

Kindergarten Music

Unit Title: Unit 1: Off to School

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.

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- *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1c: Explore form ideas for media art production with support.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2a: Explore form ideas for media art production with support.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
 - 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*

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- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
 - Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Central Idea / Enduring Understanding:

- I can use different motions to respond to loud and soft sounds.
- The four voices are Whispering, Speaking, Calling and Singing.
- Keeping a steady beat allows me to perform with others
- I can use different motions to respond to loud and soft sounds.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- How do I show the difference between loud and soft?
- What are the four voices?
- Why do I need to keep a steady beat?
- How do I tell the difference between high and low sounds?
- How is music from other places different?

Content:

- Dynamics
- Tone Color
- Beat
- Melody
- Style

Skills (Objectives):

- Identify loud and soft
- Echo-speak with vocal inflections
- Identify and use all four voices
- Recognize high and low pitches
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.
- Making connections between the role of music within a society and other elements that are studied within various cultures around the world.

NJSLS for Literacy

- **L.VL.K.2.** **With prompting and support, ask and answer questions to help** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **L.VL.K.2.a**-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **L.VL.K.2.b**-Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Mathematical Practice

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1.1: Vocal tone color

- Echo-speak with vocal inflection
- Say own name in an echo game

Session 1.2: Vocal tone color

- Echo-speak a rhyme with gestures
- Sing a song (using singing voice)

Session 1.3: Beat

- Keep the beat with recorded music, imitating teacher
- Pat the beat, following teacher, while echoing a poem

Session 1.4: Dynamics, loud and soft

- Play drums loudly and softly
- Sit up or lie down to show whether sounds are loud or soft

Session 1.5: Vocal tone color

- Point to indicate recognition of one of the four voice functions heard
- Stand and sit to identify speaking and singing voice functions used in echoing a song

Session 1.6: Beat

- Move with the steady beat of a song
- Create and perform a steady beat with a recorded selection

Session 1.7: Pitch, upward and downward

- Move upward and downward to the melody of a listening selection
- Show downward melodic direction with hand gestures with part of a song

Resources:

- "Share the Music" CD 1 Tracks 9, 10 & 11
- Musical Instruments Master: hand drum
- "Share the Music" CD 1 Tracks 10, 11, 12 13 & 14
- "Share the Music" CD 1 Tracks 14, 15 & 16
- Resource Master 1-1 (practice)
- "Share the Music" big book pages 2-3
- "Share the Music" CD 1 Tracks 10, 13 & 17 hand drums
- "Share the Music" big book pages 4-5
- "Share the Music" CD 1 Tracks 17, 18, 19, 20, 21 & 22
- Resource Master 1-2 (practice)
- "Share the Music" CD 1 Tracks 15, 23, 24 & 25
- Resource Master 1-3 (practice)
- "Share the Music" CD 1 Tracks 16, 22, 26, 27, & 28
- Resource Master 1-4 (listening map)

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Pitched instruments ● Two part harmony ● Visual Presentation ● Opportunity to Assist Peers ● Solo Demonstrations for Class ● Independent Study ● Accelerated Study ● Use of technology ● Student Choice 	<ul style="list-style-type: none"> ● Pitched instruments ● Two part harmony ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Guided Practice 	<ul style="list-style-type: none"> ● Unpitched instruments ● Speak-Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Rhythm Games ● Word Banks 	<ul style="list-style-type: none"> ● Unpitched instruments ● Speak Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Additional Rhythm Games ● Extra Teacher Assistance ● Reduced Workload

Unit Title: Unit 2: Learning New Things

Stage 1: Desired Results

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 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
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Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
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 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
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- 1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
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- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
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Artistic Process - Responding

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- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
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- How do I tell the difference between high and low sounds?
- How is music from other places different?

Content:

- Dynamics
- Tone Color
- Beat
- Rhythm
- Form/Structure
- Style

Skills(Objectives):

- Distinguish between loud and soft
- Perform sound effects
- Identify and use steady beat
- Recognize and use long and short
- Identify part of a piece with steady beat
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

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- Making connections between the role of music within a society and other elements that are studied within various cultures around the world.

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- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
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NJSLS for Mathematical Practice

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NJSLS for Career Readiness, Life Literacies, and Key Skills

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Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 2.1: Beat

- Move with the steady beat
- Move to show which part of a speech piece has a steady beat

Session 2.2: Duration, long and short

- Sing a song with long, sustained sounds, and then with short sounds
- Sing a song, creating a version with long and short segments by following pictorial representation of long and short on the board

Session 2.3: Beat/Shared Space

- Create the shape of an alphabet letter with a partner in shared space

Resources:

- "Share the Music" CD 2 Tracks 1, 2, 3 & 4
- Signing Master S-K-1 (Counting Song)
- "Share the Music" CD 2 Tracks 4 & 5
- Resource Master 2-1 (practice)
- "Share the Music" CD 2 Tracks 5, 6 & 7

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<ul style="list-style-type: none"> While singing, move to form a group circle, following the directions of a song text 	
<p>Session 2.4: Steady Beat</p> <ul style="list-style-type: none"> Pat and walk with the steady beat to a listening selection Play instruments with the steady beat during part of a song 	<ul style="list-style-type: none"> "Share the Music" big book pages 8-9 "Share the Music" CD 2 Tracks 1, 2, 8, 9 & 10 Rhythm Sticks Musical Instruments Masters: hand drum, triangle, woodblock
<p>Session 2.5: Long and short</p> <ul style="list-style-type: none"> Perform prescribed movements in response to longer and shorter sounds in a listening selection Point to representation for long and short appropriately with a speech piece 	<ul style="list-style-type: none"> "Share the Music" big book pages 10-11 "Share the Music" CD 2 Tracks 4, 11, 12, 13 & 14
<p>Session 2.6: Tone color/Ways of using the voice</p> <ul style="list-style-type: none"> Perform the sound effects for a story using whispering, speaking and singing voices Identify and use voices for speaking and singing in different sections of a game 	<ul style="list-style-type: none"> "Share the Music" CD 2 Tracks 8, 10, 14, 15 & 16 Resource Master 2-2 (listening map) Resource Master 2-3 (practice)
<p>Session 2.7: Tone color</p> <ul style="list-style-type: none"> Play percussion instruments following visual cues given by a conductor Play long and short sounds on percussion instruments, with and without a steady beat, while following a listening selection 	<ul style="list-style-type: none"> "Share the Music" big book pages 12-13 "Share the Music" CD 2 Tracks 2, 7, 13 & 16 drums, woodblocks, triangles Resource Master 2-4 (listening map)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice 	<ul style="list-style-type: none"> Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice 	<ul style="list-style-type: none"> Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks 	<ul style="list-style-type: none"> Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload

Unit Title: Unit 3: All About Me

Stage 1: Desired Results

Standards & Indicators:

NJSLS for Visual and Performing Arts
Artistic Process - Creating

Kindergarten Music

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
 - 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
 - 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Kindergarten Music

- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1c: Explore form ideas for media art production with support.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2a: Explore form ideas for media art production with support.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
 - 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Kindergarten Music

<p>Central Idea / Enduring Understanding:</p> <ul style="list-style-type: none"> • Keeping a steady beat allows me to perform with others • I can use either one or two words/syllables to demonstrate one or two sounds in a beat • I can use different motions to respond to long and short sounds. • Music from different places use different instruments and styles. 	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> • Why do I need to keep a steady beat? • How do I demonstrate one or two sounds to a beat? • How do I show the difference between long and short sounds? • How is music from other places different?
<p>Content:</p> <ul style="list-style-type: none"> • Rhythm • Melody • Form/Structure • Style/Background 	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> • Identify and use long and short • Distinguish between one or two sounds to a beat aurally • Distinguish between higher and lower pitches • Move to show sections • Recognize music from diverse cultures • Develop understanding of musical concepts using selections from diverse cultures
<p>Interdisciplinary Connection(s): Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:</p> <ul style="list-style-type: none"> • Social games and activities that focus on community and working together. • Making connections between the role of music within a society and other elements that are studied within various cultures around the world. <p>NJSLS for Literacy</p> <ul style="list-style-type: none"> • L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). • SL.PE.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> ○ A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion). ○ B. Continue a conversation through multiple exchanges. • SL.II.K.2- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • SL.ES.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • SL.UM.K.5. - Add drawings or other visual displays to descriptions as desired to provide additional detail. • SL.AS.K.6. - Speak audibly and express thoughts, feelings, and ideas clearly. <p>NJSLS for Mathematical Practice</p> <ul style="list-style-type: none"> • 1. - Make sense of problems and persevere in solving them. • 2. - Reason abstractly and quantitatively. • 5. - Use appropriate tools strategically. • 6. - Attend to precision. <p>NJSLS for Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> • 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community. • 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them. • 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives. 	

Kindergarten Music

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 3.1: Rhythm/Long and short

- Say words long and short, following icons
- Raise a hand when long sounds are heard

Session 3.2: Pitch/High and low

- Move at high and low levels to show distinction between high and low in recorded music

Session 3.3: Movement/walk and jog

- Walk and sing during the refrain of a song
- Jog with a song
- Walk and jog as decided with different sections of a recorded selection

Session 3.4: Rhythm/Experiencing 1 and 2 sounds on a beat

- Walk to a word with one syllable and jog to a word with two syllables
- Walk and jog as decided with different sections of a recorded selection

Session 3.5: Pitch/High and low

- Move on higher and lower levels to show recognition of higher and lower sounds in a recorded selection
- Move on higher and lower levels to pantomime a story

Session 3.6: Tone color/High and low

- Play larger and smaller instruments to produce higher and lower sounds
- Play instruments with a story using higher and lower sounds to match characters

Session 3.7 and 3.8: Tone color

- Make movements that take a long or short time in response to different characters in a story
- Touch body parts with left or right hands in response to a song
- Move specific body parts, following the directions in the words of a song

Resources:

- "Share the Music" CD 2 Tracks 34 & 35
- Resource Master 3-1 (practice)
- "Share the Music" CD 2 Tracks 34, 36, 37, 38 & 39
- Signing Master S-K-2 (Twinkle, Twinkle, Little Star)
- Melody Bells
- "Share the Music" CD 2 Track 36
- "Share the Music" CD 3 Tracks 1, 2 & 3
- Resource Master 3-2 (listening map)
- Signing Master S-K-3 (Bell Horses)
- "Share the Music" big book pages 20-21
- "Share the Music" CD 2 Track 35
- "Share the Music" CD 3 Tracks 4, 5 & 6
- Resource Master 3-3 (listening map)
- "Share the Music" big book pages 22-23
- "Share the Music" CD 2 Tracks 36 & 39
- "Share the Music" CD 3 Track 7
- "Share the Music" big book pages 24-25
- "Share the Music" CD 3 Tracks 2, 7 & 8
- Temple Blocks
- Paper Cups
- "Share the Music" CD 2 Track 39
- "Share the Music" CD 3 Tracks 5, 7, 8 & 9

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation 	<ul style="list-style-type: none"> • Pitched instruments • Two part harmony • Visual Presentation 	<ul style="list-style-type: none"> • Unpitched instruments • Speak-Sing • Visual Presentation 	<ul style="list-style-type: none"> • Unpitched instruments • Speak Sing • Visual Presentation

Kindergarten Music

<ul style="list-style-type: none"> ● Opportunity to Assist Peers ● Solo Demonstrations for Class ● Independent Study ● Accelerated Study ● Use of technology ● Student Choice 	<ul style="list-style-type: none"> ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Guided Practice 	<ul style="list-style-type: none"> ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Rhythm Games ● Word Banks 	<ul style="list-style-type: none"> ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Additional Rhythm Games ● Extra Teacher Assistance ● Reduced Workload
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Unit Title: Unit 4: Ways to Travel

Stage 1: Desired Results

Standards & Indicators:

NJSLS: Visual and Performing Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
 - 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
 - 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Artistic Process - Performing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
 - 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
 - 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

Kindergarten Music

- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
 - 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
 - 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- Anchor Standard 8: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- Anchor Standard 9: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Visual and Performing Arts - Media Arts

Artistic Process - Creating

- Anchor Standard 1: Generating and conceptualizing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr1c: Explore form ideas for media art production with support.
- Anchor Standard 2: Organizing and developing ideas.
 - *Performance Expectations*
 - 1.2.2.Cr2a: Explore form ideas for media art production with support.
- Anchor Standard 3: Refining and completing products.
 - *Performance Expectations*
 - 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

Artistic Process - Producing

- Anchor Standard 4: Selecting, analyzing, and interpreting work.
 - *Performance Expectations*
 - 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
 - *Performance Expectations*
 - 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
 - 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

Kindergarten Music

- Anchor Standard 6: Conveying meaning through art.
 - *Performance Expectations*
 - 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Artistic Process - Responding

- Anchor Standard 7: Perceiving and analyzing products.
 - *Performance Expectations*
 - 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
- Anchor Standard 8: Interpreting intent and meaning.
 - *Performance Expectations*
 - 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
- Anchor Standard 9: Applying criteria to evaluate products.
 - *Performance Expectations*
 - 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Artistic Process - Connecting

- Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
 - *Performance Expectations*
 - 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
- Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
 - *Performance Expectations*
 - 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Central Idea / Enduring Understanding:

- Keeping a steady beat allows me to perform with others
- The four voices are Whispering, Speaking, Calling and Singing.
- I can use either one or two words/syllables to demonstrate one or two sounds in a beat
- I can use different motions to respond to high and low sounds.
- Music from different places use different instruments and styles.

Essential/Guiding Question:

- Why do I need to keep a steady beat?
- What are the four voices?
- How do I demonstrate one or two sounds to a beat?
- How do I show the difference between high and low sounds?
- How is music from other places different?

Content:

- Tempo
- Vocal Tone Color
- Beat/Meter
- Melody
- Form/Structure
- Style/Background

Skills (Objectives):

- Identify and fast or slow
- Speak/sing high and low
- Pat the beat while matching movements
- Identify upward and downward
- Move to show recognition of verses in a song
- Recognize music from diverse cultures
- Develop understanding of musical concepts using selections from diverse cultures

Interdisciplinary Connection(s):

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline incorporates:

- Social games and activities that focus on community and working together.
- Making connections between the role of music within a society and other elements that are studied within various cultures around the world.

NJSLS for Literacy

- **L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

Kindergarten Music

- **L.VL.K.2.a**-Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **L.VL.K.2.b**-Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
- **RI.MF.K.6.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.UM.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS for Mathematical Practice

- 1. - Make sense of problems and persevere in solving them.
- 2. - Reason abstractly and quantitatively.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS for Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1- Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.RM.1- Describe how valuable items might be damaged or lost and ways to protect them.
- 9.4.2.CI.1- Demonstrate openness to new ideas and perspectives.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Echo-Speak
- Sing
- Pat/clap
- Identify/differentiate
- Movement
- Self-Assessment

Other Evidence:

- Teacher Observation
- Group & Cooperative Work
- Think-Pair-Share

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 4.1: Pitch

- Walk to the steady beat of a poem
- Move up and down in response to melodic direction

Session 4.2: Tempo

- Sing a song at fast, medium and slow tempos as directed
- Move faster and slower while listening to a recording of a song

Session 4.3: Movement

- Walk or gallop in response to musical cues
- Gallop and walk at appropriate tempos to parts of a song

Resources:

- "Share the Music" CD 3 Tracks 30 & 31
- Resource Master 4-1 (practice)
- "Share the Music" CD 3 Tracks 30, 31, 32, 33 & 34
- Resource Master 4-2 (practice)
- "Share the Music" CD 3 Tracks 34, 35, 36 & 37

Kindergarten Music

Session 4.4: Pitch <ul style="list-style-type: none"> ● Modulate the speaking voice upward and downward in response to a pictorial shape with a story ● Manipulate the pitch of the voice up and down according to visual cues 		<ul style="list-style-type: none"> ● “Share the Music” big book pages 30-31 ● “Share the Music” CD 3 Tracks 31, 38, 39 & 41 ● Resource Master 4-3 (practice) 	
Session 4.5: Tempo <ul style="list-style-type: none"> ● Move at the speed of the beat in a song that includes faster and slower tempos ● Identify tempo as fast or slow 		<ul style="list-style-type: none"> ● “Share the Music” big book pages 32-33 ● “Share the Music” CD 3 Tracks 32, 24, 29, 40 & 42 	
Session 4.6: Pitch <ul style="list-style-type: none"> ● Move to show the shape of the melody of a phrase of a song ● Trace the shape of a melody, following a visual representation while singing 		<ul style="list-style-type: none"> ● “Share the Music” big book pages 34-35 ● “Share the Music” CD 3 Tracks 41 & 42 ● “Share the Music” CD 4 Track 1 ● Resource Master 4-4 (practice) 	
Session 4.7 and 4.8: Pitch <ul style="list-style-type: none"> ● While singing, move a hand upward and downward to show melodic shape of a phrase of a song 		<ul style="list-style-type: none"> ● “Share the Music” CD 2 Track 36 ● “Share the Music” CD 4 Tracks 1 & 2 ● Resource Master 4-5 (practice) ● Signing Master S-K-4 (Star Light, Star Bright) 	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students <ul style="list-style-type: none"> ● Pitched instruments ● Two part harmony ● Visual Presentation ● Opportunity to Assist Peers ● Solo Demonstrations for Class ● Independent Study ● Accelerated Study ● Use of technology ● Student Choice 	On Grade Level Students <ul style="list-style-type: none"> ● Pitched instruments ● Two part harmony ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Guided Practice 	Struggling Students <ul style="list-style-type: none"> ● Unpitched instruments ● Speak-Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Rhythm Games ● Word Banks 	Special Needs/ELL <ul style="list-style-type: none"> ● Unpitched instruments ● Speak Sing ● Visual Presentation ● Use of a Variety of Media to Present Information ● Flexible grouping ● Kinesthetic activity ● Mnemonics ● Feedback ● Use of technology ● Student Choice ● Highlighting key points ● Chunking ● Additional Rhythm Games ● Extra Teacher Assistance ● Reduced Workload

Kindergarten Music

Kindergarten Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One - Off to School	7 days	--
Unit Two - Learning New Things	7 days	14 days
Unit Three - All About Me	8 days	22 days
Unit Four - Ways to Travel	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Music sessions during the course of the year.