

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

Mission and Vision Statements
<p><i>Mission:</i> 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.</p> <p><i>Vision:</i> 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 (NJSL-S-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 NJSL-S-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.</p>

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

21st Century Skills
9.3.MN.4 9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37

9.1.2.CAP.1

Interdisciplinary Connection

9.4.2.CI.1
2-LS4-1

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Performance Assessments

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● Chromebook ● Instruments 	<ul style="list-style-type: none"> ● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Do you hear what I hear? Can you hear the difference between the two separate sections? 	MU.2.1.L1 [<i>Standard</i>] - Recognize musical forms such as like and unlike melodic phrases; music in two-part (AB) form; and the beginning and ending of phrases.	<ul style="list-style-type: none"> ● Repeating Simple Patterns ● Determining whether they are familiar to Students

		<ul style="list-style-type: none"> ● Keyboards ● Boomwackers
<ul style="list-style-type: none"> ● Day 2: Can you copy and echo me? What is different between the two separate seconds? ● Day 3: Can you identify the instrument? 	<p>MU.2.1.L1 [<i>Standard</i>] - Recognize musical forms such as like and unlike melodic phrases; music in two-part (AB) form; and the beginning and ending of phrases.</p> <p>MU.2.1.E3 [<i>Standard</i>] - Develop an opinion, contribute, and take turns to discuss music in terms of likes and dislikes.</p> <p>MU.2.3.1 [<i>Standard</i>] - Improvise simple rhythmic and melodic accompaniments, using voice, body percussion, or classroom instruments.</p>	<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute ● Bean Bags ● Chromebook Identification game ● Partner Practice ● Keyboard Practice ● Independent Practice
Day 4: What sounds do you prefer? Which sounds can you identify?	MU.2.2.S3 [<i>Standard</i>] - Match single pitches and groups of pitches played on the piano, individually, and in groups.	<ul style="list-style-type: none"> ● Listening to Global Sounds ● Worksheets ● Handouts

Inclusive concepts	
<ul style="list-style-type: none"> ● Diverse Musical Repertoire <ul style="list-style-type: none"> ● 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. <p>Accessible Instruments and Technology</p> <ul style="list-style-type: none"> ● 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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Students At-Risk of Failure	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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

<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Pitch (high/low) ● Simple melodies ● Singing in tune 	
<p>Unit 1: Week 4: Musical Instruments & Performance</p> <p>Objective: Introduce musical instruments and practice performing together.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Identifying common instruments ● Playing instruments with rhythm ● Collaborative music-making 	<p>Week 4/1 Day</p>

<p>Unit Learning Goals</p>
<p>Unit 1: Understanding Simple Songs and the Structure of Sound</p>

<p>Core Instructional Materials: Shape instructions</p>	<p>Supplemental Materials: Websites</p>
<ul style="list-style-type: none"> ● Chromebook ● Instruments 	<ul style="list-style-type: none"> ● Google Classroom ● Teacher Handouts

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Can you find the steady beat? 	<p>MU.2.1.L1 [<i>Standard</i>] - Recognize musical forms such as like and unlike melodic phrases; music in two-part (AB) form; and the beginning and ending of phrases.</p> <p>MU.2.1.E2 [<i>Standard</i>] - Create movements to music that reflect the pitch, tempo, and dynamics in music.</p>	<ul style="list-style-type: none"> ● Repeating Simple Patterns ● Determining whether they are familiar to Students ● Keyboards ● Boomwackers
<ul style="list-style-type: none"> ● Day 2: When you hear the following rhythm, what does 	<p>MU.2.1.L1 [<i>Standard</i>] - Recognize musical forms such as like and</p>	<ul style="list-style-type: none"> ● Identify Loud and Soft sound

<p>your body want to do?</p> <ul style="list-style-type: none"> • Day 3: Can you play the following melody on the piano? Which instruments can you identify? 	<p>unlike melodic phrases; music in two-part (AB) form; and the beginning and ending of phrases.</p> <p>MU.2.1.E3 [<i>Standard</i>] - Develop an opinion, contribute, and take turns to discuss music in terms of likes and dislikes.</p> <p>MU.2.3.1 [<i>Standard</i>] - Improvise simple rhythmic and melodic accompaniments, using voice, body percussion, or classroom instruments.</p> <p>MU.2.2.S3 [<i>Standard</i>] - Match single pitches and groups of pitches played on the piano, individually, and in groups.</p> <p>MU.2.2.S3 [<i>Standard</i>] - Match single pitches and groups of pitches played on the piano, individually, and in groups.</p>	<ul style="list-style-type: none"> • Parachute • Bean Bags • Chromebook Identification game • Partner Practice • Keyboard Practice • Independent Practice
<p>Day 4: What sounds do you prefer? Which sounds can you identify?</p>	<p>MU.2.2.S3 [<i>Standard</i>] - Match single pitches and groups of pitches played on the piano, individually, and in groups.</p> <p>MU.2.5.S2 [<i>Standard</i>] - Interpret song lyrics/describe sounds of classroom instruments.</p>	<ul style="list-style-type: none"> • Listening to Global Sounds • Worksheets • Handouts

Inclusive concepts
<ul style="list-style-type: none"> • Diverse Musical Repertoire <ul style="list-style-type: none"> • 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. <p>Accessible Instruments and Technology</p> <ul style="list-style-type: none"> • 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.
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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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

<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Pitch (high/low) ● Simple melodies ● Singing in tune 	
<p>Unit 1: Week 4: Musical Instruments & Performance</p> <p>Objective: Introduce musical instruments and practice performing together.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Identifying common instruments ● Playing instruments with rhythm ● Collaborative music-making 	<p>Week 4/1 Day</p>

Unit Learning Goals
<p>Unit 3: Hispanic and Various Cultures Meet Holiday Hits</p> <p>Unit Objectives:</p> <ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● Chromebook ● Instruments 	<ul style="list-style-type: none"> ● Google Classroom ● Teacher Handouts

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: What are some common culture traditions in 	<p>MU.2.5 [<i>Strand</i>] - Connect music to other art forms and subject areas</p>	<ul style="list-style-type: none"> ● Holiday Preparation for the Musical Show

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

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9.4.2.TL.1 9.4.2.TL.6

21st Century Skills
9.3.MN.4 9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37

9.1.2.CAP.1

Interdisciplinary Connection

9.4.2.CI.1
2-LS4-1

Accommodations and Modifications

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	<ul style="list-style-type: none"> ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
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Benchmark	<ul style="list-style-type: none"> ● Performance Skills Benchmarks
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

Pacing Guide	
<u>Unit 4: Learning Holiday Songs</u>	Week 1/ 4 Days
Week 1: Holiday Songs and Rhythms	
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
<p>Unit 4: Unit 4: Learning Holiday Songs</p> <p>Objective:</p> <ul style="list-style-type: none"> ● 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
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Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: “Do you hear what I hear?” Which songs are you familiar with for the Holidays? Can you sing these simple Holiday Songs? 	<p>MU.2.2.P1 [<i>Standard</i>] - Perform rhythmic ostinatos and single-chord accompaniments on classroom instruments.</p> <p>MU.2.2.S2 [<i>Standard</i>] - Develop a repertoire of songs, including those with and without accompaniment, with and without harmony, and songs with ostinatos and meter in 2 and 3.</p>	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> Day 2: Can you dance the Hora? Can you find the beat? Which instruments are we using? 	<p>MU.2.5.H1 [<i>Standard</i>] - Interpret holiday songs.</p>	<ul style="list-style-type: none"> • Identify Loud and Soft sound • Parachute • (xylophone, keyboard, etc.) • Music with different tempos (fast/slow) • Scarves or ribbons for movement • Identification game

<ul style="list-style-type: none"> • Day 3: What did you like about your school performance? What is the tempo of each cultural sound? What do Holiday celebrations look like around the world? 	<p>MU.2.2.P1 [<i>Standard</i>] - Perform rhythmic ostinatos and single-chord accompaniments on classroom instruments.</p>	<ul style="list-style-type: none"> • Talk briefly about how people around the world celebrate holidays in different ways.
<p>Day 4: What was your favorite part of the Holiday Concert? What does your Holiday Celebration look like?</p>	<p>MU.2.5.H2 [<i>Standard</i>] - Identify the uses of music in various cultures and time periods.</p> <p>MU.2.5.H4 [<i>Standard</i>] - Recognize and talk about music and celebrations of the cultures represented in the school population.</p>	<ul style="list-style-type: none"> • Listen Goodbye, So Long, Farewell 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.

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Crest Memorial School Curriculum and Pacing Guide	
Grade: Second Grade	Subject Area: General Music
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Career Education pg. 37

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Alternative	● Performance Tasks

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

Unit Learning Goals
<p>Unit 5: Objective: If you can Play, you can Say! Notation and Rhythm Recognition</p> <p>By the end of the lesson, students will be able to identify and write basic music notation (quarter notes, eighth notes, half notes) and understand and perform simple rhythmic patterns.</p>

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Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Where do music notes go? Where do the notes sit? On the lines and spaces? 	<p>MU.2.4 [<i>Strand</i>] - Read and notate music</p> <p>MU.2.4.1 [<i>Standard</i>] - Notate rhythm patterns using traditional notation. 0x</p> <p>0x</p>	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● Day 2: Which instruments can you identify that have a high sound and which have a low sound? 	<p>MU.2.4.1 [<i>Standard</i>] - Notate rhythm patterns using traditional notation.</p>	<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for

<ul style="list-style-type: none"> Day 3: What is the difference between quarter, and half notes? 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? 	<p>MU.2.4.2 [<i>Standard</i>] - Read (using in rhythmic solfege) sets of simple rhythms that use the quarter rest with quarter, half, and eighth note patterns.</p>	<p>movement</p> <ul style="list-style-type: none"> Identification game
<p>Day 4: Do you know the Solfeggio Scale? 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).</p>	<p>MU.2.4.3 [<i>Standard</i>] - Read (sing) easy melodic patterns using letters (e.g., A, B, C, D, E, F, G) and also using solfege syllables (e.g., do, re, mi, fa, sol, la, si).</p>	<ul style="list-style-type: none"> Liste Goodbye, So Long, Farewellning to Global Sounds Taking turns with bells, glockenspiels Various musical instruments (bells, drums, tambourine)

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Alternative	● Performance Tasks

Pacing Guide	
Unit 6: Help students get familiar with the sound and feeling of jazz.	Week 1/ 4 Days
Week 1: Introduction to Jazz with Listening	
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
<p>Unit 6: Objective: Objective: Introduce young students to jazz music, its key elements, and the basics of improvisation. By the end of the lesson, students should have a basic understanding of jazz and feel confident exploring the fun, spontaneous nature of jazz music.</p>

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
<ul style="list-style-type: none"> ● Chromebook ● Instruments 	<ul style="list-style-type: none"> ● Google Classroom ● Teacher Handouts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: “Does it sound	MU.2.5.H3 [<i>Standard</i>] - Listen to a	Trumpet

<p>happy or slow?" What is Improvisation?</p>	<p>variety of folk music (e.g., American, African, Latin, Asian), identify the artists, and describe their similarities and differences in terms of rhythm, mood, instruments and tone color.</p>  <p>0x</p> <p>MU.2.5.H4 [Standard] - Recognize and talk about music and celebrations of the cultures represented in the school population.</p> <p>0x</p> <p>0x</p>	<p>Saxophone Piano Drums Double Bass</p> <ul style="list-style-type: none"> ● “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” ● <u>Barney - I Love You (SONG with LYRICS)</u> ● “Heart and Soul” ● <u>Heart and Soul Hoagy Carmichael Loesser Train Play That Song LYRICS WORDS SING ALONG SONGS 1930 1940</u> ● “On Top of Spaghetti”
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		<ul style="list-style-type: none"> ● On Top of Spaghetti
<ul style="list-style-type: none"> ● Day 2: Can you echo me? ● Day 3: "Can you hear the trumpet or piano?" 	<p>MU.2.5.S2 [<i>Standard</i>] - Interpret song lyrics/describe sounds of classroom instruments.</p> <p>MU.2.5.S1 [<i>Standard</i>] - Explore meaning and relationships of terms that express "rhythm" among the arts (e.g., fast, slow, accent, rhythm patterns, beat, etc.).</p>	<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
Day 4: "How does this music make you want to move?"	MU.2.5.S3 [<i>Standard</i>] - Interpret patterns and model properties of numbers.	<ul style="list-style-type: none"> ●

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.
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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: Second Grade	Subject Area: General Music
Adoption Date:	Revision Date: March, 2024

Mission and Vision Statements
<p><i>Mission:</i> 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.</p> <p><i>Vision:</i> 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.</p>

Integration of Technology
<p>9.4.2.TL.1 9.4.2.TL.6</p>

21st Century Skills
<p>9.3.MN.4 9.4.8.CT.1 9.4.2.CT.2</p>

Career Education pg. 37

9.1.2.CAP.1

Interdisciplinary Connection

9.4.2.CI.1
2-LS4-1

Accommodations and Modifications

Special Education	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● 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
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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● Objective: Students will learn about the unique characteristics of Irish music, including its instruments, rhythms, and melodies. They will also get a chance to participate by making music and dancing in a simple way.

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Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ol style="list-style-type: none"> 1) Has anyone ever heard Irish music before? What is an Irish sound? 2) What instruments create the sound of Irish music? 3) Where is Ireland? What Holiday is traditionally celebrated in the United States during the month of March? 4) Can anyone demonstrate what you think Irish dancing looks like? How do we move to Irish music? 	<p>MU.2.5 [Strand] - Connect music to other art forms and subject areas through understanding the historical and cultural context of music</p> <p style="text-align: right;">0x</p> <p>MU.2.5.H2 [Standard] - Identify the uses of music in various cultures and time periods.</p> <p style="text-align: right;">0x</p> <p>MU.2.5.H3 [Standard] - Listen to a variety of folk music (e.g., American, African, Latin, Asian), identify the artists, and describe their similarities and differences in terms of rhythm, mood, instruments and tone color.</p> <p style="text-align: right;">0x</p> <p>MU.2.5.H4 [Standard] - Recognize and talk about music and celebrations of the cultures represented in the school population.</p> <p style="text-align: right;">0x</p>	<ul style="list-style-type: none"> ● Fiddle: A type of violin, played in many Irish folk tunes. ● Tin whistle: A small flute-like instrument that's easy to play and very common in Irish music. ● Bodhrán: A big round drum played with a stick (called a "tipper"). ● Uilleann pipes: Irish bagpipes that are smaller and played with both hands and feet. ● Accordion: A squeezebox that plays with air and buttons. ● Bodhrán (Irish Drum): Show a picture of a bodhrán and demonstrate how it is played (usually called a "tipper"). If you have a hand drum or tambourine, let the kids tap along to the beat to mimic the sound. ● Fiddle: Briefly talk about the Irish fiddle, a type of violin, and

	<p>MU.2.5.S1 [<i>Standard</i>] - Explore meaning and relationships of terms that express "rhythm" among the arts (e.g., fast, slow, accent, rhythm patterns, beat, etc.). 0x</p> <p>MU.2.5.S2 [<i>Standard</i>] - Interpret song lyrics/describe sounds of classroom instruments. 0x</p> <p>MU.2.5.S3 [<i>Standard</i>] - Interpret patterns and model properties of numbers.</p>	<p>how it's played in Irish folk music.</p> <ul style="list-style-type: none"> ● 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. ● ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance <p>Irish Dance Movements: Irish dancing involves quick, lively steps. Teach the children a simple, fun movement:</p> <ol style="list-style-type: none"> 1. Step forward with one foot. 2. Hop on the same foot. 3. Switch feet and repeat. <ul style="list-style-type: none"> ●
		<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
		<ul style="list-style-type: none"> ● List Goodbye, So Long, Farewelling to

		<p>Global Sounds</p> <ul style="list-style-type: none"> • Taking turns with bells, glockenspiels • Various musical instruments (bells, drums, tambourine)
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Adoption Date:	Revision Date: April, 2024

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Career Education pg. 37

9.1.2.CAP.1

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Benchmark	● Performance Skills Benchmarks
Alternative	● Performance Tasks

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:

- Students will explore the concept of springtime through music, using rhythm, melody, and listening skills.
- Students will learn a song about spring and practice creating their own spring-inspired rhythms and sounds.
- Students will understand how music can reflect the seasons, particularly spring.
-

Core Instructional Materials: Shape instructions	Supplemental Materials: Websites
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Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>1) What is a Spring sound? What happens in spring? Can you echo me on your instrument the sound of the season?</p> <p>2) What sounds do you hear in spring? (Birds, rain, wind, etc.)</p> <p>3) What colors do you see in spring? (Green, flowers, blue sky)</p> <p>4) What instruments create the sound of Spring music? How do we move to Spring music?</p>	<p>MU.2.3 [Strand] - Improvise, arrange, and compose music</p> <p>MU.2.3.1 [Standard] - Improvise simple rhythmic and melodic accompaniments, using voice, body percussion, or classroom instruments. 0x</p> <p>MU.2.3.2 [Standard] - Improvise accompaniments and ostinatos (melodic, rhythmic) to enhance songs, stories, and poems (e.g., match sounds with visuals/images to create improvisations inspired by an event, poem or story). 0x</p>	<ul style="list-style-type: none"> ● “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

	<p>MU.2.3.3 [<i>Standard</i>] - Compose and arrange simple rhythmic and melodic accompaniments using voice, body percussion, or classroom instruments.</p>	<p>small containers with rice to create a raindrop effect.</p> <ul style="list-style-type: none"> ● Wind: Use a scarf or a soft breath sound to imitate the wind. ● Thunder: Tap on drums or clap hands to imitate thunder. <ul style="list-style-type: none"> ● Boomwackers ● Echoing ● Rhythm Relay ● Drawing Notes on the Board ● Music Freeze Style Dance ● Spring Sound Story: Have the class create a short story based on the sounds of spring, and accompany it with music or sound effects. ● Create a Spring Song: Let the students make up their own simple spring songs or chants, incorporating the instruments and rhythms they've learned. ●
		<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow)

		<ul style="list-style-type: none"> • Scarves or ribbons for movement • Identification game
		<ul style="list-style-type: none"> • Listen to Goodbye, So Long, Farewell from 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: Second Grade	Subject Area: General Music
Adoption Date:	Revision Date: May, 2024

Mission and Vision Statements
<p><i>Mission:</i> 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.</p> <p><i>Vision:</i> 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.</p>

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

21st Century Skills
9.3.MN.4 9.4.8.CT.1 9.4.2.CT.2

Career Education pg. 37

9.1.2.CAP.1

Interdisciplinary Connection

9.4.2.CI.1
2-LS4-1

Accommodations and Modifications

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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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 9: Making our own Composition Week 1: What is Composition? <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● 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: Students will understand basic concepts of music composition, including rhythm, melody, and structure, and will create their own short piece of music.

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
<ul style="list-style-type: none"> ● Chromebook ● Instruments 	<ul style="list-style-type: none"> ● Google Classroom ● Teacher Handouts

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ol style="list-style-type: none"> 1) What kinds of sounds do they hear? “Let’s make a rhythm that goes clap, clap, rest, clap. Can you do that?” 2) How could we tap that rhythm? “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 	<p>MU.2.2 [<i>Strand</i>] - Sing and perform on instruments alone and with others, a varied repertoire of music</p> <p>MU.2.2.P1 [<i>Standard</i>] - Perform rhythmic ostinatos and single-chord accompaniments on classroom instruments. 0x</p> <p>MU.2.2.P2 [<i>Standard</i>] - Perform and match notated rhythm patterns. 0x</p>	<ul style="list-style-type: none"> ● Students will evaluate their own songs and each other’s musical masterpieces. Identify Loud and Soft sound <p>Ask each student to create a short piece of music using a simple rhythm and melody. They can:</p> <ol style="list-style-type: none"> 1. Choose a rhythm (e.g., 4-beat pattern) 2. Create a melody (it can be high-low, short-long sounds) 3. Put the rhythm and melody together to form a "song." <p>Encourage them to think about how their rhythm and melody fit</p>

<p>sounds like? Happy? Sad? Silly?”</p>	<p>MU.2.2.P3 [<i>Standard</i>] - Play instruments to demonstrate awareness of beat, tempo, dynamics, and melodic direction. 0x</p> <p>MU.2.2.S1 [<i>Standard</i>] - Sing a variety of songs in various keys, meters, and genres, alone and with a group, with accuracy in rhythm and pitch, from memory. 0x</p> <p>MU.2.2.S2 [<i>Standard</i>] - Develop a repertoire of songs, including those with and without accompaniment, with and without harmony, and songs with ostinatos and meter in 2 and 3. 0x</p> <p>MU.2.2.S3 [<i>Standard</i>] - Match single pitches and groups of pitches played on the piano, individually, and in groups. 0x</p> <p>MU.2.2.S4 [<i>Standard</i>] - Read lyrics containing more than one verse and including words divided into syllables. 0x</p> <p>MU.2.2.S5 [<i>Standard</i>] - Sing in a two-part ensemble.</p>	<p>together. For example, how can they make the rhythm match the feel of their melody? Is their melody slow or fast? Do they want it to sound happy or mysterious?</p> <ul style="list-style-type: none"> ● Parachute ● (xylophone, keyboard, etc.) ● Music with different tempos (fast/slow) ● Scarves or ribbons for movement ● Identification game
		<ul style="list-style-type: none"> ● Identify Loud and Soft sound ● Parachute

		<ul style="list-style-type: none"> • (xylophone, keyboard, etc.) • Music with different tempos (fast/slow) • Scarves or ribbons for movement • Identification game
		<ul style="list-style-type: none"> • Liste Goodbye, So Long, Farewellning 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.
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Pacing Guide	
<ul style="list-style-type: none"> ● 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
<p>Week 2. Music Concept Review:</p> <ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 	

Unit Learning Goals
<p>Objective:</p> <ul style="list-style-type: none"> ● 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.

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Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>Personal Reflection Questions for Students:</p> <ul style="list-style-type: none"> ● <i>What was your favorite part of music class this year?</i> ● <i>Can you name a song or instrument that you really enjoyed learning about?</i> ● <i>What do you feel proud of in your music learning this year?</i> ● <i>What would you like to learn more about in music next year?</i> <p>1) What were your favorite activities, song or element of music we learned about this year?</p> <p>2) Play for us your favorite song or melody on your favorite instruments.</p>	<p>MU.2.1 [Strand] - Listen to, analyze, and evaluate music</p> <p>MU.2.1.E1 [Standard] - Respond to music with movement: perform traditional folk dances (choreographed and non-choreographed), and interpretive movement. 0x</p> <p>MU.2.1.E2 [Standard] - Create movements to music that reflect the pitch, tempo, and dynamics in music. 0x</p> <p>MU.2.1.E3 [Standard] - Develop an opinion, contribute, and take turns to discuss music in terms of likes and dislikes.</p>	<p>Instruments (rhythm sticks, tambourines, maracas, etc.)</p> <ul style="list-style-type: none"> ● 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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