

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

General Music

Grade: K

ABSTRACT

The elementary general music program follows a sequential format based on the elements of music including pitch and melody, beat/meter/rhythm, and dynamics, tone color and form. The focus is to cover a broad range of musical skills and concepts, and build a solid foundation for the K-12 Music program. The elementary music program utilizes multiple levels of learning and inquiry, and is designed to encourage critical and creative thinking skills. We believe the study of music contributes to the development of the whole child, and is an integral part of their education.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade K Music

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1 Music Movement (September - 4 weeks)	Unit 2 Instrumental Exploration (October - 4 weeks)	Unit 3 Introduce Tone Color (November - 4 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: General Music Standards Creating 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. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of	NJSLS: General Music Standards Creating 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. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of	NJSLS: General Music Standards Creating 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. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 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.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. Responding 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. Connecting 1.3A.2.Cn10a: Demonstrate how	cultures selected for performance. 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. Responding 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. Connecting 1.3A.2.Cn10a: Demonstrate how	cultures selected for performance. 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. Responding 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. Connecting 1.3A.2.Cn10a: Demonstrate how
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	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.	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.	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: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g.,	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g.,	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g.,

	classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and	classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and	classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and
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	ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.	ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.	ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a</i>	N/A	N/A	N/A

CTE curriculum 9.3 Career and Technical Education)			
Enduring Understandings: (Follow UbD: What big ideas will students know?)	- Music can be experienced through movement. - A steady beat helps organize music. - Movement helps express musical ideas and emotions. - Musicians listen carefully and respond appropriately to musical cues. - Everyone can participate in music through movement and creative expression.	- Musical instruments create sounds in different ways. - Different instruments have unique tone colors. - Musicians use instruments responsibly and respectfully. - Instruments can be used to accompany songs and express musical ideas. - Listening carefully helps musicians play together successfully.	- Every voice and instrument has its own unique sound, called tone color or timbre. - Tone color helps us identify voices and instruments. - Musicians listen carefully to recognize and compare different sounds. - Music communicates ideas and emotions through a variety of sounds.
Essential Questions: (Follow UbD best practices in the creation of questions)	- How does movement help us experience music? - How can our bodies show the beat in music? - How do musicians use movement to express ideas and feelings? - Why is it important to listen and move together? - How can music make us feel and move in different ways?	- How do musical instruments make sound? - What makes one instrument sound different from another? - How do musicians care for instruments? - How can instruments help us make music together? - Why is listening important when playing instruments?	- What is tone color? - How can we tell instruments apart by listening? - How are sounds alike and different? - How does tone color make music more interesting?
STAGE 2: Evidence			
Assessment & Evidence: (By what criteria will performances of understanding be judged? Include: 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments - Teacher observation - Participation during movement activities - Beat-keeping activities - Class discussions	Formative Assessments - Teacher observation - Instrument identification activities	Formative Assessments - Teacher observation - Listening activities - Class discussions - Instrument identification

	• Exit questions • Observation checklist Summative Assessments • Demonstrate steady beat through movement. • Follow movement directions while listening to music. • Participate appropriately in whole-group movement activities. • Demonstrate understanding of beginning and stopping with musical cues. Alternative Assessment (Performance/Project) • Perform a movement sequence demonstrating steady beat. • Create original body movements to match different styles of music. • Participate in a class movement performance. Benchmark Assessment Teacher-created Kindergarten Music Skills Checklist evaluating: • Participation • Listening skills • Beat awareness • Following directions • Musical movement • Cooperation	• Participation during instrument exploration • Listening activities • Questioning and discussion • Performance checklists Summative Assessments • Demonstrate proper handling of classroom instruments. • Identify classroom percussion instruments by sight or sound. • Play instruments using appropriate technique. • Follow start, stop, loud, and soft performance cues. Alternative Assessment (Performance/Project) • Perform a simple rhythmic accompaniment using classroom percussion instruments. • Demonstrate different ways instruments can create sound (shake, tap, scrape, strike). • Participate in a class instrument ensemble. Benchmark Assessment Teacher-created Kindergarten Music Skills Checklist assessing: • Instrument identification • Proper instrument care • Listening skills • Playing technique	• Turn-and-talk responses • Exit questions Summative Assessments • Identify different classroom instruments by their sound. • Compare and describe contrasting tone colors. • Demonstrate active listening during musical examples. Alternative Assessment (Performance/Project) • Create a sound matching activity using classroom instruments. • Participate in listening games identifying instrument sounds. • Demonstrate understanding through movement or drawing responses. Benchmark Assessment Teacher-created Kindergarten Music Skills Checklist assessing: • Listening skills • Instrument recognition • Participation • Musical vocabulary • Appropriate classroom behavior
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		• Participation • Following conductor cues	
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content • Learn music classroom routines and expectations. • Move safely in personal and shared space. • Practice locomotor movements (walking, marching, hopping, skipping, galloping). • Practice non-locomotor movements (bending, stretching, twisting, clapping). • Keep a steady beat using body percussion and movement. • Respond to changes in music by starting, stopping, speeding up, slowing down, and freezing. • Explore expressive movement while listening to various musical selections. • Sing simple welcome songs and action songs. • Participate in circle games and movement activities inspired by the Kodály approach.	Learning Activities/Content • Learn classroom rules for safely handling musical instruments. • Explore classroom percussion instruments including rhythm sticks, hand drums, maracas, tambourines, triangles, bells, and woodblocks. • Discover how instruments create sound by shaking, tapping, scraping, or striking. • Practice starting and stopping together using teacher cues. • Play instruments to accompany familiar songs. • Explore loud and soft playing. • Compare sounds made by different classroom instruments. • Participate in instrument exploration centers. • Practice sharing and caring for classroom instruments. • Develop listening skills while playing with classmates. DEI Activities -	Learning Activities/Content • Explore the meaning of tone color (timbre). • Listen to classroom instruments and identify differences in their sounds. • Compare high, low, bright, dark, smooth, and rough sounding instruments using age-appropriate vocabulary. • Participate in listening games to identify instruments by sound. • Match sounds to pictures of instruments. • Compare singing voices with speaking voices. • Explore how composers and performers use different sounds to create musical interest. • Respond to music through movement, drawing, and discussion. • Practice respectful listening behaviors during musical performances.

	• Develop active listening skills through movement. • Practice respectful audience and performer behaviors. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will listen to and respond to music from a variety of cultures, communities, and traditions to recognize that music is a universal form of expression. Through classroom discussions and listening activities, students will learn that every voice, instrument, and musical tradition contributes unique sounds and perspectives.	Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will listen to and respond to music from a variety of cultures, communities, and traditions to recognize that music is a universal form of expression. Through classroom discussions and listening activities, students will learn that every voice, instrument, and musical tradition contributes unique sounds and perspectives. Lessons foster respect, empathy, inclusion, and appreciation for differences while encouraging students to value their own musical	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will listen to and respond to music from a variety of cultures, communities, and traditions to recognize that music is a universal form of expression. Through classroom discussions and listening activities, students will learn that every voice, instrument, and musical tradition contributes unique sounds and perspectives. Lessons foster respect, empathy, inclusion, and appreciation for differences while encouraging students to value their own musical
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	Lessons foster respect, empathy, inclusion, and appreciation for differences while encouraging students to value their own musical experiences and those of others. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 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. Students experience music and movement activities that celebrate African American musical traditions and cultural contributions through folk songs, movement games, and rhythmic activities. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them	experiences and those of others. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 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. - Students explore percussion instruments and musical traditions that highlight the contributions of African American musicians and cultures through age-appropriate songs, rhythms, and classroom discussions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students practice cooperation, kindness, responsibility, and respect by sharing	experiences and those of others. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 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. - Students experience musical examples representing African American musicians and cultural traditions while recognizing the importance of diverse musical voices. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students demonstrate kindness, cooperation, and respect for others through collaborative music activities and active listening.
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	good examples. Students develop empathy, cooperation, kindness, and respect for others by participating in collaborative music and movement experiences that promote inclusion and positive classroom community.	instruments, taking turns, and working together during ensemble activities.	
Resources: <i>(Include names of texts and all online resources)</i>	Texts <i>First Steps in Music</i> - John Feierabend - Kodály in the Kindergarten Classroom Songs “Hello” Song “Goodbye” Song “Shake My Sillies Out” “The Goldfish” “If You're Happy and You Know It” - Traditional children's singing games and movement songs Online Resources - QuaverMusic - Music K-8 - Chrome Music Lab - PBS LearningMedia - GoNoodle - The Kennedy Center ArtsEdge	Texts <i>First Steps in Music</i> - John Feierabend - World Music Drumming (teacher resource) Classroom Instruments - Rhythm sticks - Hand drums - Maracas - Tambourines - Triangles - Bells - Woodblocks - Egg shakers - Finger cymbals Online Resources - QuaverMusic - Chrome Music Lab - Music K-8 - PBS LearningMedia - Carnegie Hall Musical Explorers - The Kennedy Center ArtsEdge	Texts <i>First Steps in Music</i> - John Feierabend Materials - Classroom percussion instruments - Picture cards of instruments - Audio recordings featuring different instrument families - Teacher-selected listening examples Online Resources - QuaverMusic - Chrome Music Lab - Music K-8 - PBS LearningMedia - Carnegie Hall Musical Explorers

Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Visual schedules and picture cues ● Teacher modeling ● Repetition and guided practice ● Adaptive movement options ● Small-group instruction ● Preferential seating English Language Learners (ELLs) ● Visual vocabulary cards ● Gestures and modeling ● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations	Special Education ● Visual schedules and picture cues ● Teacher modeling ● Repetition and guided practice ● Adaptive movement options ● Small-group instruction ● Preferential seating English Language Learners (ELLs) ● Visual vocabulary cards ● Gestures and modeling ● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations	Special Education ● Visual schedules and picture cues ● Teacher modeling ● Repetition and guided practice ● Adaptive movement options ● Small-group instruction ● Preferential seating English Language Learners (ELLs) ● Visual vocabulary cards ● Gestures and modeling ● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations
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	Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans
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Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 4 Kodaly, Holiday Songs & moving to music (December - 4 weeks)	Unit 5 Loud vs. Soft (January - 4 weeks)	Unit 6 Ta & Ti-Ti (February)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: General Music Standards Creating 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. Performing	NJSLS: General Music Standards Creating 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. Performing	NJSLS: General Music Standards Creating 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. Performing

	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 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.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. Responding 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	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 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.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. Responding 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	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 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.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. Responding 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
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	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. Connecting 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.	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. Connecting 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.	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. Connecting 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: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of

	character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by	character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by	character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by
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	visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.	visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.	visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

	8.2.2.ED.1 Communicate the function of a product or device.	8.2.2.ED.1 Communicate the function of a product or device.	8.2.2.ED.1 Communicate the function of a product or device.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● <i>9.3 Career and Technical Education)</i>	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Singing and movement help us experience and understand music. ● Folk songs and holiday music reflect traditions and cultures around the world. ● Music can communicate ideas, stories, and emotions. ● Working together through singing and movement builds cooperation and confidence. ● Music is an important part of celebrations and community.	● Dynamics describe how loud or soft music is performed. ● Musicians change dynamics to communicate ideas and emotions. ● Careful listening helps musicians recognize changes in volume. ● Singing, movement, and instruments can all demonstrate dynamics.	● Rhythm is an important part of every piece of music. ● Rhythmic patterns help organize music. ● Ta and Ti-Ti are used to represent different rhythm patterns. ● Musicians use rhythm to perform together successfully. ● Rhythm can be found in music, speech, movement, and everyday life.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. Why do people sing songs together? 2. How does movement help us understand music? 3. How do songs tell stories? 4. How does music help people celebrate traditions? 5. How do musicians work together during performances?	1. What are dynamics in music? 2. How do loud and soft sounds change music? 3. How can musicians use dynamics to express feelings? 4. Why is it important to listen for changes in volume? 5. How can we show loud and soft using our voices, bodies, and instruments?	1. What is rhythm? 2. How do Ta and Ti-Ti help us read and perform music? 3. How can our bodies show rhythm? 4. Why is keeping a steady beat important? 5. Where do we hear rhythm in everyday life?

STAGE 2: Evidence

Assessment & Evidence: *(By what criteria will performances of understanding be judged? Include:*

1. *Formative,*
2. *Summative,*
3. *Alternative - Performance/Project)*
4. *Benchmark)*

Formative Assessments

- Teacher observation
- Participation during singing and movement activities
- Echo singing
- Beat and rhythm activities
- Class discussions
- Exit questions

Summative Assessments

- Sing familiar songs using an appropriate singing voice.
- Demonstrate steady beat through movement.
- Participate appropriately in group singing and movement activities.
- Follow musical cues during performances.

Alternative Assessment

(Performance/Project)

- Perform a classroom song with movement.
- Participate in a seasonal or holiday musical performance.
- Create movements to accompany a familiar song.
- Demonstrate appropriate audience and performer behavior.

Formative Assessments

- Teacher observation
- Participation in singing and movement activities
- Listening activities
- Instrument exploration
- Questioning and class discussion
- Exit questions

Summative Assessments

- Demonstrate loud and soft singing voices.
- Perform loud and soft patterns using classroom instruments.
- Respond appropriately to dynamic changes through movement.
- Identify loud and soft examples while listening to music.

Alternative Assessment

(Performance/Project)

- Perform a familiar song using contrasting dynamics.
- Create body movements that demonstrate loud and soft music.
- Participate in a classroom performance incorporating dynamic changes.

Formative Assessments

- Teacher observation
- Rhythm echo activities
- Body percussion exercises
- Class discussions
- Beat and rhythm games
- Exit questions

Summative Assessments

- Perform Ta and Ti-Ti rhythmic patterns accurately.
- Maintain a steady beat while performing rhythms.
- Demonstrate correct use of body percussion or classroom instruments.
- Read and perform simple rhythm patterns.

Alternative Assessment

(Performance/Project)

- Perform a rhythmic pattern using body percussion.
- Create a simple rhythm using Ta and Ti-Ti.
- Perform a classroom rhythm ensemble.
- Accompany a familiar song using classroom percussion instruments.

Benchmark Assessment

	Benchmark Assessment Teacher-created Kindergarten Music Skills Checklist assessing: • Singing voice • Participation • Steady beat • Movement skills • Listening skills • Musical expression • Performance etiquette	• Demonstrate appropriate audience and performer behaviors. Benchmark Assessment Teacher-created Kindergarten Music Skills Checklist assessing: • Recognition of loud and soft dynamics • Listening skills • Musical expression • Singing voice • Instrument performance • Participation • Performance etiquette	Teacher-created Kindergarten Music Skills Checklist assessing: • Steady beat • Rhythm recognition • Rhythm performance • Listening skills • Participation • Musical expression • Performance etiquette
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • Amistad Law • Holocaust Law • LGBTQ/Disabilities Law)	Learning Activities/Content • Learn and perform age-appropriate Kodály folk songs and singing games. • Sing seasonal and holiday songs representing a variety of traditions and cultures. • Develop proper singing posture and use an appropriate singing voice. • Participate in echo songs, call-and-response activities, and simple partner songs. • Practice keeping a steady beat through movement and body percussion.	Learning Activities/Content • Learn the meaning of loud (forte) and soft (piano) in age-appropriate language. • Explore loud and soft sounds using speaking voices, singing voices, body percussion, and classroom instruments. • Respond to changes in dynamics through movement and creative expression. • Participate in listening activities that identify loud and soft musical examples. • Sing familiar songs using contrasting dynamic levels.	Learning Activities/Content • Learn the difference between steady beat and rhythm. • Identify and perform Ta (quarter note) and Ti-Ti (paired eighth notes) using age-appropriate Kodály rhythm syllables. • Echo simple rhythmic patterns through clapping, tapping, marching, and body percussion. • Practice keeping a steady beat while performing rhythms. • Read simple iconic and rhythmic notation using pictures and symbols.

	• Explore locomotor and non-locomotor movement while responding to music. • Participate in circle games, fingerplays, and movement activities. • Demonstrate expressive movement that reflects the mood and style of the music. • Develop active listening skills and respond appropriately to musical cues. • Practice respectful audience and performer behaviors during classroom performances. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will sing, listen to, and move to music	• Perform simple rhythmic patterns using loud and soft sounds. • Play classroom instruments while following teacher-directed dynamic cues. • Practice controlling voice and instrument volume during musical performances. • Develop active listening skills while recognizing changes in musical expression. • Demonstrate respectful audience and performer behaviors. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will explore music from a variety of cultures and	• Perform rhythm patterns using classroom percussion instruments. • Create original rhythmic patterns using Ta and Ti-Ti. • Accompany familiar songs with simple rhythmic ostinatos. • Participate in rhythm games, chants, and movement activities. • Develop ensemble skills by performing rhythms together. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). • Students will experience rhythmic patterns through music from a variety of cultures and traditions.
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	representing a variety of cultures, traditions, and celebrations. Through Kodály folk songs and seasonal music, students will recognize that music is a shared human experience across communities. Lessons encourage respect for different cultural traditions, promote inclusion, and help students appreciate the unique backgrounds and experiences of others while building a welcoming classroom community. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 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. Students will experience songs, games, and musical traditions that recognize the contributions of African Americans to American music and culture. Instruction	traditions while recognizing that musicians around the world use dynamics to communicate emotions and tell stories. Through singing, listening, and movement activities, students will appreciate that music is a universal language that connects people across cultures and communities. Lessons promote respect, inclusion, empathy, and appreciation for the diverse ways music is experienced and shared. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 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. Students will explore songs and musical examples that highlight the contributions of African American musicians and composers. Instruction may include spirituals, gospel,	Lessons emphasize that rhythm is a universal element of music shared by people around the world. Students will collaborate respectfully, appreciate diverse musical traditions, and recognize that everyone can participate and contribute through music-making regardless of background or ability. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 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. Students will explore rhythmic traditions that highlight the contributions of African Americans to American music, including examples from spirituals, gospel, jazz, blues, and other rhythm-based musical styles. Lessons foster appreciation for cultural diversity and the
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	includes age-appropriate examples of folk songs, spirituals, gospel music, and other musical traditions that have influenced American music. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will develop empathy, kindness, cooperation, and respect for others through collaborative singing, movement, and classroom discussions that emphasize acceptance, inclusion, and responsible citizenship.	jazz, blues, and other musical traditions that demonstrate expressive use of dynamics while fostering appreciation for cultural diversity and historical contributions. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will develop empathy, cooperation, kindness, and respect through collaborative music-making and classroom discussions that encourage responsible citizenship and appreciation for others.	historical impact of African American musicians. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will develop empathy, cooperation, kindness, and respect through collaborative rhythm activities, partner work, and classroom discussions that reinforce responsible citizenship and appreciation for others.
Resources: <i>(Include names of texts and all online resources)</i>	Texts <i>First Steps in Music – John Feierabend</i> <i>Kodály in the Kindergarten Classroom</i> Songs & Materials - Traditional Kodály folk songs - Echo songs	Texts <i>First Steps in Music – John Feierabend</i> Songs & Materials - Echo songs - Action songs - Folk songs	Texts <i>First Steps in Music – John Feierabend</i> <i>Kodály in the Kindergarten Classroom</i> Songs & Materials - Kodály rhythm chants - Nursery rhymes

	• Singing games • Fingerplays • Holiday and seasonal songs • Scarves, rhythm sticks, beanbags, and movement props Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • PBS LearningMedia • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • GoNoodle	• Classroom percussion instruments • Rhythm sticks • Scarves • Visual dynamic cards (loud/soft) • Movement props Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • PBS LearningMedia • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • GoNoodle	• Rhythm flashcards • Beat charts • Rhythm sticks • Hand drums • Egg shakers • Rhythm cards • Body percussion activities Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • PBS LearningMedia • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • Rhythm Trainer (teacher-selected) • GoNoodle
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling	Special Education • Visual schedules and picture cues • Teacher modeling • Repetition and guided practice • Adaptive movement options • Small-group instruction • Preferential seating English Language Learners (ELLs) • Visual vocabulary cards • Gestures and modeling

	● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating ● Flexible movement accommodations ● Scheduled movement breaks ● Extended processing time ● Individual accommodations according to student plans	● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating ● Flexible movement accommodations ● Scheduled movement breaks ● Extended processing time ● Individual accommodations according to student plans	● Picture-supported directions ● Peer partners ● Repetition of songs and movement At Risk/BSI ● Frequent teacher check-ins ● Simplified directions ● Additional practice opportunities ● Positive reinforcement ● Small-group support Gifted & Talented/Advanced ● Lead movement demonstrations ● Create original movement sequences ● Demonstrate beat patterns for classmates ● Explore more complex movement combinations Section 504 ● Preferential seating ● Flexible movement accommodations ● Scheduled movement breaks ● Extended processing time ● Individual accommodations according to student plans
Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 7 High vs. Low	Unit 8 Fast vs. Slow	Unit 9 Review end of the year concert

	(March - 4 weeks)	(April - 4 weeks)	songs and choreographed movement to music/ Review of graduation songs. (May/June - 6 weeks)
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS: General Music Standards Creating 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. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 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.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey	NJSLS: General Music Standards Creating 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. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 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.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey	NJSLS: General Music Standards Creating 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. Performing 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 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.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. Responding 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. Connecting 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	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. Responding 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. Connecting 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	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. Responding 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. Connecting 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
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	understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).	ELA Companion SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Physical Education 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

	2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.	2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.	2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). Social Studies 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. World Languages 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such Visual and Performing Arts 1.2.2.Cn11A. Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
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Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 9.1 Personal Financial Literacy; or • 9.2 Career Awareness, Exploration, Preparation & Training; or • 9.4 Life Literacies & Key Skills)	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).	Career Awareness 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. Life Literacies & Key Skills 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).
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • 8.1 Computer Science; or • 8.2 Design Thinking)	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.	Computer Science 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences 8.2.2.ED.1 Communicate the function of a product or device.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• Pitch describes how high or low a sound is. • Voices and instruments can produce both high and low sounds.	• Tempo describes how fast or slow music is performed. • Musicians use tempo changes to communicate feelings, ideas, and energy.	• Music performances require preparation, teamwork, and cooperation. • Musicians use singing, movement, and expression to

	• Musicians use changes in pitch to create melodies and express ideas. • Careful listening helps us recognize differences in pitch.	• Movement can represent changes in musical speed. • Careful listening helps musicians respond to changes in tempo. • Music can make us move and respond in different ways.	communicate ideas and emotions. • Practice helps performers build confidence and improve musical skills. • Music creates connections between individuals, families, and communities. • Everyone contributes to a successful performance.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. What is pitch? 2. How can we tell if a sound is high or low? 3. How do musicians use high and low sounds to create music? 4. How can our voices and bodies show changes in pitch? 5. Why is listening important when identifying pitch?	1. What is tempo? 2. How can we tell if music is fast or slow? 3. How does tempo change the way music feels? 4. How can our bodies show fast and slow music? 5. Why is listening important when responding to music?	1. How do musicians prepare for a performance? 2. Why is teamwork important when performing music? 3. How can movement help tell the story of a song? 4. How can we use our voices and bodies to express feelings? 5. How do performances celebrate important moments and accomplishments?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. <i>Formative,</i> 2. <i>Summative,</i> 3. <i>Alternative - Performance/Project)</i> 4. <i>Benchmark)</i>	Formative Assessments • Teacher observation • Vocal exploration activities • Listening games • Movement responses • Class discussions • Exit questions Summative Assessments	Formative Assessments • Teacher observation • Listening activities • Movement responses • Singing activities • Class discussions • Tempo identification games • Exit questions	Formative Assessments • Teacher observation during rehearsals • Participation in singing activities • Movement practice • Following conductor/director cues • Peer feedback and reflection

	● Identify high and low sounds through listening. ● Demonstrate high and low pitches using the singing voice. ● Respond appropriately to changes in pitch through movement. ● Perform songs using appropriate vocal range. Alternative Assessment (Performance/Project) ● Perform a song demonstrating high and low pitches. ● Create movements representing changes in pitch. ● Sort pictures or instruments based on high and low sounds. ● Participate in classroom singing activities demonstrating pitch awareness. Benchmark Assessment Teacher-created Kindergarten Music Skills Checklist assessing: ● Pitch recognition ● Singing voice ● Listening skills ● Musical participation ● Musical expression ● Performance etiquette	Summative Assessments ● Identify fast and slow examples in music. ● Demonstrate movement that matches different tempos. ● Perform songs using appropriate tempo. ● Follow teacher cues to change speed while singing, moving, or playing instruments. Alternative Assessment (Performance/Project) ● Create a movement sequence that demonstrates fast and slow sections. ● Perform a familiar song using contrasting tempos. ● Participate in a class movement activity responding to tempo changes. ● Use classroom instruments to demonstrate fast and slow patterns. Benchmark Assessment Teacher-created Kindergarten Music Skills Checklist assessing: ● Tempo recognition ● Listening skills ● Movement response ● Musical expression ● Participation ● Performance behaviors	● Listening and response activities Summative Assessments ● Perform selected concert songs using appropriate singing skills. ● Demonstrate memorization of lyrics and musical sections. ● Use choreographed movements that match the music. ● Demonstrate appropriate stage presence and performance behaviors. ● Participate cooperatively during rehearsals and performances. Alternative Assessment (Performance/Project) ● Participate in an end-of-year concert performance. ● Perform graduation songs with classmates. ● Create expressive movements to accompany music. ● Demonstrate individual growth through a final music reflection or performance activity. Benchmark Assessment Teacher-created Kindergarten Music Performance Checklist assessing:
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			● Singing voice ● Rhythm and beat awareness ● Following directions ● Movement coordination ● Confidence and participation ● Cooperation ● Audience and performer etiquette
STAGE 3: Learning Plan			

Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	Learning Activities/Content • Learn that pitch describes whether a sound is high or low. • Explore high and low sounds using speaking and singing voices. • Listen to musical examples and identify high and low pitches. • Use body movements to represent changes in pitch (reach high, crouch low, move up and down). • Sing songs that include contrasting high and low melodic patterns. • Explore classroom instruments that produce different pitch ranges. • Participate in echo singing activities using high and low pitches. • Match pictures, visuals, or manipulatives to high and low sounds. • Respond to teacher cues through singing, movement, and listening activities. • Practice respectful audience and performer behaviors during classroom music experiences. DEI Activities -	Learning Activities/Content • Learn that tempo describes the speed of music. • Identify fast and slow music through listening examples. • Explore fast and slow movements using locomotor and non-locomotor activities. • Move like different animals or characters while responding to changes in tempo. • Sing familiar songs at different speeds. • Practice speeding up and slowing down with teacher direction. • Play classroom instruments using fast and slow patterns. • Compare how tempo changes the mood and feeling of music. • Respond to musical cues through movement, singing, and instruments. • Participate in group music activities requiring cooperation and active listening. • Practice respectful audience and performer behaviors. DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings	Learning Activities/Content • Review previously learned musical concepts including steady beat, rhythm, dynamics, tempo, pitch, and movement. • Practice selected end-of-year concert songs. • Review lyrics, melodies, and musical sections. • Develop proper singing techniques including posture, breathing, and clear voices. • Learn and practice choreographed movements that support song meanings. • Practice stage positioning, entrances, exits, and performance behaviors. • Use facial expressions, gestures, and movement to communicate emotions through music. • Collaborate with classmates to create a successful group performance. • Review and rehearse kindergarten graduation songs. • Reflect on their musical growth throughout the school year. • Celebrate accomplishments through a final performance experience.
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	Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will experience music from a variety of cultures and traditions while exploring how singers and musicians around the world use high and low pitches to communicate ideas and emotions. Lessons promote appreciation for diverse musical styles and encourage students to respect and celebrate the unique voices, experiences, and backgrounds of others through collaborative music-making. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and	and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will explore music from different cultures and communities while recognizing that musicians around the world use tempo to express emotions, tell stories, and celebrate traditions. Through movement and listening activities, students will appreciate different musical styles and experiences while developing respect, empathy, and inclusion. Students will understand that everyone can participate in music-making in their own unique way. Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values,	DEI Activities - Diversity and Inclusion statute (N.J.S.A. 18A:35-4.36a) 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Students will participate in musical experiences that celebrate the accomplishments, cultures, backgrounds, and unique abilities of all learners. Through collaborative performances, students recognize that every individual contributes valuable talents and ideas to a group. Songs and movement activities encourage respect, belonging, confidence, and appreciation for the diverse experiences within the classroom community.
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	holidays reflect the shared values, principles, and beliefs of the American identity. 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. - Students will listen to and perform songs that reflect the contributions of African American musicians and composers. Instruction may include spirituals, blues, gospel, jazz, and folk music that demonstrate expressive use of pitch and melody while promoting understanding of African American history and culture. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will build empathy, kindness, cooperation, and respect through collaborative singing, active listening, and classroom discussions that reinforce inclusion and responsible citizenship.	principles, and beliefs of the American identity. 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. - Students will explore musical examples that highlight the contributions of African American musicians and cultural traditions. Students may experience music from genres such as jazz, blues, gospel, and African American folk traditions while identifying how tempo contributes to musical expression. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will develop empathy, kindness, cooperation, and respect through collaborative music activities, partner work, and discussions that encourage acceptance and appreciation of others.	Amistad Law (N.J.S.A. 18A:52-16A-88) 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. 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. - Students will review and perform musical selections that recognize the contributions of diverse musicians and cultural traditions. Through exposure to a variety of musical styles, students will understand how different communities have influenced American music and celebrations. Holocaust Law (N.J.S.A. 18A:35-28) 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Students will strengthen empathy, cooperation, and respect through group rehearsals and performances.
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			Students learn the importance of supporting others, valuing each person's contribution, and creating an inclusive community.
Resources: <i>(Include names of texts and all online resources)</i>	Resources Texts • <i>First Steps in Music – John Feierabend</i> • <i>Kodály in the Kindergarten Classroom</i> Songs & Materials • Echo songs • Pitch exploration songs • Folk songs • Hand signs for high and low • Classroom percussion and melodic instruments • Pitch picture cards • Scarves and movement props Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • PBS LearningMedia • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • GoNoodle	Resources Texts • <i>First Steps in Music – John Feierabend</i> • <i>Kodály in the Kindergarten Classroom</i> Songs & Materials • Movement songs • Folk songs • Action songs • Fast and slow listening examples • Rhythm instruments • Scarves and movement props • Tempo picture cards Online Resources • QuaverMusic • Music K-8 • Chrome Music Lab • PBS LearningMedia • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge • GoNoodle	Resources Texts • <i>First Steps in Music – John Feierabend</i> • <i>Teacher-selected concert and graduation repertoire</i> Songs & Materials • End-of-year concert songs • Kindergarten graduation songs • Movement/choreography resources • Scarves, ribbons, and movement props • Visual song lyrics • Rhythm instruments as needed Online Resources • QuaverMusic • Music K-8 • PBS LearningMedia • Carnegie Hall Musical Explorers • The Kennedy Center ArtsEdge

			GoNoodle
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	Special Education - Visual schedules and picture cues - Teacher modeling - Repetition and guided practice - Adaptive movement options - Small-group instruction - Preferential seating English Language Learners (ELLs) - Visual vocabulary cards - Gestures and modeling - Picture-supported directions - Peer partners - Repetition of songs and movement At Risk/BSI - Frequent teacher check-ins - Simplified directions - Additional practice opportunities - Positive reinforcement - Small-group support Gifted & Talented/Advanced - Lead movement demonstrations - Create original movement sequences - Demonstrate beat patterns for classmates	Special Education - Visual schedules and picture cues - Teacher modeling - Repetition and guided practice - Adaptive movement options - Small-group instruction - Preferential seating English Language Learners (ELLs) - Visual vocabulary cards - Gestures and modeling - Picture-supported directions - Peer partners - Repetition of songs and movement At Risk/BSI - Frequent teacher check-ins - Simplified directions - Additional practice opportunities - Positive reinforcement - Small-group support Gifted & Talented/Advanced - Lead movement demonstrations - Create original movement sequences - Demonstrate beat patterns for classmates	Special Education - Visual schedules and picture cues - Teacher modeling - Repetition and guided practice - Adaptive movement options - Small-group instruction - Preferential seating English Language Learners (ELLs) - Visual vocabulary cards - Gestures and modeling - Picture-supported directions - Peer partners - Repetition of songs and movement At Risk/BSI - Frequent teacher check-ins - Simplified directions - Additional practice opportunities - Positive reinforcement - Small-group support Gifted & Talented/Advanced - Lead movement demonstrations - Create original movement sequences - Demonstrate beat patterns for classmates

	• Explore more complex movement combinations Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	• Explore more complex movement combinations Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans	• Explore more complex movement combinations Section 504 • Preferential seating • Flexible movement accommodations • Scheduled movement breaks • Extended processing time • Individual accommodations according to student plans
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