

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Preschool (3 and 4 year old)

Subject: Music

Adoption Date: 06/01/12

Revision Date: 11/03/2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<ul style="list-style-type: none"> How can I use my voice to make music (10 weeks)? How can I apply a steady beat or rhythm to a song (10 weeks)? How do I create music with percussion instruments (10 weeks)? How do I use my body to enjoy music (10 weeks)? 	<ul style="list-style-type: none"> How can I use my voice to make music (10 weeks)? How can I apply a steady beat or rhythm to a song (10 weeks)? How do I create music with percussion instruments (10 weeks)? How do I use my body to enjoy music (10 weeks)? 	<ul style="list-style-type: none"> How can I use my voice to make music (10 weeks)? How can I apply a steady beat or rhythm to a song (10 weeks)? How do I create music with percussion instruments (10 weeks)? How do I use my body to enjoy music (10 weeks)? 	<ul style="list-style-type: none"> How can I use my voice to make music (10 weeks)? How can I apply a steady beat or rhythm to a song (10 weeks)? How do I create music with percussion instruments (10 weeks)? How do I use my body to enjoy music (10 weeks)?
Instructional Materials	<ul style="list-style-type: none"> “Music Together” curriculum/songs Accompaniment instruments Classroom percussion Listening samples Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, 	<ul style="list-style-type: none"> “Music Together” curriculum/songs Accompaniment instruments Classroom percussion Listening samples Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, 	<ul style="list-style-type: none"> “Music Together” curriculum/songs Accompaniment instruments Classroom percussion Listening samples Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, 	<ul style="list-style-type: none"> “Music Together” curriculum/songs Accompaniment instruments Classroom percussion Listening samples Activity materials for songs, games, and crafts: (scarves, crayons, bean bags,

	visual aids, etc.)	visual aids, etc.)	visual aids, etc.)	visual aids, etc.)
Activities	<ul style="list-style-type: none"> • Singing, alone and with others, a varied repertoire of music • Performing on instruments, alone and with others, a varied repertoire of music • Listening to, analyzing, and describing music 	<ul style="list-style-type: none"> • Singing, alone and with others, a varied repertoire of music • Performing on instruments, alone and with others, a varied repertoire of music • Listening to, analyzing, and describing music 	<ul style="list-style-type: none"> • Singing, alone and with others, a varied repertoire of music • Performing on instruments, alone and with others, a varied repertoire of music • Listening to, analyzing, and describing music 	<ul style="list-style-type: none"> • Singing, alone and with others, a varied repertoire of music • Performing on instruments, alone and with others, a varied repertoire of music • Listening to, analyzing, and describing music
Standards	<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p>1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p> <p>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety</p>	<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p>1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p> <p>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety</p>	<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p>1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p> <p>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety</p>	<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p> <p>1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p> <p>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety</p>

	<p>of cultures selected for performance.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music</p> <p>1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>of cultures selected for performance.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music</p> <p>1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>of cultures selected for performance.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music</p> <p>1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>of cultures selected for performance.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music</p> <p>1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
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<p>Accommodations and Modifications</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>
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	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher
Interdisciplinary Connections	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures
Assessments	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments 	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments 	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments 	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments

<p>21st Century Themes and Skills</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>
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