

Glen Ridge Public Schools – Visual and Performing Arts Curriculum



Course Title: First Grade Visual Arts Curriculum

Subject: Music

Grade Level: First Grade

Duration: First Grade 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. A diverse collection of methods and tools are used which include: Orff Schulwerk methods, Kodaly methods, Dalcroze methods, Composer Resources, World and American music resources, John Feierabend methods 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: A Musical Work-Out!

Approximate # of Weeks: 4-5 weeks

Essential Questions: What feels different when you sing instead of speak? What is echo? What makes our voices change? How many ways can we sing a song? What makes a song interesting? What makes a good singer? What makes us want to move to music? What is “tuneful”? What is “beatful”? How can singers be “artful”? What is so special about singing together? What makes us want to move to music? What ways can movement help us sing better? What does music do to change our moods? What feelings can be communicated through song? How does music communicate feelings?

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:

- Sing in the range of F-C echo songs and call-and-response songs
- Sing independently while maintaining a steady beat.
- Create “tunes” spontaneously.
- Listen attentively for the expressiveness of song that is sung by their teacher (who sings expressively with dynamics and interpretation.)
- Identify solo and group singing
- 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.
- Sing songs using louder and softer dynamics
- Sing songs using faster and slower tempi.
- Accurately echo melodic phrases
- Demonstrate steady beat and no beat.

CPI #	Cumulative Progress Indicator (CPI)
1.1.5.B.1	
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and /breathing technique
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such

	as rhythm, timbre, dynamics, form, and melody.
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.
8.1.8.A.5	Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
Language Arts 3.4	Students will listen actively to info. from a variety of sources in a variety of situations

Activities – include 21st Century Technologies:

- Pitch Exploration Activity: Pathway Cards-Create a set of picture cards by drawing a line on each card to represent the shape of a vocal glissando. Teacher points to the line as children sing sounds to match each shape.
- Song Fragment Activity: Echo Songs, Call and Response songs -“Wise Old Owl”-group echoes an then student sings solo (any response is the right response)
- “I speak like this, I sing like this!” Teacher and students take turns speaking and singing names of the members of their family around the circle.
- Movement Exploration Activity: “Room of Jello!”-Teacher guided movements around the room9awareness of space, time, leading with body parts etc.)
- Movement for Form and Expression: Guided movement instrumental music from many historical periods and styles.
- “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- *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

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:

- Teacher Webpage
- 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.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.starfall.com
- www.classical.net
- www.smarttech.com

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

Approximate # of Weeks: One Trimester- 10 weeks

Essential Questions: What is a pulse? What is a pattern? How many rhythms can be created? How can we organize sounds? What ways can we feel the beat while listening to music? How do we feel the beat? What makes sounds short or long? How are sounds and silence organized? What is rhythm? How are beats organized? How do you write rhythms? What are unpitched/pitched instruments?

Unit Learning Targets:

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

Upon completion of this unit students will be able to:

- Demonstrate steady beat and no beat.
- Identify and perform ostinato.
- Understand and use the repeat sign symbol.
- Compose, perform, respond using quarter notes, eighth notes and quarter rests.
- Speak with rhythmic syllables
- Accurately echo rhythmic patterns.
- Create, perform and respond with music skills and vocabulary
- Demonstrate good mallet technique
- Identify different instrumental sounds
- Create short songs and instrumental pieces within specified guidelines.
- Create and arrange music to accompany nursery rhymes/children's poems
- Use a variety of sound sources when "composing"

CPI #	Cumulative Progress Indicator (CPI)
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.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style
3.4	All students will listen actively to information from a variety of sources in a variety of situations
4.2.2.B.2	Combine and subdivide simple shapes to make other shapes
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!"- form circle and tap pattern with a rock on the ground and then pass it to the next student on floor who copies the pattern and then passes to the next child etc.

- “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.
- Orff Instruments-bordun, simple ostinato
- Rhythm Challenge- flashcards and pocket game board, teacher claps rhythm and students choose flash cards and place them in “beat” pockets
- 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.
- Listening maps
- Graphic notation
- Standardized notation
- Visual left-right progression
- Manipulatives
- Singing games

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

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.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
- 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

Topic/Unit: #3- It's “Tuneful” Time!

Approximate # Of Weeks: 10 weeks

Essential Questions: What is “good” singer? Why do people sing? Why is it important to sing together? How is singing different then speaking? What changes when the group sings a song and then a solo begins? How can reading music help me sing better? How can I read and interpret

music? 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 words 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 melodic phrases that move upward and downward.
- Accurately echo melodic phrases
- Read, write and match pitch using solfege notes do, mi, sol, and la.
- Identify group and sol singing
- Perform songs using echo.
- Sing songs from memory
- Understand and perform echo.
- Sing short melodic patterns using sol and mi pitches.
- Recognizes aurally and sings the interval of a minor third using sol-mi.
- 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 phrases.
- 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.
- Understand and use louder and softer dynamics
- Understand and use faster and slower tempi.
- Create, perform and respond with music skills and vocabulary
- Create short songs within specified guidelines.

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.
	Describe how technology products, systems, and resources are useful at school, home, and work.
3.4.1.A.3	Listen to a familiar text being read to begin tracking print

Activities – include 21st Century Technologies:

- Singable books
- 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.
- Learn patriotic songs with beat motions to celebrate Veteran's Day
- Exploration on barred instruments
- Solfege –hand signs
- Echo songs and call and response songs
- 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)
- Making Music-interactive listening maps

Text, 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

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)

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.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

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

Approximate # of Weeks: 6 weeks

Essential Questions: What makes a composer famous? What makes famous composer’s music stay “alive” through history? 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 and/or different 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? What skills do I need to appreciate music? What is an “active” listener? What skills do conductor’s need to lead the orchestra?

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 soft/loud and fast/slow in music
- Follow a listening map
- Describe that music notation moves from left to right.
- Identify different instrumental sounds in the orchestra
- Follow the beat and rhythm of selected music from icons and rhythmic notation.
- Understand the concept of loud and soft in a musical sense.
- Identify various fast and slow tempi.
- Describe the role of the conductor.
- Demonstrate appropriate concert behavior during imaginary concerts and live performances.
- Describe an “active” listener in an audience

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
1.4.2.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).
	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.

Activities – include 21st Century Technologies:

- Animated Listening maps
- Echo Chant-“The composer is the writer of the music...like Beethoven, and Mozart, and Franz Joseph Haydn and Johann Sebastian Bach! Like Brahms and Tchaikovsky, Viva Vivaldi!
- USA-“Give me a **B**-Bernstein Give me an **A**-Amy Beach, Give me **S**, Sousa, Give me an **I**, Ives...(call me Charlie!), Give me a **C**-Copland and highlight the composers in music binders. Add info. to special Info. sheet.
- 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 speech ostinatos 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 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

Text, Resources, and/or Literature

Online Resources:

- 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
- 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.smarttech.com

Topic/Unit: #5 – Welcome and Celebrate Culture, it’s... “So You Think You Can Dance!”

Approximate # of Weeks: 6 weeks

Essential Questions: What makes dance a form of expression? What does dance and music have in common? What makes people have a natural urge to move to music? What patterns can be found in dances? How does dance help us

learn? What makes dance such an important part of celebrations? How does dance communicate music? How do tempo and dynamics change the way we move to music? What ways can dancing to music help us?

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:

- Demonstrate several dances from folk, traditional and world dances.
- Identify the form (ABA) of music using movement.
- Identify and explain that dance and music can bring people together and - build a sense of community.
- Mirror teacher movements.
- Improvise movement during a song.
- Move and sing simultaneously.
- Recognize and sing music from different countries.
- 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 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.
- Lead movements to music
- Follow tempo changes.
- Improve coordination skills
- Follow a 4 step pattern to a steady beat.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target cultures
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
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre,

	and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
2.5.2.A.1	Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
7.1.NM.A.3	Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s).
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.

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.
- “Making Music with Movement and Dance” –Learn dances from specific time periods that offer a variety of movement skills, formations cultures and historical contexts.
- Singing games
- Learn ethnic dances from Longden’s “Dance Descriptions/FolkStyle Productions 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 are encouraged to share 3 special things. Examples such as art, dance steps, clothing, custom or tradition etc.
- Students log every music encounter they had in a 24 hour period-share logs with peers. Discuss who made the music possible and create a list of music careers. Sing and hear music from various cultures-Compare forms, rhythms, style of dances
- Play games and songs from different cultures
- “What’s in the Box?” Art, clothing, instrument uncovered (Morris Museum)

- Perform creative movements while exploring concepts of space: level, direction, size, place-pathways, and focus
- Learn several dances from folk, traditional and world dances.

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

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.menc.org-Music Educators National Conference
- www.njmea- New Jersey Music Education Association
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- www.PearsonSuccessNet.com "Making Music" online resources
- www.classicsforkids.com
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- www.artsedge.org

- www.listeningadventures.carnegiehall.org
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