Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: General Music
Adoption Date:	Revision Date: September, 2024

Mission and Vision Statements
Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. *Vision:* All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.

Integration of Technology
9.4.2.TL.1 9.4.2.TL.6

21st Century Skills
9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37
9.1.2.CAP.1 9.2.5.CAP.1

Interdisciplinary Connection
K-PS2-1 K-PS2-2

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in music room with dictation support ● HeadPhones/Reduce Stimulus and distracting noises
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in music room with dictation support ● Assign a buddy, same language or English speaking ● Use images,diagrams and other visual aids wherever possible ● Use group projects rather than individual work ● Use of Google translate dictionaries to locate words in native language ● Reduce amount of work required ● Provide hands-on activities and explanations ● Provide picture labels with both English and other language ● Allow extended time for project and test/quiz completion. ● Reduce multiple choices to two. ● Offer book choices written in native language
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary

	● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept

Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation

	● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide	
Unit 1: Music Introduction/Instrument Care	Week 1/ 4 Days
Unit 1: Identify Simple Songs/Sounds	Week 2/ 3 Days
Unit 1: Global Sounds Familiar and Unfamiliar	Week 3/ 2 Days
Unit 1: Identifying Pitched and Unpitched Instruments	Week 4/1 Day

Unit Learning Goals
Unit 1: Understanding Simple Songs and the Structure of Sound

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Do you hear what I hear? Understanding various sounds, simple songs and circle time activities.	**MU.K.1.E2** [*Standard*] - Demonstrate awareness of the elements of music and changes in their usage (e.g., steady beat, high and low sounds, same/different phrases).	● Repeating Simple Patterns ● Determining whether they are familiar to Students ● Scarfs ● **"Hello Everybody":**

		- Hello, Everybody! Singalong Storybook Trailer **"Do Your Ear Hang Low?"** - Do Your Ears Hang Low?	Family Sing Along - Muffin Songs **"The Cat Came Back"** - Best Kids Songs - "The Cat Came Back" by Laurie Berkner **"Head Shoulders Knees and Toes"** - Head Shoulders Knees & Toes (Speeding Up)	Nursery Rhyme	Super Simple Songs **"The Ants go Marching"**
● Day 2: Can you copy and echo me? Understanding various sounds, simple songs and circle time activities. ● Day 3: Can you identify the instrument?	MU.K.1.L4 [*Standard*] - Recognize and demonstrate elements of music: fast/slow, high/low, long/short, and loud/soft. MU.K.1.L4 [*Standard*] - Recognize and demonstrate elements of music: fast/slow, high/low, long/short, and loud/soft.	- Identify Loud and Soft sound - Parachute - Bean Bags - Chromebook Identifcation game - Egg Shakers - The ants go marching one by one song	Ants at war **"If You're Happy and you Know It"** - If You're Happy And You Know It	Kids Songs	Super Simple Songs **"Mi Cuerpo"** - Mi Cuerpo Hace Musica **"Merry Go Round"** - Merry-Go-Round

		● **"London Bridge is Falling Down"** ● [London Bridge is Falling Down | CoComelon Nursery Rhymes & Kids Songs](#)
Day 4: What sounds do you prefer? Which sounds can you identify?	**MU.K.1.L2** [*Standard*] - Identify classroom instruments by sight and sound. **MU.K.5.S2** [*Standard*] - Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.	● Listening to Global Sounds ● **"Ring Around the Rosie"** ● [Ring Around The Rosy | Nursery Rhymes for Babies by LittleBabyBum - ABCs and 123s](#) ● "**If you're Happy and you know it**" ● [If You're Happy And You Know It | Kids Songs | Super Simple Songs](#) ● **"The Wheels on the Bus"** ● [The Wheels on The Bus Song (Animal Version) | Lalafun Nursery Rhymes & Kids Songs](#) ● **"Goodbye So Long"** ● [Goodbye, So Long, Farewell](#)

Inclusive concepts
● **Diverse Musical Repertoire** ● **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music. ● **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized

communities.
- **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments**: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
- **Assistive Technology**: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
- **Movement-Based Activities**: For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning**: Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition**: Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts**: Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities**: Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring**: Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset**: Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement**: Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

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Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: General Music
Adoption Date:	Revision Date: October, 2024

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Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions

	● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
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Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	● Performance Assessments

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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide	
Unit 2: **Week 1: Exploring Sound & Rhythm** **Objective:** Introduce students to different types of sounds (loud/soft, high/low) and the concept of rhythm. **Key Concepts:** ● Loud/soft sounds ● High/low sounds ● Steady beat	Week 1/ 4 Days
Unit 2: **Week 2: Music and Movement** **Objective:** Explore how music can make you move; develop coordination and body awareness through music. **Key Concepts:** ● Fast/slow music ● Moving to music ● Body awareness	Week 2/ 3 Days
Unit 2: **Week 3: Introduction to Melodies & Singing** **Objective:** Introduce simple melodies and begin singing with correct pitch	Week 3/ 2 Days

and rhythm.

Key Concepts:

- Pitch (high/low)
- Simple melodies
- Singing in tune

Unit 2: **Week 4: Musical Instruments & Performance** **Objective:** Introduce musical instruments and practice performing together. **Key Concepts:** - Identifying common instruments - Playing instruments with rhythm - Collaborative music-making	Week 4/1 Day

Unit Learning Goals
Unit 2: Understanding Diverse Sound and World Cultural Instruments **Unit: Introduction to Music (4 Weeks)** **Unit Objectives:** - Develop an awareness of different sounds and rhythms. - Recognize and explore various musical instruments. - Practice basic singing and vocal exercises. - Understand basic music terms (loud, soft, fast, slow). - Develop motor skills through rhythmic movement and dance.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Week 1/Day1: **Exploring Sound & Rhythm** **Objective:** Introduce students to different types of sounds (loud/soft, high/low) and the concept of rhythm. **Key Concepts:** ● Loud/soft sounds ● High/low sounds ● Steady beat	**MU.K.1.E2** [*Standard*] - Demonstrate awareness of the elements of music and changes in their usage (e.g., steady beat, high and low sounds, same/different phrases). **MU.K.2.P2** [*Standard*] - Perform rhythmic patterns that include long and short sounds and silences. **MU.K.3.1** [*Standard*] - Imitate sounds made with the voice. **MU.K.2.P3** [*Standard*] - Match movement to rhythm patterns.	● Percussion instruments (drums, tambourines, maracas, etc.) ● A recording of various instruments (or actual instruments if available) ● Rhythm sticks ● Repeating Simple Patterns ● Determining whether they are familiar to Students ● Scarfs ● **October Songs**: ● **"Hello Everybody":** ● Hello, Everybody! Singalong Storybook Trailer ● **"Do Your Ear Hang Low?"** ● Do Your Ears Hang Low?	Family Sing Along - Muffin Songs ● **"The Cat Came Back"** ● Best Kids Songs - "The Cat Came Back" by Laurie Berkner ● **"Oooga Booga Boogie""Merry Go Round"**
● Day 2: Can you copy and echo me? Understanding various sounds, simple songs and circle time activities. ● Day 3: Can you identify the instrument?	**MU.K.1.L4** [*Standard*] - Recognize and demonstrate elements of music: fast/slow, high/low, long/short, and loud/soft. **MU.K.1.L4** [*Standard*] - Recognize and demonstrate elements of music: fast/slow, high/low, long/short, and loud/soft. **MU.K.2.S1** [*Standard*] - Sing simple songs from memory individually and in groups.	● Identify Loud and Soft sound ● Parachute ● Bean Bags ● Chromebook ● Song lyrics charts (or handouts) ● Simple melodic instruments (xylophone, keyboard,

		etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● ● Identification game ● Egg Shakers ● [The ants go marching one by one song | Ants at war](#) ● [🎹 Oooga Booga Boogie -by Nancy faber and Randall faber](#) ● **"Ghost of John"** ● [GHOST OF JOHN](#) ● **"Mi Cuerpo"** ● [Mi Cuerpo Hace Musica](#) ● **"Pass the Pumpkin"** ● [PASS THE PUMPKIN // Lyric Video](#)
Day 4: What sounds do you prefer? Which sounds can you identify?	**MU.K.1.L2** [*Standard*] - Identify classroom instruments by sight and sound. **MU.K.5.S2** [*Standard*] - Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.	● Listening to Global Sounds ● Various musical instruments (bells, drums, tambourines, shakers, etc.) ● Images or cards of different instruments ● A simple song to perform (e.g., "The Wheels on the Bus") ● ● [Merry-Go-Round](#) ● **"One Little Owl"** ● [One Little Owl Singalong Storybook Trailer](#) ● **"Goodbye So Long"** ● [Goodbye, So Long, Farewell](#)

Inclusive concepts

- **Diverse Musical Repertoire**

  - **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
  - **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
  - **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

  - **Adaptive Instruments**: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
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Encouraging Student Voice and Choice

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7. Culturally Responsive Pedagogy

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different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
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English Language Learners	- create visual word wall with labels - highlight and define important vocabulary - ask yes/no questions - provide sentence frames or sentence stems - allow for use of pictures in music room with dictation support - Assign a buddy, same language or English speaking - Use images,diagrams and other visual aids wherever possible - Use group projects rather than individual work - Use of Google translate dictionaries to locate words in native language - Reduce amount of work required - Provide hands-on activities and explanations - Provide picture labels with both English and other language - Allow extended time for project and test/quiz completion. - Reduce multiple choices to two. - Offer book choices written in native language
Students At-Risk of Failure	- Allow verbalization before writing - Use audio materials when necessary - Read tests aloud - Restate, reword, clarify directions - Re-teach concepts using small groups - Provide educational "breaks" as necessary

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Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
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Benchmark	● Performance Skills Benchmarks
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Pacing Guide	
Unit 3: ## Week 1: Exploring Sound & Rhythm **Objective:** Introduce students to different types of sounds (loud/soft, high/low) and the concept of rhythm. **Key Concepts:** ● Loud/soft sounds ● High/low sounds ● Steady beat	Week 1/ 4 Days
Unit 2: **Week 2: Music and Movement** **Objective:** Explore how music can make you move; develop coordination and body awareness through music. **Key Concepts:** ● Fast/slow music ● Moving to music ● Body awareness	Week 2/ 3 Days
Unit 2: **Week 3: Introduction to Melodies & Singing** **Objective:** Introduce simple melodies and begin singing with correct pitch and rhythm.	Week 3/ 2 Days

Key Concepts:	
● Pitch (high/low) ● Simple melodies ● Singing in tune	
Unit 2: **Week 4: Musical Instruments & Performance** **Objective:** Introduce musical instruments and practice performing together. **Key Concepts:** ● Identifying common instruments ● Playing instruments with rhythm ● Collaborative music-making	Week 4/1 Day

Unit Learning Goals
Unit 3: Hispanic and Various Cultures Meet Holiday Hits **Unit Objectives:** ● Develop an awareness of different sounds and rhythms. ● Recognize and explore various musical instruments. ● Practice basic singing and vocal exercises. ● Understand basic music terms (loud, soft, fast, slow). ● Develop motor skills through rhythmic movement and dance.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: What are some	MU.K.1.E2 [*Standard*] -	● Parachute

| common culture traditions in the United States? What are some cultural traditions around the world? | Demonstrate awareness of the elements of music and changes in their usage (e.g., steady beat, high and low sounds, same/different phrases).

MU.K.5 [*Strand*] - Connect music to other art forms and subject areas through understanding the historical and cultural context of music

MU.K.5.H1 [*Standard*] - Discuss and interpret characteristics of music heard in the home and community. | Turkey Tango Prop Turkey Tango, Turkey woogie, Do the Tango, the Turkey TangoPercussion instruments (drums, tambourines, maracas, etc.) A recording of various instruments (or actual instruments if available) Rhythm sticks Repeating Simple Patterns Determining whether they are familiar to Students Scarfs **November Songs**: **"Hello Everybody":** Hello, Everybody! Singalong Storybook Trailer **"Do Your Ear Hang Low?"** Do Your Ears Hang Low? | Family Sing Along - Muffin Songs **"The Cat Came Back"** Best Kids Songs - "The Cat Came Back" by Laurie Berkner **"Mi Cuerpo"** Mi Cuerpo Hace Musica **"Turkey Tango** Turkey Tango - Favorite Thanksgiving Song for Kids |
| ● Day 2: What if we put two cultural ideas together how does that sound? | **MU.K.1.L4** [*Standard*] - Recognize and demonstrate elements of music: fast/slow, high/low, long/short, and loud/soft. | Identify Loud and Soft sound Parachute |

● Day 3: Which two cultural sounds do you hear? What is the tempo of each cultural sound?	MU.K.2.P2 [*Standard*] - Perform rhythmic patterns that include long and short sounds and silences. MU.K.3.1 [*Standard*] - Imitate sounds made with the voice. MU.K.2.P3 [*Standard*] - Match movement to rhythm patterns. MU.K.1.E2 [*Standard*] - Demonstrate awareness of the elements of music and changes in their usage (e.g., steady beat, high and low sounds, same/different phrases). MU.K.1.L4 [*Standard*] - Recognize and demonstrate elements of music: fast/slow, high/low, long/short, and loud/soft. MU.K.2.S1 [*Standard*] - Sing simple songs from memory individually and in groups.	● Bean Bags ● Chromebook ● Song lyrics charts (or handouts) ● Simple melodic instruments (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game ● Egg Shakers ● **"Do the Turkey Woogie"** ● [Turkey Woogie](#)
Day 4: What sounds do you prefer? Which sounds can you identify?	MU.K.1.L2 [*Standard*] - Identify classroom instruments by sight and sound. MU.K.5.S2 [*Standard*] - Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.	● Listening to Global Sounds ● Various musical instruments (bells, drums, tambourines, shakers, etc.) ● Images or cards of different instruments ● **"Any Turkey Can Tango"** ● [Any Turkey Can Tango](#) ● **"One Little Owl"** ● [One Little Owl Singalong Storybook Trailer](#) ● **"Goodbye So Long"** ● [Goodbye, So Long, Farewell](#)

Inclusive concepts
● **Diverse Musical Repertoire**

- **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
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Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: General Music
Adoption Date:	Revision Date: December, 2024

Mission and Vision Statements
Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. *Vision:* All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.

Integration of Technology
9.4.2.TL.1 9.4.2.TL.6

21st Century Skills
9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37
9.1.2.CAP.1 9.2.5.CAP.1

Interdisciplinary Connection
K-PS2-1 K-PS2-2

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in music room with dictation support ● HeadPhones/Reduce Stimulus and distracting noises
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in music room with dictation support ● Assign a buddy, same language or English speaking ● Use images,diagrams and other visual aids wherever possible ● Use group projects rather than individual work ● Use of Google translate dictionaries to locate words in native language ● Reduce amount of work required ● Provide hands-on activities and explanations ● Provide picture labels with both English and other language ● Allow extended time for project and test/quiz completion. ● Reduce multiple choices to two. ● Offer book choices written in native language
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary

	● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
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Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide	
Unit 4: Learning Holiday Songs **Week 1: Holiday Songs and Rhythms**	Week 1/ 4 Days
Week 2: Holiday Music and Movement	Week 2/ 3 Days
Week 3: Holiday Around the World	Week 3/ 2 Days
Week 4: Evaluate Holiday Performances	Week 4/1 Day

Unit Learning Goals
Unit 4: Learning Holiday Songs **Objective:** ● Students will listen to holiday songs, identify rhythms, and participate in simple movement activities. ● Students will explore music and movement while learning about the season of winter. ● Students will learn about different holiday music from various cultures and explore diverse holiday traditions. ● Students will learn about different Christmas traditions and explore music from around the world.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: "Do you hear what I hear?" Which songs are you familiar with for the Holidays?	MU.K.2.P3 [*Standard*] - Match movement to rhythm patterns. MU.K.2.P3 [*Standard*] - Match movement to rhythm patterns. MU.K.3 [*Strand*] - Improvise, arrange, and compose music MU.K.3.1 [*Standard*] - Imitate sounds made with the voice.	● Boomwackers ● Echoing ● **December Songs:** ● **"Hello Everybody":** ● Hello, Everybody! Singalong Storybook Trailer ● **"Jingle Bells"** ● Jingle Bells | Christmas Song | Super Simple Songs ● **"Santa Claus is Coming to Town"** ● Santa Claus is Coming to Town 🚂 + More Nursery Rhymes & Kids Songs - Jingle Bell | Playsongs ● **"The Dance of Sugar Plum Fairy"** ● Tchaikovsky - Dance of the Sugar Plum Fairy (The Nutcracker Suite) ● **"Goodbye So Long"** ● Goodbye, So Long, Farewell
● Day 2: Can you dance the Hora? Can you find the beat?	MU.K.1 [*Strand*] - Listen to, analyze, and evaluate music MU.K.1.E1 [*Standard*] - Respond to music with movement: employ large body movement; demonstrate various locomotor and non-locomotor movements; use movement to enhance music, stories, and poems; and use the body to illustrate moods and contrasts in music.	● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game

● Day 3: What is the tempo of each cultural sound? What do Holiday celebrations look like around the world?	**MU.K.5.H1** [*Standard*] - Discuss and interpret characteristics of music heard in the home and community. **MU.K.1.E2** [*Standard*] - Demonstrate awareness of the elements of music and changes in their usage (e.g., steady beat, high and low sounds, same/different phrases).	● Talk briefly about how people around the world celebrate holidays in different ways.
Day 4: What was your favorite part of the Holiday Concert? What does your Holiday Celebration look like?	**MU.K.5.H1** [*Standard*] - Discuss and interpret characteristics of music 0x heard in the home and community. **MU.K.5.H2** [*Standard*] - Identify family members and friends who sing or play instruments.	● Liste[Goodbye, So Long, Farewell](#)ning to Global Sounds ● Taking turns with bells, glockenspiels ● Various musical instruments (bells, drums, tambourine)

Inclusive concepts

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Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: General Music
Adoption Date:	Revision Date: January, 2024

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Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. *Vision:* All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.

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9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37
9.1.2.CAP.1 9.2.5.CAP.1

Interdisciplinary Connection
K-PS2-1 K-PS2-2

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Pacing Guide	
Unit 5: The Importance of Say As You Play: Notation and Rhythm Week 1: The StaffThe Staff: The five lines and four spaces where notes are placed.	Week 1/ 4 Days
Week 2: The Treble Clef: The symbol used to indicate the pitch of notes in most music. Quarter Note (♩): Represents one beat in common time.	Week 2/ 3 Days
Week 3: Half Note (♫): Represents two beats. Rest (◉): Represents silence for a certain amount of time (e.g., quarter rest = 1 beat of silence).	Week 3/ 2 Days
Week 4: High and Low Sounds: Relating the placement of notes to pitch. Patterns of Beats: Simple rhythmic patterns, such as clapping and tapping.	Week 4/1 Day

Unit Learning Goals
Unit 5: The Importance of Say As You Play: Notation and Rhythm **Objective:** ● Introduce students to the concept of musical notation. ● Help them recognize and understand some of the most basic music symbols. ● Develop an early understanding of rhythm and pitch.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Where do music notes go? Where do the notes sit? On the lines and spaces?	**MU.K.4.1** [*Standard*] - Recognize symbolic representations and patterns for high/low, fast/slow, long/short, and soft/loud sounds. 0x	● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance ● **"Its Raining Its Pouring"** ● **It's Raining It's Pouring Nursery Rhyme with LYRICS** ● **"Penguin Dance"** ● **Penguin Dance	Brain Breaks	Jack Hartmann** ● **"I'm A little Snowman"** ● **I'm A Little Snowman	Noodle & Pals	Songs For Children** ● **"Little Snowman"** ● **Little Snowflake	Kids Songs	Super Simple Songs**
● Day 2: Which instruments can you identify that have a high sound and which have a low sound?	**MU.K.4.1** [*Standard*] - Recognize symbolic representations and patterns for high/low, fast/slow, long/short, and soft/loud sounds.	● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for

		movement ● Identification game
● Day 3: "High sounds go up, low sounds go down on the staff!" Can you draw notes on the staff to show how high and low notes would appear?	**MU.K.4.2** [*Standard*] - Echo-clap/tap short steady beat patterns while following notation.	
Day 4: Rhythm Notation: Explain that each symbol tells us how long to play (quarter note = 1 beat, half note = 2 beats, rest = silence for 1 beat).	**MU.K.2.S2 [*Standard*] - Demonstrate the difference between a singing voice and a speaking voice.** **MU.K.4.3 [*Standard*] - Recognize and produce through clapping whole, half, quarter and eighth notes.**	● Liste[Goodbye, So Long, Farewell](#)ning to Global Sounds ● Taking turns with bells, glockenspiels ● Various musical instruments (bells, drums, tambourine)

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Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: General Music
Adoption Date:	Revision Date: February, 2024

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Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
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Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation

	● Culminating Performance/Concert ● Music Software/Notation Tool Submission ● Critical Listening and Analysis ● Peer Assessments/ Partner Practice ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide	
Unit 6: Help students get familiar with the sound and feeling of jazz. Week 1: Introduction to Jazz with Listening	Week 1/ 4 Days
Week 2: Call and Response Singing	Week 2/ 3 Days
Week 3: Basic Rhythm with Jazz Clapping	Week 3/ 2 Days
Week 4: Jazz Dance Movement	Week 4/1 Day

Unit Learning Goals
Unit 6: Objective: Help students get familiar with the sound and feeling of jazz. Develop listening skills and musical response. Teach basic rhythms and the concept of swing. Get children moving to the beat, learning the "feel" of jazz.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: "Does it sound		

happy or slow?"	**MU.K.1.E2** [*Standard*] - Demonstrate awareness of the elements of music and changes in their usage (e.g., steady beat, high and low sounds, same/different phrases). 0x **MU.K.1.L1** [*Standard*] - Recognize when music changes from one section to a contrasting section. 0x	• **"When the Saints Go Marching In"** – A classic jazz tune, easy to sing along to and familiar to many children. • **"Take Me Out to the Ball Game"** – Fun and easy, this song can be played with a swing rhythm to introduce jazz. • **"C Jam Blues"** (Duke Ellington) – A simple melody that's fun to play and hum to! • **"This Land Is Your Land"** – A folk tune that can be turned into a jazzy version for fun improvisation. • Boomwackers • Echoing • Rhythm Relay • Drawing Notes on the Board • Music Freeze Style Dance • **"I love You, You Love Me"** • **Barney - I Love You (SONG with LYRICS)** • **"Heart and Soul"** • **Heart and Soul Hoagy Carmichael Loesser Train Play That Song LYRICS WORDS SING ALONG SONGS 1930 1940** • **"On Top of Spaghetti"** • **On Top of Spaghetti**
• Day 2: Can you echo me?	**MU.K.2.P1** [*Standard*] - Use body percussion and classroom	• Identify Loud and Soft sound • Parachute

	instruments to accompany songs and chants while demonstrating a steady beat.	• (xylophone, keyboard, etc.) • Music with different tempos (fast/slow) • Scarves or ribbons for movement • Identification game
● Day 3:"Can you hear the trumpet or piano?"	**MU.K.1.L2** [*Standard*] - Identify classroom instruments by sight and sound.	
Day 4: "How does this music make you want to move?"	**MU.K.1.E1 [*Standard*] - Respond to music with movement: employ large body movement; demonstrate various locomotor and non-locomotor movements; use movement to enhance music, stories, and poems; and use the body to illustrate moods and contrasts in music.**	• Liste[Goodbye, So Long, Farewell](#)ning to Global Sounds • Taking turns with bells, glockenspiels • Various musical instruments (bells, drums, tambourine)

Inclusive concepts

● Diverse Musical Repertoire

- **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
- **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
- **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

- **Adaptive Instruments**: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
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percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning**: Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
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- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
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Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: General Music
Adoption Date:	Revision Date: March, 2024

Mission and Vision Statements
Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. *Vision:* All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for: ● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century; ● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change; ● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and ● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society. The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K-12 spectrum.

Integration of Technology
9.4.2.TL.1 9.4.2.TL.6

21st Century Skills
9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37
9.1.2.CAP.1 9.2.5.CAP.1

Interdisciplinary Connection
K-PS2-1 K-PS2-2

Accommodations and Modifications	
Special Education	- follow 504/IEP accommodations - create visual word wall with labels - highlight and define important vocabulary - ask yes/no questions - provide sentence frames or sentence stems - allow for use of pictures in music room with dictation support - HeadPhones/Reduce Stimulus and distracting noises
English Language Learners	- create visual word wall with labels - highlight and define important vocabulary - ask yes/no questions - provide sentence frames or sentence stems - allow for use of pictures in music room with dictation support - Assign a buddy, same language or English speaking - Use images,diagrams and other visual aids wherever possible - Use group projects rather than individual work - Use of Google translate dictionaries to locate words in native language - Reduce amount of work required - Provide hands-on activities and explanations - Provide picture labels with both English and other language - Allow extended time for project and test/quiz completion. - Reduce multiple choices to two. - Offer book choices written in native language
Students At-Risk of Failure	- Allow verbalization before writing - Use audio materials when necessary - Read tests aloud - Restate, reword, clarify directions - Re-teach concepts using small groups - Provide educational "breaks" as necessary

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Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide	
Unit 7: Traditional Sounds from Ireland and its impact on America Week 1: **Identify Irish music**: Recognize simple elements of Irish music, such as lively tempos and dance rhythms.	Week 1/ 4 Days
Week 2**. Engage with Irish instruments**: Introduce basic instruments, such as the tambourine or Irish drum (bodhrán), and their sounds.	Week 2/ 3 Days
Week 3: Learn an Irish song: Teach a simple, fun Irish song like "The Irish Washerwoman."	Week 3/ 2 Days
Week 4: Movement and Dance: Introduce a basic Irish dance move, or encourage free movement to the music.	Week 4/1 Day

Unit Learning Goals
Objectives: This lesson will introduce young students to the music and rhythms of Ireland, focusing on simple instruments, songs, and cultural traditions. The goal is to engage children with basic concepts like rhythm, melody, and dance while sparking interest in Irish culture.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations		Instructional Activities
1) What is an Irish sound? 2) What instruments create the sound of Irish music? 3) Where is Ireland? 4) How do we move to Irish music?	**MU.K.5** [*Strand*] - Connect music to other art forms and subject areas through understanding the historical and cultural context of music		● **Bodhrán (Irish Drum)**: Show a picture of a bodhrán and demonstrate how it is played (usually with a small stick called a "tipper"). If you have a hand drum or tambourine, let the kids tap along to the beat to mimic the sound.
	MU.K.5.H1 [*Standard*] - Discuss and interpret characteristics of music heard in the home and community.	0x	● **Fiddle**: Briefly talk about the Irish fiddle, a type of violin, and how it's played in Irish folk music. ● **Tin Whistle**: Mention this simple wind instrument, explaining how it sounds like a high-pitched flute. If you have a whistle or a similar item, let children listen to the sound.
	MU.K.5.H2 [*Standard*] - Identify family members and friends who sing or play instruments.	0x	
	MU.K.5.H3 [*Standard*] - Sing songs and play singing games from various cultures.	0x	● ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance
	MU.K.5.S1 [*Standard*] - Participate in activities that explore relationships between music and other arts through drawing, drama, movement, dance, and storytelling.	0x	**Irish Dance Movements:** **Irish dancing involves**

	MU.K.5.S2 [*Standard*] - Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.	**quick, lively steps. Teach the children a simple, fun movement:** 1. **Step forward with one foot.** 2. **Hop on the same foot.** 3. **Switch feet and repeat.** ●
		● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
		● Liste[Goodbye, So Long, Farewell](#)ning to Global Sounds ● Taking turns with bells, glockenspiels ● Various musical instruments (bells, drums, tambourine)

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Pacing Guide	
Unit 8: Songs Welcoming the Spring Season Week 1: **Welcome Spring with Song** **Objective:** Introduce the season of spring through a simple, interactive song.	Week 1/ 4 Days
Week 2**. Nature Sounds & Rhythms** **Objective: Help children understand rhythms by exploring sounds they might hear in spring.**	Week 2/ 3 Days
Week 3: **Spring Movement & Dance** **Objective:** Integrate movement and dance into music to reflect the energy of spring.	Week 3/ 2 Days
Week 4: **Springtime Story & Song** **Objective:** Combine a simple spring story with music and song to encourage creativity.	Week 4/1 Day

Unit Learning Goals
Objective: Learn a simple song about spring and incorporate movement to engage the

children. Recognize different animals and the sounds they make while practicing rhythm. Introduce the concept of pitch and colors through a simple melody .Introduce environmental sounds and teach children to identify them through music.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
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Daily Targets	NJSLS Performance Expectations	Instructional Activities
1) What is a Spring sound? What happens in spring? Can you echo me on your instrument the sound of the season? 2) What sounds do you hear in spring? (Birds, rain, wind, etc.) 3) What colors do you see in spring? (Green, flowers, blue sky) 4) What instruments create the sound of Spring music? How do we move to Spring music?	**MU.K.4** [*Strand*] - Read and notate music **MU.K.4.1** [*Standard*] - Recognize symbolic representations and patterns for high/low, fast/slow, long/short, and soft/loud sounds. 0x **MU.K.4.2** [*Standard*] - Echo-clap/tap short steady beat patterns while following notation. 0x **MU.K.4.3** [*Standard*] - Recognize and produce through clapping whole, half, quarter and eighth notes. **MU.K.5** [*Strand*] - Connect music to other art forms and subject areas through	● **"Here comes the Sun"** ● **"Old MacDonald Had a Farm"** ● **"Spring Theme" Vivaldi** ● **Rain Sticks, Scarfs, Thunder tube and Xylophones** ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance ● **Birdsong: Use a xylophone, glockenspiel, or even a small bell to mimic birds chirping.** ● **Raindrops: Use rainsticks or shake small containers with rice to create a raindrop effect.**

	understanding the historical and cultural context of music	● **Wind: Use a scarf or a soft breath sound to imitate the wind.** ● **Thunder: Tap on drums or clap hands to imitate thunder.**
	MU.K.5.H1 [*Standard*] - Discuss and interpret characteristics of music heard in the home and community. 0x	
	MU.K.5.H2 [*Standard*] - Identify family members and friends who sing or play instruments. 0x	
	MU.K.5.H3 [*Standard*] - Sing songs and play singing games from various cultures. 0x	
	MU.K.5.S1 [*Standard*] - Participate in activities that explore relationships between music and other arts through drawing, drama, movement, dance, and storytelling. 0x	
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Adoption Date:	Revision Date: May, 2024

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Integration of Technology
9.4.2.TL.1 9.4.2.TL.6

21st Century Skills
9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37
9.1.2.CAP.1 9.2.5.CAP.1

Interdisciplinary Connection
K-PS2-1 K-PS2-2

Accommodations and Modifications	
Special Education	- follow 504/IEP accommodations - create visual word wall with labels - highlight and define important vocabulary - ask yes/no questions - provide sentence frames or sentence stems - allow for use of pictures in music room with dictation support - HeadPhones/Reduce Stimulus and distracting noises
English Language Learners	- create visual word wall with labels - highlight and define important vocabulary - ask yes/no questions - provide sentence frames or sentence stems - allow for use of pictures in music room with dictation support - Assign a buddy, same language or English speaking - Use images,diagrams and other visual aids wherever possible - Use group projects rather than individual work - Use of Google translate dictionaries to locate words in native language - Reduce amount of work required - Provide hands-on activities and explanations - Provide picture labels with both English and other language - Allow extended time for project and test/quiz completion. - Reduce multiple choices to two. - Offer book choices written in native language
Students At-Risk of Failure	- Allow verbalization before writing - Use audio materials when necessary - Read tests aloud - Restate, reword, clarify directions - Re-teach concepts using small groups - Provide educational "breaks" as necessary

	● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Student Choice ● Ask students higher level questions ●Provide opportunities for open-ended, self-directed activities ●Give students opportunities to mentor other students ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ●Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
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Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation. ● Peer and Self-Assessment ● Quick Performances (Informal) ● Group Work and Collaborative Learning ● Rhythm or Melody Dictation/ Call and Response ● Listening Activities ● Musical Games ● Music Theory Worksheets ● Musical Performance Rubric
Summative	● Performance Assessments ● History and Listening Exam ● Written Examinations: Music Theory Test/ Rubrics for Evaluation

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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

Pacing Guide	
Unit 9: Making our own Composition Week 1:.**What is Composition?** ● **Introduce the idea of composing music**: "Composing means making up our own music! It's like creating a story, but with sounds instead of words."	Week 1/ 4 Days
Week 2**. What is Simple Rhythms** ● **Show children a few basic rhythms using large visuals (e.g., a quarter note for a short sound, a half note for a longer sound, and a rest for silence).**	Week 2/ 3 Days
Week 3:**Composing Together** ● Now, ask the children to **create their own short rhythm patterns** with your help. You can provide them with some choices.	Week 3/ 2 Days
Week 4: **Sharing our Compositions: Partner Practice and small group performances.**	Week 4/1 Day

Unit Learning Goals

Lesson Objectives:

By the end of the lesson, students will:

1. Understand the concept of composing simple melodies and rhythms.
2. Experiment with creating their own short musical phrases.
3. Be introduced to basic musical symbols (notes, rest, rhythm).
4. Engage in creative group activities to make music together.

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
● Chromebook ● Instruments	● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
1) "Let's make a rhythm that goes clap, clap, rest, clap. Can you do that?" 2) "Now let's make a rhythm with your favorite claps and rest sounds." 3) "Let's make a rhythm with quarter notes and rests. We'll clap for the quarter notes and be quiet for the rest!" 4) "This is a melody. It's like a song with notes that go up and down. What do you think it sounds like? Happy? Sad? Silly?"	**MU.K.2** [*Strand*] - Sing and perform on instruments alone and with others, a varied repertoire of music **MU.K.2.P1** [*Standard*] - Use body percussion and classroom instruments to accompany songs and chants while demonstrating a steady beat. 0x **MU.K.2.P2** [*Standard*] - Perform rhythmic patterns that include long and short sounds and silences. 0x	● Students will evaluate their own songs and each other's musical masterpieces. Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game

	MU.K.2.P3 [*Standard*] - Match movement to rhythm patterns.	0x
	MU.K.2.S1 [*Standard*] - Sing simple songs from memory individually and in groups.	0x
	MU.K.2.S2 [*Standard*] - Demonstrate the difference between a singing voice and a speaking voice.	0x
	MU.K.2.S3 [*Standard*] - Imitate two pitch (sol-mi) patterns.	0x
	MU.K.2.S4 [*Standard*] - Demonstrate steady beat when singing.	0x
	MU.K.2.S5 [*Standard*] - Use the singing voice to echo short melodic patterns.	0x
	MU.K.3 [*Strand*] - Improvise, arrange, and compose music	
	MU.K.3.1 [*Standard*] - Imitate sounds made with the voice.	0x
	MU.K.3.2 [*Standard*] - Use the voice (singing and speaking) to create accompaniments for songs, recorded selections, stories,	0x

	and poems.	
	MU.K.3.3 [*Standard*] - Create accompaniments to stories using the voice or a variety of instruments.	
		• Liste[Goodbye, So Long, Farewell](#)ning to Global Sounds • Taking turns with bells, glockenspiels • Various musical instruments (bells, drums, tambourine)
		•

Inclusive concepts

● **Diverse Musical Repertoire**

  ● **Incorporate Music from Different Cultures**: Include a wide range of musical styles, genres, and traditions from around the world (e.g., African drumming, Latin rhythms, classical music, folk songs, indigenous music). This helps students understand and appreciate the global nature of music.
  ● **Highlight Underrepresented Composers and Musicians**: Introduce music by composers from diverse ethnicities, genders, and backgrounds. For instance, feature works by women composers, Black composers, and composers from marginalized communities.
  ● **Representation Across Genres**: Provide exposure to both popular and classical music, as well as contemporary genres like hip hop, jazz, reggae, and electronic music. This helps cater to students' varied interests.

Accessible Instruments and Technology

  ● **Adaptive Instruments**: Offer a variety of adaptive instruments to accommodate students with physical disabilities. For example, electronic keyboards with adjustable sizes or drums that can be played using switches or voice commands.
  ● **Assistive Technology**: Utilize music technology such as music notation software, virtual instruments, and apps that can support students with physical or learning disabilities (e.g., students with dyslexia or visual impairments).
  ● **Movement-Based Activities**: For students who might find playing traditional instruments challenging, incorporate movement activities that allow them to express

themselves musically. This could include dance, rhythmic clapping, or body percussion.

Encouraging Student Voice and Choice

- **Student-Centered Learning**: Allow students to choose songs or compositions to learn and perform, ensuring that their interests and preferences are respected. This can increase engagement and motivation.
- **Create Opportunities for Improvisation and Composition**: Allow students to create their own music or explore improvisation. This fosters creativity and gives students autonomy in their musical expression.

7. Culturally Responsive Pedagogy

- **Incorporate Students' Cultural Backgrounds**: Invite students to share music from their cultures and incorporate these into classroom activities. This not only fosters pride in their heritage but also enriches the learning experience for all.
- **Addressing Historical Contexts**: Teach music in context, including the history and social significance of different genres. For example, discussing how African American spirituals or protest songs influenced social change can deepen students' understanding of both music and history.

8. Fostering Collaboration and Teamwork

- **Inclusive Ensemble Activities**: Encourage group projects where students with different skill levels can collaborate and learn from each other. For instance, pairing students who are proficient in reading music with others who are more comfortable playing by ear.
- **Peer Mentoring**: Create opportunities for peer teaching and support, where students can help each other learn new skills or explain concepts in their own words, reinforcing a culture of mutual respect and support.

9. Safe and Supportive Classroom Environment

- **Promote a Growth Mindset**: Foster an environment where students feel safe to take risks and make mistakes without fear of judgment. Celebrate effort and progress, not just achievement.
- **Positive Reinforcement**: Provide praise and encouragement for all students, emphasizing their individual growth rather than comparison to others. This creates a positive, inclusive atmosphere where everyone feels motivated to participate.

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Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: General Music
Adoption Date:	Revision Date: June, 2024

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Pacing Guide	
Unit 10: Music Evaluating and Reflection Week 1:.**Sing familiar songs**: Ask the kids what songs they remember from the year. For example, songs like "Twinkle, Twinkle, Little Star," "If You're Happy and You Know It," or "The Wheels on the Bus" are likely to be favorites. Sing together and encourage hand motions or actions that go with the song.	Week 2/ 2 Days
Week 2**. Music Concept Review:** ● **Loud and soft: Play a song and ask the children to make loud and soft noises with their instruments.** ● **Fast and slow: Play a song and have the children move or clap fast or slow depending on the tempo.**	Week 2/ Day 2
●	

Unit Learning Goals
Objective: ● **Review key concepts learned throughout the year.**

- **Celebrate the end of the school year with a fun, interactive music session.**
- **Encourage creativity, cooperation, and self-expression.**

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
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Daily Targets	NJSLS Performance Expectations	Instructional Activities
1) What were your favorite activities, song or element of music we learned about this year? 2) Play for us your favorite song or melody on your favorite instruments.	**MU.K.4** [*Strand*] - Read and notate music **MU.K.4.1** [*Standard*] - Recognize symbolic representations and patterns for high/low, fast/slow, long/short, and soft/loud sounds. 0x **MU.K.4.2** [*Standard*] - Echo-clap/tap short steady beat patterns while following notation. 0x **MU.K.4.3** [*Standard*] - Recognize and produce through clapping whole, half, quarter and eighth notes.	Instruments (rhythm sticks, tambourines, maracas, etc.) ● Music player and speakers (for playing songs) ● Visual aids (posters or pictures related to music concepts) ● Paper and crayons for drawing ● Stickers or small prizes for participation ● ● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game

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