

**Eastampton Township School District**

Curriculum Guide

Grade: Kindergarten Content Area: Visual and Performing Arts

<b>1.1 The Creative Process</b> - 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.		<b>Strand: D. Visual Art</b>
<b>NJCCCS:</b> 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.		
<b>Big Ideas: An understanding of the elements and principles of art is essential to the creative process and artistic production. Students will identify the basic elements of art and principles of design in diverse works of art. They will explain how the elements and principles are used. Students will compare and contrast works that use the same elements and principles.</b>		
<b>Essential Questions:</b> What are the elements of art? What are the principles of design? How did I use an element of art? Does art have boundaries? How do underlying structures unconsciously guide the creation of art works?	<b>Enduring Understandings:</b> Underlying structures in art can be found via analysis and inference. Breaking accepted norms often gives rise to new forms of artistic expression. What is a line? What are the basic shapes and where are they found? How do artists get ideas for the art?	
<b>Knowledge, Skills, and Instructional Objectives:</b> Recognize, name and draw basic geometric shapes. Recognize, name and draw various lines. Classify lines in to different categories. Create drawings using basic shapes and lines. Recognize and recall the primary colors in a work of art. Create textural designs and Create repetitive patterns. Create basic forms. Arrange shapes in various manners. Show rhythm and emphasis by arrangement of shapes in a design. Incorporate balance in to a work. Use correct proportions in a design. Unify a work through color, line and shape.		
<b>Instructional Materials/Resources:</b> Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.  Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children's Books, Games	<b>Suggested Vocabulary:</b> Elements of art, principles of design, color, shape, line wavy, straight, circle, square, triangle, heart, primary colors, red, yellow, blue, texture, pattern, cylinder, ball, coil, log, stamp, tear, collage, crayon resist	<b>Technology:</b> Safari Montage, PowerPoint presentations, Online Media images, Art websites, I-pad's, 8.1.2.A.1; 8.1.2.A.3
<b>Recommended Instructional Activities:</b> Recognize, name and draw basic geometric shapes including circle, square, triangle, and heart. Recognize, name and draw various lines. Classify lines in to different categories. Create free expression drawings using basic shapes and lines. Recognize and recall the primary colors in a work of art. Complete free expression and representational paintings. Use finger paints to create textural designs and repetitive patterns. Use clay to create basic forms including cylinder, ball, coil and log. Create cylinders from paper folding techniques to build a sculpture using various forms. Arrange cut shapes in a pleasing manner to design a free expression or representational picture. Complete a stamped image. Tear paper to create unique textures and create various collages. Create a crayon resist. Participate in small group and full class activities.		
<b>Extension Strategies/Activities:</b> Students will participate in art show activities.		
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8		
<b>Suggested Assessments:</b> Assessments may include rubric, teacher observation, portfolio and teacher created assessments		

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<p><b>1.2 History of the Arts and Culture</b> – All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>		<p><b>Strand: A. History of the Arts and Culture</b></p>
<p><b>NJCCCS:</b>  <b>1.2.2.A.1</b> – 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.  <b>1.2.2.A.2</b> – Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p>		
<p><b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Students will recognize that societal values and beliefs are reflected in works of art. They will relate the common elements that define each genre. Students will identify various theme-based works of art. Students will recognize themes such as family and community. They will define works from various historical periods and world cultures. Students will describe how artists and art are affected by past and present cultures.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Does art define culture or does culture define art?</li> <li>• What is old and what is new in any work of art?</li> <li>• How important is “new” in art?</li> <li>• What historical period or world culture from?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Culture affects self-expression, whether we realize it or not.</li> <li>• Every artist has a style; every artistic period has a style.</li> <li>• Why is each portrait unique?</li> <li>• Why is sewing so important?</li> <li>• How do artists get ideas for art work?</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b> Recognize a portrait. Recognize features on a face. Exhibit awareness of nature and seasonal changes. Tear paper to create new textures. Create a stamped image. Discover how bowls were made in antiquity. View sculptures from antiquity and use as inspiration. Discover how fossils are made. Use historical, cultural and social influences to inspire a work of art. Discover lacing and how sewing is important.</p>		
<p><b>Instructional Materials/Resources:</b>                  Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.</p> <p>Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games</p>	<p><b>Suggested Vocabulary</b>                  Stamp, antiquity, inspiration, fossil, tear, historical lacing, sewing, bowl, mixed media, pinch</p> <p><b>Technology:</b>                  Safari Montage, PowerPoint presentations, Online Media images, Art websites, I-pad’s, 8.1.2.A.1; 8.1.2.A.3</p>	
<p><b>Recommended Instructional Activities:</b>                  Create a mixed media work. Complete a torn paper collage. Create a print. Use a found object to create a stamped image taking inspiration from a specific artist such as Kandinsky. Pinch to create a bowl from clay. Create a fossil impression in clay. Discover the work of Gwen John and use her work as inspiration. Create a free expression painting taking inspiration from an artist or culture. Create a laced design.</p>		
<p><b>Extension Strategies/Activities:</b>                  Students will participate in art show activities.</p>		
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>		

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**Suggested Assessments:**

Assessments may include rubric, teacher observation, portfolio and teacher created assessments

**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.

**Strand: D. Visual Art**

**NJCCCS:**

**1.3.2.D.1** Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

**1.3.2.D.2** Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

**1.3.2.D.3** Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

**1.3.2.D.4** Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

**1.3.2.D.5** Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

**Big Ideas:**

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. Students will show their knowledge and use various mediums, techniques and vocabulary to create works of art.

**Essential Questions:**

- How does creating and performing in the arts differ from viewing the arts?
- What is the difference between two and three dimensional art?
- What symbols can be used in art?
- What medium did I use?
- How is art part of everyday life?

**Enduring Understandings:**

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notion into a quality product.
- The artistic process can lead to unforeseen or unpredictable questions.
- Is a work of art yours if you use found materials?
- What is a line?
- What changes occur seasonally in nature?

**Knowledge, Skills, and Instructional Objectives:**

Create works using tracing and cutting skills. Demonstrate proper use and care of art supplies. Use tissue paper in a collage. Interpret and create an image based on observation. Use proper painting techniques. Fold, fringe and curl to create three dimensional works of art. Experiment with found and recycled materials. Create an image with a found object. Use symbols to create a work of art. Explore various mediums. Show how art is part of everyday life.

**Instructional Materials/Resources:**

Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.

Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children's Books, Games

**Suggested Vocabulary**

Trace, cut, care, collage, interpret, paint, fold, fringe, curl, genre, recycled, found object. Symbols, medium, inspiration

**Technology:**

Safari Montage, PowerPoint presentations, Online Media images, Art websites, I-pad's, 8.1.2.A.1; 8.1.2.A.3

**Recommended Instructional Activities:**

Use various mediums in a work of art. Create a collage. Draw or paint from observation. Create a sculpture out of clay or other materials that is three dimensional. Create a print. View and use symbols in a work of art. Create a work showing how art is part of everyday life.

**Extension Strategies/Activities:**

Students will participate in art show activities.

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**Cross-curricular Connections/Standards:**

**Language Arts:** RL.K.4; RF.K.2; W.K.1; SL.K.2

**21<sup>st</sup> Century Skills:** CRP2; CRP6; CRP8

**Suggested Assessments:**

Assessments may include rubric, teacher observation, portfolio and teacher created assessments

**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.

**Strand: A. Aesthetic Responses**

**NJCCCS:**

**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.).

**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.

**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.A.4** – Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**Big Ideas:** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret appreciate and extract meaning from the arts.

**Essential Questions:**

- What is aesthetics?
- How is one work different from another?
- Why should I care about the arts?
- What's the difference between a thoughtful and a thoughtless artistic judgment?

**Enduring Understandings:**

- Aesthetics fosters artistic appreciation, interpretations, imagination, significance and value.
- The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.
- Experts can and do disagree about the value, power and source of art.

**Knowledge, Skills, and Instructional Objectives:**

Students will discover the word aesthetics and begin to talk about a work of art.

**Instructional Materials/Resources:**

Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.

Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children's Books, Games

**Suggested Vocabulary:** aesthetics

**Technology:**

Safari Montage, PowerPoint presentations, Online Media images, Art websites, I-pad's, 8.1.2.A.1; 8.1.2.A.3

**Recommended Instructional Activities:**

View and discuss works of art. Name elements seen in varying works. Discover how works by different artists can have elements that are the same. Use their imagination to decide what a work of art is about. Compare and contrast works of art from various genres.

**Extension Strategies/Activities:**

Students will participate in art show activities.

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**Cross-curricular Connections/Standards:**

**Language Arts:** RL.K.4; RF.K.2; W.K.1; SL.K.2

**21<sup>st</sup> Century Skills:** CRP2; CRP6; CRP8

**Suggested Assessments:**

Assessments may include rubric, teacher observation, portfolio and teacher created assessments

**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.

**Strand: B. Critique Methodologies**

**NJCCCS:**

**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.

**1.4.2.B.2** – Apply the principles of positive critique in giving and receiving responses to performances.

**1.4.2.B.3** – Recognize the making subject or theme in works of dance, music, theatre, and visual art.

**Big Ideas:** Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

**Essential Questions:**

- What is critique?
- When is art criticism vital and when is it beside the point?

**Enduring Understandings:**

- The critical process of observing describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

**Knowledge, Skills, and Instructional Objectives:**

Students will discover the word critique and begin to understand the elements of critique. Discover the principles of critique and apply appropriate vocabulary. Discover themes in works of art.

**Instructional Materials/Resources:**

Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.

Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games

**Suggested Vocabulary:** critique

**Technology:**

Safari Montage, PowerPoint presentations, Online Media images, Art websites, I-pad’s, 8.1.2.A.1; 8.1.2.A.3

**Recommended Instructional Activities:**

Look at a work of art and decide its theme. Discuss a work of art using acceptable principles of critique. Learn to give and receive responses about a work of art.

**Extension Strategies/Activities:**

Students will participate in art show activities.

**Cross-curricular Connections/Standards:**

**Language Arts:** RL.K.4; RF.K.2; W.K.1; SL.K.2

**21<sup>st</sup> Century Skills:** CRP2; CRP6; CRP8.

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### **Suggested Assessments:**

Assessments may include rubric, teacher observation, portfolio and teacher created assessments

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

#### **Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

#### **Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

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- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications:**

Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

<b>Unit:</b> Music of our Country – Patriotic		<b>Suggested Sequence:</b> September
<b>NJCCCS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 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.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education and entertainment.</li> <li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>Underlying structures in art can be found via analysis and inference.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify songs that we know and like.</li> <li>Identify songs that honor our country.</li> </ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>Piano</li> <li>CD Player</li> <li>CDs</li> <li>Select Patriotic songs:</li> </ul>		<b>Suggested Vocabulary:</b> America, American, Patriotism, Flag  <b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Sing selected Patriotic songs: (<i>My Country 'Tis of Thee, This Land is Your Land, America The Beautiful, You're a Grand Old Flag</i>)</li> <li>Sing selected songs that are fun and that they can identify. (<i>When You're Happy and You Know It, etc.</i>)</li> </ul>		
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>Worksheets that teach basic concepts of patriotism</li> <li>Partner Activities.</li> <li>Teacher model</li> </ul>		
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8		
<b>Suggested Assessments:</b> <u>Performance Task</u> Students will sing selected songs that center around a patriotic theme. Students assessed on their knowledge of the words. <u>Other Assessment Evidence</u> Students will draw a picture while listening to music that identifies patriotism.		
<b>Unit:</b>		<b>Suggested Sequence:</b>



Steady Beat		October
<p><b>NJCCCS:</b>            1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.            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.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo            1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>		
<p><b>Big Ideas:</b>            Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education and entertainment.</li> <li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>Underlying structures in art can be found via analysis and inference.</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b>  <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Identify a steady beat in music.</li> <li>Identify a fast beat and slow beat.</li> <li>Identify a silent beat.</li> <li>Demonstrate the tempo of music (beat) through body movements.</li> </ul>		
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>Classroom percussion instruments</li> <li>Selected Musical examples</li> <li>Piano</li> <li>CD player</li> </ul>	<p><b>Suggested Vocabulary:</b>            Movements, Pulse, Beat, Steady, Fast, Slow</p>	<p><b>Technology:</b>            iPod, CD player            8.1.2.A.1; 8.1.2.A.3</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>Clap Beats – Steady, Fast, Slow, Silent.</li> <li>March a steady beat.</li> <li>Play beats on instruments: Fast, Slow, Steady, and Silent.</li> </ul>		
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>Further exploration of beat in music.</li> <li>Partner Activities.</li> <li>Teacher model</li> </ul>		
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>		
<p><b>Suggested Assessments:</b>  <u>Performance Task</u>            Students will perform a basic beat pattern by clapping and marching to the beat of a song that they are listening to.  <u>Other Assessment Evidence</u>            Students will demonstrate silent beats and audible beats with clapping and hand motions.</p>		

<b>Unit:</b> <b>Singing</b>		<b>Suggested Sequence:</b> <b>November</b>
<b>NJCCCS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 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.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education and entertainment.</li> <li>The artistic process can lead to unforeseen or unpredictable outcomes</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify High pitched sounds and low pitched sounds.</li> <li>Sing selected Songs containing the interval of a minor third.</li> </ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>CD player</li> <li>CD's</li> <li>Piano</li> </ul>		<b>Suggested Vocabulary:</b> Sing, High, Low  <b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Teach the concept of musical sound</li> <li>Teach High sounds (pitch) and low sounds (pitch)</li> <li>Teach and model songs through singing</li> <li>Teach songs that center around the theme of Thanksgiving.</li> </ul>		
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>Allow for repeated times to hear and sing songs with high and low pitches</li> </ul>		
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8		
<b>Suggested Assessments:</b> <u>Performance Task</u> Sing songs with reasonable tone quality. Participation in small group activities that center around the concept of pitch – high pitch and low pitch <u>Other Assessment Evidence</u> Oral demonstration of High pitch and low pitch		

<b>Unit:</b> Harmony		<b>Suggested Sequence:</b> December	
<b>NJCCCS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 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.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.3.2.B.6 -Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. 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.			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li> <li>Underlying structures in art can be found via analysis and inference.</li> <li>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>Identify the sound of happy music and sad/serious music.</li> <li>Identify the sound of music written in a major scale and music written in a minor scale</li> </ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>CD Player</li> <li>CDs</li> <li>Pictures – visual aids</li> <li>Selected songs that center around happy themes and sad/serious theme</li> </ul>		<b>Suggested Vocabulary:</b> Happy, Sad, Angry, Serious	
		<b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Teacher demonstrates a happy sound on piano – Major chords and scales.</li> <li>Teacher demonstrates a sad sound on piano – minor chords and scales.</li> <li>Play recording of Beethoven to demonstrate serious, sad music. (<i>Moonlight Sonata, 3<sup>rd</sup> Symphony</i>)</li> <li>Use visuals to show the concept of happy and sad. (Pictures of happy/sad people)</li> <li>Have students draw a picture that reflects the mood of the music that they are listening to.</li> <li>Sing selected holiday songs that center around Christmas, Chanukah and Kwanzaa. Identify which songs are happy and which are serious.</li> </ul>			
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>Partner activities: Students work in pairs to identify happy/sad sounds.</li> </ul>			

<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <u>Performance Task</u> Sing songs that are written in a major key and songs written in a minor key. Teacher observation Participation	
<b>Unit:</b> <b>Phrase</b>	<b>Suggested Sequence:</b> <b>January</b>
<b>NJCCCS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 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.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner	
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li> <li>Underlying structures in art can be found via analysis and inference</li> <li>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify a phrase in music.</li> <li>Identify the end of one phrase and the beginning of another in music.</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>CD Player</li> <li>CDs</li> <li>Pictures – visual aids</li> <li>Selected songs that have clear cut phrases in them.</li> </ul>	<b>Suggested Vocabulary:</b> Phrase, Sentence, Beginning, End  <b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Teacher demonstrates a musical phrase on piano – Draws and phrase comp chart on board.</li> <li>Play recording of music that clearly changes from one phrase to another (Twinkle, Twinkle Little star)</li> <li>Teacher teaches songs that have more than 1 phrase in them.</li> <li>Comparison of a phrase in music to a sentence in English.</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>Small group activities: Students are divided up into groups. As a song is being played, each group responds to a certain phrase by making a body gesture (Clapping,</li> </ul>	

snapping etc.)	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21st Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <u>Performance Task</u> Listening Ex: Students respond to music by drawing a shape for each phrase they hear. Teacher observation Participation	
<b>Unit:</b> <b>Rhythm</b>	<b>Suggested Sequence:</b> <b>February</b>
<b>NJCCCS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 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. 1.2.2.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. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	
<b>Big Ideas</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education and entertainment.</li> <li>Though the artist's imagination and intuition drive the work, great arts requires skills and discipline to turn notions into a quality product.</li> <li>Underlying structures in art can be found via analysis and inference.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify a steady beat in music.</li> <li>Identify a fast beat and slow beat.</li> <li>Identify a short sound and a long sound in music</li> <li>Demonstrate the tempo of music (beat) through body movements</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>Piano</li> <li>CD player</li> <li>Classroom percussion instruments</li> <li>Selected Musical examples</li> </ul>	<b>Suggested Vocabulary:</b> Long, Short, Pulse, Beat, Steady, Fast, Slow  <b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Clap Rhythms – Long note – “Ta”, Short note “Ti Ti”.</li> <li>Sing selected songs with long and short notes in them.</li> <li>Play Simple rhythm patters on instruments: Fast, Slow, Steady, Silent, long short</li> </ul>	

<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>• Allow extra time for those who need to explore the beat in music.</li> <li>• Partner Activities.</li> <li>• Teacher model</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <u>Performance Task</u> Students will perform a basic rhythm pattern by clapping and saying syllables that identify long and short rhythm sounds. <u>Other Assessment Evidence</u> Students will demonstrate silent beats and audible beats with clapping and hand motions	
<b>Unit:</b> <b>Singing</b>	<b>Suggested Sequence:</b> <b>March</b>
<b>NJCCCS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 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.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 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.).	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The arts serve multiple functions: enlightenment, education and entertainment.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify High pitched sounds and low pitched sounds.</li> <li>• Identify melodic direction. (Going up – Coming Down)</li> <li>• Identify Simple Sol Fe syllables for the minor third interval.</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CD's</li> <li>• Piano</li> </ul>	<b>Suggested Vocabulary:</b> Sing, High, Low, Up, Down  <b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>• Teach the concept of musical Sound</li> <li>• Teach the difference between a speaking voice and a singing voice.</li> <li>• Teach High sounds (pitch) and low sounds (pitch)</li> <li>• Teach and model songs through singing</li> <li>• Teach songs that are more up and down in melodic direction. (<i>Ebenezer Sneezer, Doe a Deer</i> etc.)</li> </ul>	

<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>Allow for repeated times to hear and sing songs with a melodic direction moving up and down.</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21st Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <u>Performance Task</u> Sing songs with reasonable tone quality. Participation in small group activities that center around the concept of pitch – high pitch and low pitch. <u>Other Assessment Evidence</u> Oral demonstration of melodic direction in music	
<b>Unit:</b> <b>Lyrical Content</b>	<b>Suggested Sequence:</b> <b>April</b>
<b>NJCCCS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 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.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner 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. 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances. 1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.	
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li> <li>Underlying structures in art can be found via analysis and inference.</li> <li>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the sound of happy music and sad/serious music.</li> <li>Identify the sound of music written in a major scale and music written in a minor scale.</li> <li>Identify a rhyme in music.</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>Piano</li> <li>CD Player</li> <li>CDs</li> <li>Pictures – visual aids</li> <li>Selected songs that center around rhymes in the lyrics.</li> </ul>	<b>Suggested Vocabulary:</b> Rhyme  <b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3

<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates a rhyme (Words that sound alike.)</li> <li>• Teacher demonstrates songs with rhymes in the lyrics.</li> <li>• Use visuals to show the by word and picture names of objects that rhyme.</li> <li>• Have students draw a picture that reflects the rhyme of the music that they are listening to.</li> <li>• Sing selected songs that center around a rhyming phrase.</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>• Partner songs: Students work in pairs singing songs and taking turns on the words that rhyme.</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <u>Performance Task</u> Sing songs that are written in a rhyming format. Teacher observation Participation	
<b>Unit:</b> <b>Form</b>	<b>Suggested Sequence:</b> <b>May</b>
<b>NJCCCS:</b> 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.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. 1.3.2.B.6 - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale 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.2 - Apply the principles of positive critique in giving and receiving responses to performances.	
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do underlying structures unconsciously</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify two parts or sections in music.</li> <li>• Identify and distinguish one form from another in music.</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>• Piano</li> </ul>	<b>Suggested Vocabulary:</b> Form, Phrase, Sentence, Beginning, End



<ul style="list-style-type: none"> <li>• CD Player</li> <li>• CDs</li> <li>• Pictures – visual aids</li> <li>• Selected songs that have more than one part to them.</li> </ul>	<b>Technology:</b> iPod, CD player 8.1.2.A.1; 8.1.2.A.3
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>• Play recording of music that clearly moves from one form to another (Twinkle, Twinkle Little star)</li> <li>• Teacher teaches songs that have more than 1 part to them.</li> <li>• Using visual aids (shapes and objects), teach AB song form structure in music.</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>• Small group activities: Students are divided up into groups. As a song is being played, each group responds to a certain phrase by making a body gesture (Clapping, snapping etc.)</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <u>Performance Task</u> Listening Ex: Students respond to music doing a body motion for each part of the song that they are listening to. Teacher observation Participation	
<b>Unit:</b> <b>Songs of Summer</b>	<b>Suggested Sequence:</b> <b>June</b>
<b>NJCCCS:</b> 1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties. 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. 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do underlying structures unconsciously</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• *Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify activities that people do in summer.</li> <li>• Identify general characteristics of summer.</li> <li>• Demonstrate a general knowledge of songs that are popular in the summer and that center around summer.</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>• Piano</li> </ul>	<b>Suggested Vocabulary:</b> Summer, Shore, Mountains, Swimming, Camping, Barbeque

<ul style="list-style-type: none"> <li>• CD Player/CDs</li> <li>• Pictures – visual aids</li> <li>• Selected songs that deal with summertime activities.</li> </ul>	<p><b>Technology:</b>          iPod, CD player          8.1.2.A.1; 8.1.2.A.3</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Play music that centers on the themes of summer – Vacation, swimming, 4<sup>th</sup> of July etc.</li> <li>• Teacher teaches songs that center around summer.</li> <li>• Using visual aids (pictures of summer), that accompany the music being sung.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Small group activities: Students are divided up into groups. As a song is being played, each group responds to a certain phrase by making a body gesture (Clapping, snapping etc.)</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.K.4; RF.K.2; W.K.1; SL.K.2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>	
<p><b>Suggested Assessments:</b>  <u>Performance Task</u>          Sing songs of summer.          Teacher observation          Participation</p>	
<p><b>Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>• Listen to audio recordings instead of reading text</li> <li>• Learn content from audio books, movies, videos and digital media instead of reading print versions</li> <li>• Use alternate texts at lower readability level</li> <li>• Work with fewer items per page or line and/or materials in a larger print size</li> <li>• Use magnification device, screen reader, or Braille/Nemeth Code</li> <li>• Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)</li> <li>• Be given a written list of instructions</li> <li>• Record a lesson, instead of taking notes</li> <li>• Have another student share class notes with him</li> <li>• Be given an outline of a lesson</li> <li>• Be given a copy of teachers' lecture notes</li> <li>• Be given a study guide to assist in preparing for assessments</li> <li>• Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>• Use manipulatives to teach or demonstrate concepts</li> <li>• Have curriculum materials translated into native language</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>• Use sign language, a communication device, Braille, other technology, or native language other than English</li> <li>• Dictate answers to scribe</li> <li>• Capture responses on an audio recorder</li> <li>• Use a spelling dictionary or electronic spell-checker</li> <li>• Use a word processor to type notes or give responses in class</li> <li>• Use a calculator or table of "math facts"</li> </ul>	

- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications:**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)