

Music K-2 2015

Standards & Units	Gen TP	Sept.	Nov.	Feb.	April
NJ Core Curriculum Content Standards > Visual and Performing Arts > Grades: K-2(2014)					
{VPA.1.1.2} 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.					
{VPA.1.1.2.A} Dance					
{VPA.1.1.2.A.1} Identify the elements of dance in planned and improvised dance sequences.					
Unit #1, Music, First Grade		■			
Unit #1, Music, Kindergarten		■			
Unit #1, Music, Second Grade		■			
Unit #2, Music, First Grade			■		
Unit #2, Music, Kindergarten			■		
Unit #2, Music, Second Grade			■		
Unit #3, Music, First Grade				■	
Unit #3, Music, Kindergarten				■	
Unit #3, Music, Second Grade					■
Unit #4, Music, First Grade					■
Unit #4, Music, Kindergarten					■
Unit #4, Music, Second Grade					■
Unit #5 Concert, Music, Kindergarten	■				
Unit #5 Concert, Music, Second Grade	■				
Unit #5, Music, First Grade, Concert	■				
{VPA.1.1.2.A.CS2} Original movement is generated through improvisational skills and techniques.					
Unit #1, Music, First Grade		■			
Unit #1, Music, Kindergarten		■			
Unit #1, Music, Second Grade		■			
Unit #2, Music, First Grade			■		
Unit #2, Music, Kindergarten			■		
Unit #2, Music, Second Grade			■		
Unit #3, Music, First Grade				■	
Unit #3, Music, Kindergarten				■	
Unit #3, Music, Second Grade					■
Unit #4, Music, First Grade					■
Unit #4, Music, Kindergarten					■
Unit #4, Music, Second Grade					■
Unit #5 Concert, Music, Kindergarten	■				
Unit #5 Concert, Music, Second Grade	■				
Unit #5, Music, First Grade, Concert	■				
{VPA.1.1.2.A.2} Use improvisation to discover new movement to fulfill the intent of the choreography.					
Unit #1, Music, First Grade		■			
Unit #1, Music, Kindergarten		■			
Unit #1, Music, Second Grade		■			

{VPA.1.1.2.B} Music					
{VPA.1.1.2.B.CS1} Ear training and listening skill are prerequisites for musical literacy.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.1.2.B.1} Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.1.2.B.CS2} The elements of music are foundational to basic music literacy.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				

	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.1.2.B.2} Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.1.2.B.CS3} Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.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.					
	Unit #1, Music, Second Grade				
	Unit #2, Music, Second Grade				
	Unit #3, Music, Second Grade				
	Unit #4, Music, Second Grade				
{VPA.1.1.2.B.CS4} Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.					
	Unit #1, Music, Second Grade				
	Unit #2, Music, Second Grade				
	Unit #3, Music, Second Grade				

	Unit #4, Music, Second Grade							
	Unit #5 Concert, Music, Kindergarten							
	Unit #5 Concert, Music, Second Grade							
	Unit #5, Music, First Grade, Concert							
{VPA.1.1.2.B.4} Categorize families of instruments and identify their associated musical properties.								
	Unit #1, Music, Second Grade							
	Unit #2, Music, Second Grade							
	Unit #3, Music, Second Grade							
	Unit #4, Music, Second Grade							
	Unit #5 Concert, Music, Kindergarten							
	Unit #5 Concert, Music, Second Grade							
{VPA.1.1.2.C} Theatre	Unit #5, Music, First Grade, Concert							
{VPA.1.1.2.D} Visual Art								
{VPA.1.2.2} All students will understand the role, development, and influence of the arts throughout history and across cultures.								
{VPA.1.2.2.A} History of the Arts and Culture								
{VPA.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.								
	Unit #1, Music, First Grade							
	Unit #1, Music, Kindergarten							
	Unit #1, Music, Second Grade							
	Unit #2, Music, First Grade							
	Unit #2, Music, Kindergarten							
	Unit #2, Music, Second Grade							
	Unit #3, Music, First Grade							
	Unit #3, Music, Kindergarten							
	Unit #3, Music, Second Grade							
	Unit #4, Music, First Grade							
	Unit #4, Music, Kindergarten							
	Unit #4, Music, Second Grade							
	Unit #5 Concert, Music, Kindergarten							
	Unit #5 Concert, Music, Second Grade							
	Unit #5, Music, First Grade, Concert							

{VPA.1.3.2} 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.	Unit #1, Music, First Grade						
	Unit #1, Music, Kindergarten						
	Unit #1, Music, Second Grade						
	Unit #2, Music, First Grade						
	Unit #2, Music, Kindergarten						
	Unit #2, Music, Second Grade						
	Unit #3, Music, First Grade						
	Unit #3, Music, Kindergarten						
	Unit #3, Music, Second Grade						
	Unit #4, Music, First Grade						
	Unit #4, Music, Kindergarten						
	Unit #4, Music, Second Grade						
	Unit #5 Concert, Music, Kindergarten						
	Unit #5 Concert, Music, Second Grade						
	Unit #5, Music, First Grade, Concert						
{VPA.1.3.2.A} Dance							
{VPA.1.3.2.A.CS1} The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.	Unit #2, Music, Kindergarten						
	Unit #4, Music, Kindergarten						
{VPA.1.3.2.A.1} Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.	Unit #1, Music, First Grade						
	Unit #4, Music, First Grade						
{VPA.1.3.2.A.CS2} The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.	Unit #4, Music, First Grade						
{VPA.1.3.2.A.2} Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.	Unit #1, Music, First Grade						
	Unit #1, Music, Kindergarten						
	Unit #1, Music, Second Grade						
	Unit #2, Music, First Grade						
	Unit #2, Music, Kindergarten						
	Unit #2, Music, Second Grade						
	Unit #3, Music, First Grade						
	Unit #3, Music, Kindergarten						
	Unit #3, Music, Second Grade						
	Unit #4, Music, First Grade						
	Unit #4, Music, Kindergarten						
	Unit #4, Music, Second Grade						
	Unit #5 Concert, Music, Kindergarten						
	Unit #5 Concert, Music, Second Grade						
	Unit #5, Music, First Grade, Concert						
{VPA.1.3.2.A.CS3} The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.							

	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.3.2.A.3} Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.3.2.A.4} Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				

	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.3.2.B} Music					
{VPA.1.3.2.B.CS1} The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.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.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.3.2.B.CS2} Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.					
	Unit #2, Music, Second Grade				
	Unit #3, Music, Second Grade				
{VPA.1.3.2.B.2} Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				

	Unit #3, Music, Kindergarten				█
	Unit #3, Music, Second Grade				█
	Unit #4, Music, First Grade				█
	Unit #4, Music, Kindergarten				█
	Unit #4, Music, Second Grade				█
	Unit #5 Concert, Music, Kindergarten	█			
	Unit #5 Concert, Music, Second Grade	█			
	Unit #5, Music, First Grade, Concert	█			
{VPA.1.3.2.B.CS3} Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.					
	Unit #1, Music, First Grade		█		
	Unit #1, Music, Kindergarten		█		
	Unit #1, Music, Second Grade		█		
	Unit #2, Music, First Grade			█	
	Unit #2, Music, Kindergarten			█	
	Unit #2, Music, Second Grade			█	
	Unit #3, Music, First Grade				█
	Unit #3, Music, Kindergarten				█
	Unit #3, Music, Second Grade				█
	Unit #4, Music, First Grade				█
	Unit #4, Music, Kindergarten				█
	Unit #4, Music, Second Grade				█
	Unit #5 Concert, Music, Kindergarten	█			
	Unit #5 Concert, Music, Second Grade	█			
	Unit #5, Music, First Grade, Concert	█			
{VPA.1.3.2.B.3} Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.					
	Unit #1, Music, First Grade		█		
	Unit #1, Music, Kindergarten		█		
	Unit #1, Music, Second Grade		█		
	Unit #2, Music, First Grade			█	
	Unit #2, Music, Kindergarten			█	
	Unit #2, Music, Second Grade			█	
	Unit #3, Music, First Grade				█
	Unit #3, Music, Kindergarten				█
	Unit #3, Music, Second Grade				█
	Unit #4, Music, First Grade				█
	Unit #4, Music, Kindergarten				█
	Unit #4, Music, Second Grade				█
	Unit #5 Concert, Music, Kindergarten	█			
	Unit #5 Concert, Music, Second Grade	█			
	Unit #5, Music, First Grade, Concert	█			
{VPA.1.3.2.B.CS4} Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.					
	Unit #1, Music, First Grade		█		
	Unit #1, Music, Kindergarten		█		
	Unit #1, Music, Second Grade		█		
	Unit #2, Music, First Grade			█	
	Unit #2, Music, Kindergarten			█	

{VPA.1.4.2.A} Aesthetic Responses					
{VPA.1.4.2.A.CS1} Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.					
	Unit #3, Music, First Grade				
	Unit #4, Music, First Grade				
{VPA.1.4.2.A.1} Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).					
	Unit #2, Music, First Grade				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Second Grade				
{VPA.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.					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.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).					
	Unit #1, Music, First Grade				
	Unit #1, Music, Kindergarten				
	Unit #1, Music, Second Grade				
	Unit #2, Music, First Grade				
	Unit #2, Music, Kindergarten				
	Unit #2, Music, Second Grade				
	Unit #3, Music, First Grade				
	Unit #3, Music, Kindergarten				
	Unit #3, Music, Second Grade				
	Unit #4, Music, First Grade				
	Unit #4, Music, Kindergarten				
	Unit #4, Music, Second Grade				
	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				
{VPA.1.4.2.A.4} Distinguish patterns in nature found in works of dance, music, theatre, and visual art.					
	Unit #3, Music, First Grade				
	Unit #4, Music, First Grade				

{VPA.1.4.2.B} Critique Methodologies							
{VPA.1.4.2.B.CS1} Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.							
	Unit #5 Concert, Music, Kindergarten						
	Unit #5 Concert, Music, Second Grade						
	Unit #5, Music, First Grade, Concert						
{VPA.1.4.2.B.1} Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.							
	Unit #5 Concert, Music, Kindergarten						
	Unit #5 Concert, Music, Second Grade						
	Unit #5, Music, First Grade, Concert						
{VPA.1.4.2.B.CS2} Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.							
	Unit #5 Concert, Music, Kindergarten						
	Unit #5 Concert, Music, Second Grade						
	Unit #5, Music, First Grade, Concert						
{VPA.1.4.2.B.2} Apply the principles of positive critique in giving and receiving responses to performances.							
	Unit #5 Concert, Music, Kindergarten						
	Unit #5 Concert, Music, Second Grade						
	Unit #5, Music, First Grade, Concert						
{VPA.1.4.2.B.CS3} Contextual clues are embedded in works of art and provided insight into artistic intent.							
	Unit #1, Music, First Grade						
	Unit #1, Music, Kindergarten						
	Unit #1, Music, Second Grade						
	Unit #2, Music, First Grade						
	Unit #2, Music, Kindergarten						
	Unit #2, Music, Second Grade						
	Unit #3, Music, First Grade						
	Unit #3, Music, Kindergarten						
	Unit #3, Music, Second Grade						
	Unit #4, Music, First Grade						
	Unit #4, Music, Kindergarten						
	Unit #4, Music, Second Grade						
	Unit #5 Concert, Music, Kindergarten						
	Unit #5 Concert, Music, Second Grade						
	Unit #5, Music, First Grade, Concert						
{VPA.1.4.2.B.3} Recognize the making subject or theme in works of dance, music, theatre, and visual art.							
	Unit #1, Music, First Grade						
	Unit #1, Music, Kindergarten						
	Unit #1, Music, Second Grade						
	Unit #2, Music, First Grade						
	Unit #2, Music, Kindergarten						
	Unit #2, Music, Second Grade						
	Unit #3, Music, First Grade						
	Unit #3, Music, Kindergarten						
	Unit #3, Music, Second Grade						
	Unit #4, Music, First Grade						
	Unit #4, Music, Kindergarten						
	Unit #4, Music, Second Grade						

	Unit #5 Concert, Music, Kindergarten				
	Unit #5 Concert, Music, Second Grade				
	Unit #5, Music, First Grade, Concert				