachteacher.com
- www.artsedge.org
- www.listeningadventures.carnegiehall.org
- www.pianonet.com
- www.bbc.co.uk/orchestras
- www.nyphilkids.org
- www.sfskids.org
- www.classical.net
- www.musicteachteacher.com
- www.starfall.com
- www.classical.net

Online Resources:

- www.menc.org-Music Educators National Conference
- www.njmea.org- New Jersey Music Education Association
- www.oake.org- Kodaly

- www.aosa.org-Orff
- www.PearsonSuccessNet.com “Making Music” online resources

Topic/Unit 5: Let’s Celebrate Culture on... “So You Think You Can Dance!”

Approximate # of Weeks: approx. 6 weeks

Essential Questions: What is culture? How can we express our culture? Why do we learn about cultures? How does learning about other cultures help us? What makes the music from different countries? How do people from other cultures celebrate? What is similar about celebrations from different cultures? What makes an instrument sound different than another? How are instruments made?

Unit Learning Targets:

<http://njcccs.org/ContentAreaTabularView.aspx?code=1&Desc=Visual+and+Performing+Arts>

Upon completion of this unit students will be able to:

- Recognize and sing simple songs from various cultures
- Identify some of the characteristics of music from other cultures.
- Express ways that music represents and celebrates all people, cultures, and traditions.
- Identifies and shares music and why it is pleasing.
- Describe that personal choices in music can be influenced by cultures and traditions.
- Recognize instruments from various cultures.
- Recognize songs sung at school, home, and in the community.
- Play singing games of different cultures.
- Identify 3 ways to show respect for different cultures and traditions.
- Understand and demonstrate the concept of loud and soft in a -musical sense.
- Understand and demonstrate various fast and slow tempi.
- Identify that dance is a sport/physical activity is good for our heart and our mind

Methods of Assessments/Evaluation:

- Performance/Observation- *Observe each child play a rhythms accurately of an accompaniment class created*

- Performance/Peer Critique-*Observe children's progress in both listening and encouraging other children's ideas*
- Teacher Observation- *Take note of children's success in identifying the music elements.*
- Self and Group Assessments
- Question/Answer
- Classroom Discussion
- Music Binders
- CAPS

Activities – include 21st Century Technologies:

- Music “Share and Tell” Day -Students bring in music (parents invited) and shares it with the class. Explains with parent help why the music is so important to their family. (families encouraged to share 3 special things. Examples such as art, dance steps, clothing, custom or tradition etc.
- “Dinosaur Dancing”-Teacher leads class in performing movements in time with music. Second verse-have students create movements for the new lyrics.
- “Listen and Move”- Create movements for each of the six pieces of music in the song and using spoken cues, direct children to walk, gallop, tiptoe, hop, turn etc. Then hear the same music, give no directions as to which movements to do-students must listen and try to remember which movement goes with each piece of music.
- “Hey, It's Cotton Eyed Joe Day!”- find Texas on map, explain that this dance is a heel-and toe polka-Central Europe on world map/19th century. View dancers perform the original polka and learn heel toe movements/watch dancers perform “Cotton Eyed Joe”-compare and contrast. Teach simplified movements and perform with music
- Listening maps
- Graphic notation
- Standardized notation
- Visual left-right progression
- Scarves
- Singing games

Methods of Assessments/Evaluation:

- Performance/Observation
- Teacher Observation
- Self and Group Assessments
- Question/Answer

- Classroom Discussion
- Music Binders
- CAPS

Text, Resources, and/or Literature

- Making Music-Silver Burdett
- Song and Rhymes with Beat Motions (Feierabend)
- World Music Drumming- Will Schmid
- Together in Rhythm-Kalani
- Kids on the Move! (Hayden)
- Music Movement (Stephen Traugh)
- Kids on the Move (Sally Albrecht)
- Music & Movement, Learning through Play (E. Church)

Online Resources:

- www.menc.org-Music Educators National Conference
- www.njmea.org- New Jersey Music Education Association
- www.oake.org- Kodaly
- www.aosa.org-Orff
- www.PearsonSuccessNet.com "Making Music" online resources