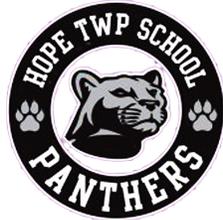


# Belvidere Clusterwide Curriculum



## Performing Arts

### Kindergarten to Second Grade

Updated Summer, 2025

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

**Curriculum Coordinator: Timm Gast**

**Authors:**

**Adam Conti, Harmony**

**Meghan Gecek, Hope**

**Margaret Sheneman, White**

**Dave Read, Belvidere**

<b>UNITS</b>	<b>Duration</b>	<b>Essential Questions:</b>
Unit 1: General Music	~45 Days	<ol style="list-style-type: none"> <li>1. How can you make music?</li> <li>2. How can you respond to music?</li> <li>3. How do you describe a sound?</li> <li>4. What is music?</li> </ol>
Unit 2: Concert Music	~45 Days	<ol style="list-style-type: none"> <li>1. What is the difference between concert performance and classroom activities?</li> <li>2. Why is the critique of a musical performance needed?</li> </ol>

## Student Learning

### Career Education (NJDOE CTE Clusters)

#### 21st Century Themes:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

#### Modifications and Accommodations:

##### Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards

- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products\_\_\_\_\_

#### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

## Unit 1 Overview: General Music/Performing Arts, K-2

**Unit 1 Summary:** This unit develops foundational music skills from Kindergarten through Grade 2. Students learn to identify musical elements through listening and performing, correctly play classroom instruments, and sing independently and in groups with proper technique. Kindergarten focuses on steady beat, basic solfege (Sol and Mi), voice types, and fundamental concepts like high/low, loud/quiet, and simple rhythms. Grade 1 builds on this with expanded solfege (Sol/Mi), pitch direction, musical expression, melody versus accompaniment, and introductory form, while reinforcing rhythmic skills and tempo awareness. Grade 2 introduces additional solfege (La), instrument families, basic musical forms (AB/ABA), treble clef reading, compound and simple meters, and two-part canon singing, along with continued rhythmic development including half and dotted half notes. Throughout, students engage in movement and expressive activities to deepen their musical understanding.

### Essential Questions:

- How can you make music?
- How can you respond to music?
- How do you describe a sound?
- What is music?

## New Jersey Student Learning Standards

### New Jersey Student Learning Standards:

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

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

1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

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

1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### **Interdisciplinary Connections:**

**TECH.8.1.2.A.4** [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

**L.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds. (phonemes)

**SOC.6.3.4.CS1** [*Content Statement*] - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

**.MA.K.G.B.5** [*Standard*] - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**DA.K-2.1.1.2.Cr2a** [*Performance Expectation*] - Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.

### **21<sup>st</sup> Century Themes:**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

### **Enduring Understandings**

*Students will understand that...*

- Music is composed of melody, pitch, rhythm, timbre, tempo and dynamics.

## **Unit 1 Student Learning Objectives**

Students will know...

### Kindergarten:

- The students will be able to:
- Identify the elements of music through listening and performing
- Identify and play classroom instruments correctly.
- Sing independently and in groups, using proper breathing and vocal techniques.
- Experience steady beat through listening and movement.
- Identify the four voices (Singing, Speaking, Whisper, Shout)
- Sing music that emphasizes Sol and Mi
- Participate in Call & Response
- Participate in Echo Songs
- Identify and sing using the terminology High vs Low
- Identify and sing using the terminology Long vs Short
- Creating Movements to Respond to Music
- Identify and demonstrate Loud vs Quiet
- Identify and demonstrate Fast vs Slow
- Introduced to Rhythm: Quarter, Eighth, and Quarter Rest

### Grade 1:

- The students will be able to:
- Identify the elements of music through listening and performing
- Identify and play classroom instruments correctly.
- Sing independently and in groups, using proper breathing and vocal techniques.
- Experience and maintain a steady beat through listening and movement.
- Sing music that emphasizes Sol and Mi
- Sing music using solfege (Sol/Mi)
- Identify Pitch direction (up/down/same)
- Participate and lead in Call & Response
- Participate and lead in Echo Songs
- Identify and sing using the terminology Forte vs Piano
- Understand melody vs accompaniment
- Understand repeating and contrasting sections
- Introduced to musical expression
- Perform a series of prescribed movements with appropriate expressions
- Identify and demonstrate Tempo
- Identify and demonstrate rhythmic composition
- Further application to Rhythm: Quarter, Eighth, and Quarter Rest

### Grade 2:

- The students will be able to:
- Identify the elements of music through listening and performing
- Identify and play classroom instruments correctly.
- Sing independently and in groups, using proper breathing and vocal techniques.
- Experience and maintain a steady beat through listening and movement.
- Sing music that emphasizes Sol, Mi, and La
- Sing music using solfege (Sol/Mi/La)
- Identify Pitched and Non-Pitched instruments
- Identify the 4 instrument families
- Understand simple forms (AB/ABA)
- Understand Treble Clef and the Staff
- Identify and create music using Compound and Simple meter
- Understand and sing in two part Canon
- Create and perform a series of movements with appropriate expressions

- Further application to Rhythm: Quarter, Eighth, and Quarter Rest (Added Half Note and Dotted Half)

## Unit 1 Assessments

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

### Formative Assessments:

- Direct feedback of student performance
- Q&A on the student performance (self-assessment)
- Part Check
- Exit slip
- Rating scale
- Google Forms
- Stations
- Peer assessment
- Self assessment

### Summative Assessments:

- Student demonstration
- Audition
- Performance/mini-performance assessment
- Rubric
- Basic Knowledge tests

### Alternative Assessments:

- Portfolio
- Project
- Skit
- Drawing

### Benchmark Assessments:

- Teacher created standards-based assessment

## Additional Resources/Links

- "Down in the Valley"
- "First Steps in Music" John Feierabend
- "Freddie the Frog Sticks!"
- "Freddie The Frog" series
- "Music Connection" Series
- Interactive board
- MusicPlayOnline subscription
- You Are Not Alone, by Alphabet Rockers
- The Day You Begin, by Jacqueline Woodson
- Bees, snails, & peacock tails by Betsy Franco
- Culturally Responsive Teaching and the Brain by Zaretta Hammond

- **Dance Like a Butterfly, Songs from Liberia, Senegal, Nigeria, and Ghana, by Kwasi Dunyo and Karen Howard**

- "One, Two, Three, Echo Me"
- "Parachutes and Ribbons and Scarves, Oh My!"
- "Share The Music" Series
- "Sing and Play on Special Days"
- "Singing Games Children Love" series
- "The Flying Jazz Kittens"
- bean bags
- finger cymbals
- floor staff
- floor/gym spots
- Freddie the Frog flashcards
- Freddie the Frog staff posters
- Greg and Steve "Kids in Action"
- internet access
- Ipad
- Conversational Solfege Feierabend curriculum
- jingle bells
- Internet access
- Laptop
- Non-pitched percussion
- Orff instruments
- Piano
- popsicle sticks
- Puppets
- Scarves
- screen, projector
- Stereo
- musictheory.net

## Unit 2 Overview: Concert Music, K-2

**Unit 1 Summary:** This unit develops essential performance skills, including proper technique, following the conductor's cues, blending with the ensemble, and reading basic notation. Students learn concert etiquette, stage presence, and expressing through ensemble performance. Emphasis is placed on preparation, responsibility for learning parts, attendance, and respectful behavior. Reflection, goal-setting, and appreciation for the concert process support ongoing growth as performers.

### Essential Questions:

- What is the difference between concert performance and classroom activities?
- Why is the critique of a musical performance needed?

## New Jersey Student Learning Standards

### New Jersey Student Learning Standards:

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

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1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

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1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**DA.K-2.1.1.2.Cr3a** [*Performance Expectation*] - Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

**SOC.6.1.4.B.CS7** [*Content Statement*] - Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

**SL.PE.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

### **Interdisciplinary Connections:**

Technology: Music literacy game websites

Language arts: Letter recognition

Social studies: World cultures

### **21<sup>st</sup> Century Themes:**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

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9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

### **Enduring Understandings**

*Students will understand that...*

- Performance of music is a valuable process which can demonstrate melody, pitch, rhythm, timbre, tempo and dynamics.

## **Unit 2 Student Learning Objectives**

Students will Know...

- Participate actively in group singing or playing during the concert.
- Follow teacher or conductor directions during the performance.
- Sing songs with mostly accurate pitch and steady beat.
- Use correct words and rhythms for learned songs and pieces.
- Play classroom instruments (e.g., rhythm sticks, hand drums, xylophones) with basic control.

- Listen and stay together with the group when performing.
- Start and stop playing or singing at the right time as a group.
- Enter and exit the stage quietly and respectfully.
- Stand or sit with good posture and remain still during the performance.
- Show respect for others by listening quietly when others perform.
- Sing or play with a confident voice or sound in front of an audience.
- Show simple expressions (smiling, movement, gestures) that match the mood of the music.
- Demonstrate pride in performing for others.
- Talk about what they enjoyed about performing.
- Listen to feedback with a positive attitude.
- Recognize the value of practice and teamwork in preparing for a concert.

## Unit 2 Assessments

- Feeling the pulse of the music
- Improvising movement to the beat
- Small group singing
- Solo singing

### Formative Assessments:

- Direct feedback of student performance
- Q&A on the student performance (self-assessment)
- Part Check
- Exit slip
- Rating scale
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- Self assessment

### Summative Assessments:

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