

# Moonachie School District General Music Curriculum: Grades K - 2

New Jersey Student Learning Standards for Visual and Performing Arts

Born On: August 23, 2022  
Re-Adopted: August 26, 2025

### 1.3a General Music: Grades K-2

#### ARTISTIC PROCESS: Creating

ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 1: Generating and conceptualizing ideas.	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	Imagine
Anchor Standard 2: Organizing and developing ideas.	Musicians' creative choices are influenced by their expertise, context and expressive intent.	How do musicians make creative decisions?	Plan, Make
Anchor Standard 3: Refining and completing products.	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	Evaluate, Refine

#### PERFORMANCE EXPECTATIONS

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

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.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade K:</b> singing voice, speaking voice, emotions, types of movement, sound, steady beat tempo, meter, melody (pitch) form, harmony (texture) expressive elements (dynamics, timbre, tone color) genre (musical styles) performance technique	<b>Grade K</b> Activity 1: SWBAT spontaneously create tunes and sung responses based on teacher inquiry	Activity 1: Arioso 1. Teacher initiated echo response "I sing like this" or "I speak like this" and group responds. 2. Teacher then poses a sung question." How are you feeling today?" or "What is the weather doing today?" Individual students respond. 3. Have students respond using their singing voices. 4. Any response at Level I of this activity from student is encouraged.	Activity 1: Evaluate informal in class performance using observation, discussion, and student product. - Did the student respond? - Did the student express how they were feeling? Level 1: Recitative: Singing with only two pitches Level 2: Arioso: Singing with more than two pitches but not with any formal organization. Level 3: Aria: Singing a clearly structured song with distinct and often repeated sections.

	Activity 2: SWBAT spontaneously create movements/dances with various musical repertoire.	Activity 2: Movement for form and expression with recorded music. 1. Teacher demonstrates appropriate movements (fast/slow, up/down, etc.) for the class to copy 2. Teacher poses the question "how does the music make you feel right now" 3. Students are invited up to create their own movements/lead the class	Activity 2: Evaluate informal in class performance using observation, discussion, and student product. 1. Did the students respond to the movements? 2. Did the students express through movement how the music was making them feel?
	Activity 3: SWBAT respond with different movements to various pieces of music.	Activity 3: Beat Movements with Recorded Music (Classical Movements) 1. Demonstrate an appropriate movement that expresses the emotion or feeling of a piece of music. 2. Ask the students "what else do you think we can do when the music speeds up or slows down?" 3. Apply the suggested movement into the music 4. Discuss with the students if that movement properly expressed the music. 5. "How did the movement change what we were feeling when performing with the music?"	Evaluate informal in class performance using observation, discussion, and student product. 1. Did the students adjust their movements based on the music?
<b>Grade 1:</b> sound, movement, instrument, beat, rhythm,tempo, pitch, body percussion, quarter note, eighth note, sixteenth note, time signature	<b>Grade 1</b> Activity 1: SWBAT - Discover the music of Camille Saint-Saens - Connect the sounds of instruments to the sounds animals make - Connect elements of music (tempo, beat, rhythm, pitch) with the movement of animals	Carnival of the Animals 1. Introduce the storybook "Carnival of the Animals" to the students. 2. Ask students what kind of sounds a lion makes 3. Have students listen to the "Royal March of the Lion" and have them "listen" for the way the lion moves and the sounds he makes. 4. After a discussion, have students listen again and move their bodies to match the sounds they hear. 5. Share a listening map of "Royal March" with the class to help match instrument sounds with animal sounds and movements.	Evaluate informal in class performance using observation, discussion, and student product. - Student discussion - Student performance of movements - Students response to questions regarding connection to musical instruments
	Activity 2: SWBAT - match body percussion to the beat of a song - hold an expressive pose during the rests in a song	The Mannequin 1. Review the topic of keeping a steady beat using body percussion. 2. Play the song "The Mannequin" and have students clap or pat or choose any body percussion to keep the steady beat.	Evaluate informal in class performance using observation, discussion, and student product. - Teacher observation of student body percussion choices to keep a steady beat.

		<p>3. Point out that the direction “Do the Mannequin now” in the song includes rests in the vocals.</p> <p>4. Have students use body percussion to keep the steady beat, and “freeze” into a pose during the section of vocal rests.</p> <p>5. Discuss the body percussion choices and poses that students used and their motivations for the choice.</p>	<ul style="list-style-type: none"> <li>- Teacher observation of student poses during the rests</li> <li>- Students responses to discussion of body percussion choice and pose choice</li> </ul>
	<p>Activity 3: SWBAT</p> <ul style="list-style-type: none"> <li>- Identify quarter, eight and sixteenth notes</li> <li>- Compose a rhythm</li> </ul>	<p>Freddie the Frog - Rhythm Builder</p> <p>1. Review the note values and syllables for quarter note (ta), Eighth notes (ti-ti), and sixteenth notes (tika - tika)</p> <p>2. Using the rhythm builder template have students compose their own one measure 4/4 rhythm using a whiteboard</p> <p>3. Place the finished rhythms in a circle on the floor and have students move around the circle and perform each rhythm using syllables.</p> <p>4. When students have returned ‘home’ discuss the rhythms and any suggestions for improving that students observed in their peers’ work.</p>	<p>Evaluate informal in class performance using observation, discussion, and student product.</p> <ul style="list-style-type: none"> <li>- Student written composition of one measure 4/4 rhythm using quarter, eighth, and sixteenth note patterns</li> <li>- Teacher observation of student performance of peers’ rhythm</li> <li>- Students responses to discussion of improvement of rhythms</li> </ul>
<p><b>Grade 2:</b> theme, composer, instrumentation, instrument families</p>	<p><b>Grade 2</b></p> <p>Activity 1: SWBAT</p> <ul style="list-style-type: none"> <li>- Identify music themes.</li> <li>- Make informed predictions on composers' choice of instrumentation.</li> <li>- Identify instrument families based on sound.</li> </ul>	<p>Peter and The Wolf</p> <ol style="list-style-type: none"> <li>1. Have students make predictions based on their previous understanding of animal sounds/instruments.</li> <li>2. Show images to students instruments to help in their predictions.</li> <li>3. Reveal choices and sounds of instruments and reflect on musical gestures used to describe each character.</li> <li>4. Introduce vocabulary to guide students to use more creative language when describing instrument sounds.</li> <li>5. Make creative choices regarding instrument selection: IE have students decide if they would select different instruments for different animals.</li> </ol>	<p>Evaluate informal in class performance using observation, discussion, and student product.</p> <ul style="list-style-type: none"> <li>- Student discussion</li> <li>- Have students keep track of predictions to reflect upon previously held preconceptions.</li> <li>- Assessment assignments related to sorting instruments into their correct music instrument families.</li> <li>- Assignments labeling instruments.</li> </ul>
	<p>Activity 2: SWBAT</p> <ul style="list-style-type: none"> <li>- Identify AB, ABA, and Rondo Form</li> </ul>	<p>Syncopated Clock</p> <ol style="list-style-type: none"> <li>1. Review rondo form by listening to Mozart's “Rondo Alla Turca”</li> </ol>	<p>Evaluate informal in class performance and lesson using observation, discussion, and student engagement.</p>

	<ul style="list-style-type: none"> <li>- Analyze “Syncopated Clock” by Leroy Anderson</li> <li>- Create movement activities to Rondo Form</li> </ul>	<ol style="list-style-type: none"> <li>2. Listen to Leroy Andersons “Syncopated Clock” while thinking about the form its creating</li> <li>3. Students can identify each sections while listening through the piece</li> <li>4. Have the class create different movements for ABACA for each section</li> <li>5. Practice each section chosen and work through the song slowly</li> <li>6. Review the song and form and then perform the entire thing by memory</li> </ol>	<ul style="list-style-type: none"> <li>- Informal observation</li> <li>- Students creativity in making movement activities</li> <li>- Discussion of form and labeling the correct style</li> </ul>
<b>Resources/Materials:</b>	<p><b>Kindergarten</b>  <a href="https://www.ariosostudio.com/">https://www.ariosostudio.com/</a></p> <p><b>Grade 1</b>  <a href="#">Carnival of the Animals: Classical Music for Kids Hardcover – Picture Book, April 21, 1999</a>  <a href="#">Carnival of the Animals: Read Aloud w/ Music (28:00)</a>  <a href="#">The Mannequin (EE music class)</a>  <a href="#">Royal March of the Lion (EE Music Class)</a>  <a href="#">Royal March of the Lion</a></p> <p><b>Grade 2</b>  <a href="https://nafme.org/reconsidering-the-timeless-tale-of-peter-and-the-wolf/">https://nafme.org/reconsidering-the-timeless-tale-of-peter-and-the-wolf/</a>  <a href="https://www.youtube.com/watch?v=px8FakwGPDM">https://www.youtube.com/watch?v=px8FakwGPDM</a>  <a href="https://www.youtube.com/watch?v=mirmlyvk-lQ">https://www.youtube.com/watch?v=mirmlyvk-lQ</a>  <a href="#">Syncopated Clock</a>  <a href="#">Form in Music</a>  <a href="#">Movement to Syncopated Clock</a>  <a href="#">Listening Map</a>  <a href="#">Leroy Anderson</a></p>		
<b>Interdisciplinary Connections</b>	<p>6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p>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</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults</p>		

	in small and larger groups
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</li> </ul>

Modifications				
Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.3a General Music: Grades K-2 ARTISTIC PROCESS: Performing			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 4: Selecting, analyzing, and interpreting work.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	Select, Analyze, Interpret
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their performance?	Rehearse, Evaluate, Refine

Anchor Standard 6: Conveying meaning through art.	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Present
<b>PERFORMANCE EXPECTATIONS</b>			
1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.			
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.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade K:</b> singing voice, head voice, solo, echo, pitch, glissando, melody tempo, meter, melody (pitch) form, harmony (texture) expressive elements (dynamics, timbre, tone color) genre (musical styles) performance technique	<b>Grade K:</b> Activity 1: SWBAT engage the vocal muscles used to sing in head voice.	Activity 1: Pitch Exploration 1. Invite students to echo or repeat patterns sliding up or down into their head voices 2. Patterns may be displayed onto the board using visual patterns 3. Teacher may also use various props such as toys and puppets (Whale sounds or ghost sounds) 4. Group echoes the teacher, then may attempt solos.	Activity 1: Evaluate informal in class performance using observation, discussion, and student product. 1. Did the students properly echo the teacher's singing voice? 2. Did the student's properly utilize their head voices?
	Activity 2: SWBAT Explore how melodic direction affects the musical experience.	Activity 2: Expressive Movement: Classical connections; When appropriate, teachers should demonstrate or model moves for the students and encourage students when movements are student led 1. "Aquarium" from Carnival of the Animals - Pass out scarves and ask the students to move expressively (integrated) to the music. When they hear the pitches move from high to low they should follow the direction of the pitches with their bodies and crouch down (non-locomotor) on the ground. When the pitches go from low to high, they should stand back up and move expressively to the music.	Activity 2: Evaluate informal in class performance using observation, discussion, and student product. 1. Did the students adjust their movements to the changes in the music?

		<p>2. "Dance of the Sugar Plum Fairy" from the Nutcracker - Ask students to creep (locomotor) around the room when they hear the high pitch of the celesta. Students should stay in one place when they don't hear the high pitch of the celesta.</p> <p>3. Gymnopédie No. 1 - Pass out scarves and ask the students to move them (integrated) to show the pitch of the piano in the piece. Demonstrate that when the notes are high they should wave the scarves high in the air, and when they are low the scarves should be moved below the waist.</p> <p>Suggested Repertoire: My Voice, Ride of the Valkyries - Wagner, Fantasy Impromptu - Chopin, Aquarium - Saint-Saëns</p>	
	Activity 3: SWBAT distinguish between various styles of music by keeping the beat with classroom instruments.	<p>Activity 3: Playing the Beat With Style -</p> <p>1. Teacher will choose three different repertoire selections in three different musical genres.</p> <p>2. Students listen to each selection while patting a steady beat on their legs</p> <p>2. Teacher demonstrates three different movements for each unique selection.</p> <p>3. Students perform movements for each unique style. As the musical selection adjusts, students' movements will change.</p> <p>3. Students will translate playing three different classroom percussion instruments (ie. woodblock, shaker, hand drum, etc..) with each changing style example.</p>	<p>Activity 3: Evaluate informal in class performance using observation, discussion, and student product.</p> <ol style="list-style-type: none"> <li>1. Did the students demonstrate the proper movement for each unique style of music?</li> <li>2. Did the students change instruments alongside the change in musical style?</li> </ol>
<b>Grade 1:</b> pitch, rhythm, beat, instrument, voice, sing, play, review, performance,	<p><b>Grade 1:</b></p> <p>Activity 1: SWBAT</p> <ul style="list-style-type: none"> <li>- Sing a song using accurate pitch and rhythm</li> <li>- Keep the steady beat on classroom percussion instruments.</li> <li>- Optional: Create a homemade musical instrument to play.</li> </ul>	<p>Sing and Play</p> <p>"I Wanna Make Music"</p> <ol style="list-style-type: none"> <li>1. Introduce a song for students to sing along to using pitch, rhythm, and steady beat.</li> <li>2. Next, allow students to choose a classroom instrument. Practice using that instrument to keep the steady beat of the song.</li> </ol> <p>Optional: assign specific rhythms to each instrument</p> <ol style="list-style-type: none"> <li>3. Perform the song as a class, singing and their instruments.</li> </ol>	<p>Evaluate informal in class performance using observation, discussion, and student product.</p> <ul style="list-style-type: none"> <li>• Teacher observation of student singing and instrumental performance.</li> <li>• Student response to questions about instrument choice with relation to the song.</li> </ul>



		4. Discuss student's motivation for instrument choices and if they feel it was a good option for the song. (Allow for changing instruments if possible.)	
	Activity 2: SWBAT - Sing a song using accurate pitch and rhythm - Keep the steady beat on classroom percussion instruments. - critique a recording of a performance based on general observations	Sing/Play/Review 1. Review a song that the class has performed vocally and with classroom instruments in a previous class meeting. 2. While the students perform, create a video or audio recording. 3. As a class listen/watch and discuss ways to improve the performance.	
	Activity 3: - Sing a song using accurate pitch and rhythm - Keep the steady beat on classroom percussion instruments. - critique a recording of a performance based on general observations -develop a short, basic criteria for an enjoyable performance	Refine/Sing/Play/Review 1. Ask students if they have ever been to or watched any kind of performance. Ask them to describe what was enjoyable about the experience. 2. Using the students' responses create a short criteria (3 items) for students to focus on while performing their own song. 3. Review a previously performed song. Have students perform again using voices and instruments and record their performance. 4. Watch/listen to the performance and discuss if the criteria was met and what could be improved.	
<b>Grade 2:</b> movement, instrument, beat, rhythm,tempo, body percussion, quarter note, pair of eighth notes, time signature	<b>Grade 2:</b> Activity 1: SWBAT -Discover the music of Mozart -Use body movement to demonstrate steady beat and rhythmic patterns -Perform movement activities that follow different dynamic, tempo, and pitch contours	Mozart's Music 1. Play video of "Ah vous dirai-je, Maman" by Mozart. 2. Ask students to discuss different music elements found throughout the piece. 3. Introduce Mozart's life and background through a short informative video 4. Have students perform a body movement activity that uses rhythmic notation and the use of two different instruments 5. With ribbon wands, Students will dance and move to "Les petits riens" by Mozart showing dynamic and tempo changes throughout	Evaluation of students' performance through informal observation, discourse, and student progress throughout. <ul style="list-style-type: none"> <li>• Student responses to elements of music after listening activity</li> <li>• Informal questions after biography video about musicians life</li> <li>• Teacher observation of students progress and ability to read notation</li> </ul>

		6. Students will self-evaluated and discuss post-performance as to what can be adjusted or included in the ribbon movements	<ul style="list-style-type: none"><li>● Teacher observation of students expression of dynamics and tempo</li></ul>
Activity 2: SWBAT -Work in groups with varying skill and literacy levels -Read and notate basic rhythmic patterns -Perform compositions created using different dynamic and tempo markings -Analyze student performances and provide feedback.	Group Activity/Songs #1 <ol style="list-style-type: none"><li>1. Review quarter notes, pair of eighth notes, and quarter rests using a metronome</li><li>2. As a class, complete two measures of 4/4 rhythmic patterns</li><li>3. Split class into 5 groups with an assigned whiteboard of two measure of 4/4 time</li><li>4. Each group creates two sets of 4/4 patterns using quarter and pair of eighth notes and at least one quarter rest including tempo and dynamic markings</li><li>5. Groups will perform their patterns using instrument of choices to the class</li><li>6. Class will discuss the elements of music used in each piece performed and provide feedback to each group.</li></ol>	Evaluation of students' performance through informal observation, discourse, and student written assignment. <ul style="list-style-type: none"><li>● Teacher observation of students literacy and ability to keep accurate tempo</li><li>● Teacher observation of students progress and ability to read notation</li><li>● Teacher observation of students expression of dynamics and tempo</li><li>● Assignment by each group showing participation and engagement throughout the lesson</li><li>● Student's evaluation of each rhythmic pattern and expressions</li></ul>	
Activity 3: SWBAT -Work in groups with varying skill and literacy levels -Read and notate basic rhythmic patterns -Perform compositions created using different dynamic and tempo markings -Analyze student performances and provide feedback.	Group Activity/Songs #2 <ol style="list-style-type: none"><li>1. Review quarter notes, pair of eighth notes, and quarter rests using a metronome</li><li>2. As a class, complete two measures of 4/4 rhythmic patterns</li><li>3. Split class into 5 groups with an assigned whiteboard of two measure of 4/4 time</li><li>4. Each group creates two sets of 4/4 patterns using quarter and pair of eighth notes and at least one quarter rest including tempo and dynamic markings</li><li>5. Groups will then pass their board to another group and have them write two measures. This continues until all the songs have at least 10 measures.</li><li>6. Original group will perform and sight read the song written and have class feedback on the expression, tempo, and dynamics considered.</li></ol>		

<b>Resources/Materials:</b>	<p><b>Grade K</b></p> <p>Aquarium from Carnival of the Animals  Dance of the Sugar Plum Fairy from the Nutcracker  Gymnopédie No. 1, My Voice  Ride of the Valkyries- Wagner  Fantasy Impromptu- Chopin  Aquarium- Saint-Saëns  Hunting Wabbits 2 (A Bad Hare Day) by Gordon Goodwin  We Got The Beat by The Go-Go's  Sir Duke by Stevie Wonder</p> <p><b>Grade 1</b></p> <p><a href="#">I Wanna Make Music - EE Music Class</a>  Classroom Instruments (or home-made instruments)</p> <p><b>Grade 2</b></p> <p><a href="#">Twinkle Twinkle by Mozart</a>  <a href="#">MusicPlayOnline</a>  <a href="#">Mozart Ribbon Activity</a>  <a href="#">Mozart Biography</a>  <a href="#">Time Signatures</a>  <a href="#">Staff Paper Resources</a>  <a href="#">How to give and respond to feedback</a>  <a href="#">General Music Activity Book</a></p>
<b>Interdisciplinary Connections</b>	<p>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</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)</p>
<b>Computer Science and Design Thinking</b>	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p>

**Modifications**

Multilingual Learners	Special Education	At Risk for Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

1.3a General Music: Grades K-2			
ARTISTIC PROCESS: Responding			
ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 7: Perceiving and analyzing products.	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Select, Analyze
Anchor Standard 8: Interpreting intent and meaning.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern the musical creators' and performers' expressive intent?	Interpret
Anchor Standard 9: Applying criteria to evaluate products.	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	How do we judge the quality of musical work(s) and performance(s)?	Evaluate

PERFORMANCE EXPECTATIONS			
1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.			
1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.			
1.3A.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.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade K:</b> Steady Beat, Tempo, Meter Dynamics, Pitch, Form, Hand Drum, Tambourine, Woodblock	<b>Grade K:</b> Activity 1: SWBAT keep a steady beat to various repertoire	Activity 1: Opening Steady Beat Activity Warmup: 1. Teacher selects unique and varying repertoire for students to keep the steady beat. 2. Students choose a classroom percussion instrument to play at the beginning of the activity. 3. Students will develop hearing and feeling the pulse and tempo with each selection and respond to changing styles and meter.	Evaluate informal in class performance using observation, discussion, and student product. 1. Did the students properly keep the steady beat on the classroom instrument?
	Activity 2: SWBAT Demonstrate movements that accurately reflect loud and soft.	Activity 2: Classical Connection: Dynamics When appropriate, teachers should demonstrate or model moves for the students and encourage students when movements are student led.  1. William Tell Overture (trumpet entry) - (Note: Click on the play bar until the track is advanced to 7:40 into the selection.) When the music is loud, invite students to stand up (non-locomotor) and clap on the beat. When the music is soft, students should sit back on the floor.  2. A Night on the Bare Mountain - Demonstrate movements and ask students to copy the movements (integrated movement) to show the soft and loud dynamics in this piece.  3. 1st Movement, Symphony No. 94 Surprise Symphony - Ask students to lay down and pretend they are sleeping, and to wake up (non-locomotor) when the music gets suddenly loud.	Evaluate informal in class performance using observation, discussion, and student product. 1. Did the students properly respond via movement to the change in dynamics?
<b>Grade 1:</b> style, variety, jazz latin, rock and roll, dance, movement	<b>Grade 1</b> Activity 1: SWBAT - Understand the definition of music styles. - Aurally recognize when	Movin' in Style 1. Ask students about their favorite kind of food or type of food. Keep a list of their responses. 2. Explain that because there are so many different kinds of food, some	Evaluate informal in class performance using observation, discussion, and student product. - Student response to questions about food and food choices.

	<p>music styles change</p>	<p>students may like one kind better than another. It's nice to have a variety of choices.</p> <p>3. Explain that music is like that, as well, and it's nice to have a variety of music choices so our ears don't get bored.</p> <p>4. Play the video episode of The Music Show Movin' Style. Ask what words did the video use to describe the different kinds of music? (styles)</p> <p>5. Play the full performance recording. Ask them to raise their hands each time they hear the music style change. Assess their aural connection to the style changes.</p>	<ul style="list-style-type: none"> <li>- Students response to questions about 'styles' of music</li> <li>- Student response to listening when styles of music change</li> </ul>
	<p>Activity 2: SWBAT</p> <ul style="list-style-type: none"> <li>- Understand the definition of music styles.</li> <li>- Aurally recognize when music styles change</li> <li>- Sing a song that uses different styles of music</li> </ul>	<p>Movin' in Style</p> <p>1. Review the answer to this question: What word was used in the video to describe the different kinds of music? (styles) Once remembered, write this word on the board.</p> <p>2. Have students watch the video again, then ask: What kind of music did Cadence like? (Latin) And Mike? (Jazz) And Fret? (Rock and Roll) Spend time discussing the characteristics of each style used in this song.</p> <p>3. Ask the students: What kind of music styles do you like? Write these ideas on a board.</p> <p>4. See if they can explain why they like these styles and what music elements might be used to describe them, i.e. loud, soft, fast, slow, etc.</p> <p>5. Using the lyric slides in the digital lesson, the lyric sheet or song sheet, have students sing along as they experience performing the different styles of music featured in "Movin' in Style."</p>	<p>Evaluate informal in class performance using observation, discussion, and student product.</p> <ul style="list-style-type: none"> <li>- Students response to questions about 'styles' of music</li> <li>- Student response naming when styles of music change with each character</li> <li>- Student responses to questions about their style preferences and why</li> <li>- Teacher observation of student vocal performance of the song</li> </ul>
	<p>Activity 3: SWBAT</p> <ul style="list-style-type: none"> <li>- Understand the definition of music styles.</li> <li>- Aurally recognize when music styles change</li> <li>- Sing a song that uses different styles of music</li> <li>- Create motions to represent the different styles found in the song.</li> </ul>	<p>1. Review the answer to this question: What word was used in the video to describe the different kinds of music? (styles) Once remembered, write this word on the board.</p> <p>2. Discuss what kind of movement or dance idea could be used to represent the three styles of music found in the song. For example, for the Latin style ask them if it would make sense to dance like a ballerina or should they move a different way. Work with them to create different styles of dancing for the three music genres.</p> <p>3. Play the music once more and have the children create motions or dance ideas to accompany the different parts of the song as they sing along</p>	<p>Evaluate informal in class performance using observation, discussion, and student product.</p> <ul style="list-style-type: none"> <li>- Students response to questions about 'styles' of music</li> <li>- Teacher observation of student movement and dance to the different styles of music</li> </ul>

Grade 2: movement, beat, rhythm, tempo, lyrics, improvisation	<b>Grade 2:</b> Activity 1: SWBAT <ol style="list-style-type: none"> <li>1. Articulate their choices using expressed personal reasons.</li> <li>2. Make connections to their preconceptions and choices.</li> </ol>	Winter Wiggles (Student Selection) <ol style="list-style-type: none"> <li>1. Students listen to music selections and decide which piece they would like to work on.</li> <li>2. Time is given to reflect upon their decisions and students are asked to reflect on their experience with the cold weather.</li> <li>3. Students try to describe aspects of music that they have gravitated towards.</li> </ol>	Evaluate informal in class performance using observation, discussion, and student product. <ul style="list-style-type: none"> <li>- Student input and contribution to movements.</li> <li>- Leave space for individual improvisation.</li> <li>- Informal observation</li> </ul>
	Activity 2: SWBAT <ol style="list-style-type: none"> <li>1. Create movements based on lyrics and rhythm.</li> <li>2. Perform their selection with addition of body movements.</li> </ol>	Winter Wiggles (Student Selection) <ol style="list-style-type: none"> <li>1. Students contribute movements using lyrics and their understanding of the cold.</li> <li>2. Students can reflect on their decisions and work in a collaborative setting to create unique movements to par with lyrics.</li> <li>3. Discuss form and expectation.</li> </ol>	Evaluate informal in class performance using observation, discussion, and student product. <ul style="list-style-type: none"> <li>- Student input and contribution to movements.</li> <li>- Leave space for individual improvisation.</li> <li>- Informal observation</li> </ul>
	Activity 3:  Grade 2: SWBAT <ol style="list-style-type: none"> <li>1. Reflect on a performance of themselves or their peers in a constructive manner.</li> </ol>	Winter Wiggles (Student Selection) <ol style="list-style-type: none"> <li>1. Students can develop their own criteria for successful performance of their piece.</li> <li>2. Students can perform and record their piece and apply that criteria towards themselves.</li> <li>3. Students can develop constructive ways to make their product better and try to implement changes in their own performance.</li> </ol>	Evaluate informal in class performance using observation, discussion, and student product. <ul style="list-style-type: none"> <li>- Student input and contribution to movements.</li> <li>- Leave space for individual improvisation.</li> <li>- Informal observation</li> <li>- Assessment Rubric</li> <li>- Self Reflection Form</li> </ul>
Resources/Materials	<b>Grade K:</b> Classroom Percussion Instruments  <b>Grade 1:</b> <a href="#">Moving In Style</a> <a href="#">Movin' in Style - EE Music Class</a>  <b>Grade 2:</b> <a href="https://nafme.org/student-created-rubrics-in-the-music-classroom/">https://nafme.org/student-created-rubrics-in-the-music-classroom/</a> <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>		

	<a href="https://pitchpublications.com/pitch-hill/">https://pitchpublications.com/pitch-hill/</a>
<b>Interdisciplinary Connections</b>	6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 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 SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a) 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
<b>Computer Science and Design Thinking</b>	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Modifications				
Multilingual Learners	Special Education	At Risk of Failing School	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

### 1.3a General Music: Grades K-2

#### ARTISTIC PROCESS: Connecting



ANCHOR STANDARD	ENDURING UNDERSTANDING	ESSENTIAL QUESTION	PRACTICE
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?	Interconnection
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Interconnection
PERFORMANCE EXPECTATIONS			
1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.			
1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Grade K:</b> create, draw, picture, activity, emotion	<b>Grade K:</b> Activity 1: SWBAT create pictures based off of a piece of music.	Activity 1: 1. Students listen to a piece of music chosen by the teacher. 2. Students will then create pictures based off of what the music is making them think about.	Evaluate informal in class performance using observation, discussion, and student product. 1. Did the students create an appropriate picture based off of the music?
<b>Grade 1:</b> jazz, style, instrument, solo, beat, movement	<b>Grade 1:</b> Activity 1: SWBAT <ul style="list-style-type: none"> <li>- Describe how the Jazz Fly gained inspiration from other animals to use in music.</li> <li>- Describe how outside disciplines can influence.</li> <li>- Describe instruments used in the Jazz Fly instrument ensemble.</li> </ul> Activity 2: SWBAT <ul style="list-style-type: none"> <li>- Use their life experiences to create a Jazz Fly solo of their own.</li> </ul>	The Jazz Fly 1. Students will try to describe and name as many types of music styles that they can think of. 2. Students can listen to Jazz and practice identifying key aspects of Jazz style. 3. Students can create unique movements and practice keeping the beat.  Activity 2: 1. Students can generate ideas about their life that they may use in their Jazz solos. 2. Students can create an image or picture that represents aspects of their life that might inspire them.	Evaluate informal in class performance using observation, discussion, and student product.

<b>Grade 2:</b> timbre, tone, instrument families, pitch, dynamics, tempo, pitch	<b>Grade 2:</b> Activity 1: SWBAT <ul style="list-style-type: none"> <li>- Discover different timbres in music</li> <li>- Discuss emotions and music</li> <li>- Learn about Germaine Tailleferre</li> <li>- Create paintings showing the expression of dynamics, tempo, and pitch</li> </ul>	<b>Music and Emotions</b> <ol style="list-style-type: none"> <li>1. Introduce the color wheel and discuss the common emotions associated with each color/aspect</li> <li>2. Have students discuss music that makes them feel joy, sadness, and etc.</li> <li>3. Introduce Germaine Tailleferre and her music inspired by timbre and color</li> <li>4. Teach the term “Timbre” and its relation to music and the instrument families</li> <li>5. Play different instrument sounds and performances and ask students what color or emotion they associate each example with</li> <li>6. Using 2 different examples (sad and happy), have students create a split painting using Cool=Sad and Warm=Happy</li> <li>7. Discuss “Synesthesia” and display/view each student's artwork with the music chosen.</li> </ol>	Evaluation of students through informal observance, discourse, and created artwork. <ul style="list-style-type: none"> <li>• Teacher observation of students engagement</li> <li>• Students ability to engage in discourse and make connections</li> <li>• Creation of artwork that features students personal reflections of timbres and styles</li> </ul>
	Activity 2: SWBAT <ul style="list-style-type: none"> <li>- Discover and discuss the history of “Birth Names”</li> <li>- Discuss the elements of music and song</li> <li>- Create songs shaped like individual students names</li> <li>- Learn about respect and the power individuality</li> </ul>	<b>“Your Name is a Song”</b> <ol style="list-style-type: none"> <li>1. Introduce yourself and then introduce the book “Your Name is a Song” by Jamilah Thompkins-Bigelow</li> <li>2. Read the book “You Name is a Song” and sing through each of the characters' names.</li> <li>3. Have students sing each name.</li> <li>4. After the book, have students sing their name using high and low sounds and using short and long sounds for syllables.</li> <li>5. Class will echo each of the names and clap their rhythms</li> <li>6. Using ChromeMusicLab, have students write their names into the programs and play them for each other</li> </ol>	Evaluation of students through informal observance, discourse, and listening. <ul style="list-style-type: none"> <li>• Teacher observation of student engagement</li> <li>• Informal evaluation of students singing (pitch and rhythm)</li> <li>• Students using technology appropriately</li> </ul>
<b>Resources/Materials</b>	<b>Grade K:</b> Repertoire of Choice  <b>Grade 1:</b> <a href="#">Jazz Fly</a>  <b>Grade 2:</b>		

	<a href="#">Timbre and Tone Color</a> Sad: <a href="#">Vienna Philharmonic – Barber: Adagio for Strings, Op.11</a> Happy: <a href="#">Richard Wagner - Ride of The Valkyries</a> <a href="#">Music and Emotions</a> <a href="#">Your Name Is a Song by Jamilah Thompkins Bigelow</a> <a href="#">Chrome Music Lab</a> <a href="#">Learning Student Names</a> <a href="#">Importance of Names</a>
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Modifications				
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Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication

				Modified assignments Counseling
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