K-2 GENERAL MUSIC Curricular Document

K-2 General MusicInformation	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Music/GENERAL MUSIC	1 Full School Year
GRADE LEVEL	**DATE LAST REVIEWED**
K-2	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	02/24/26
PRIMARY RESOURCE ***if applicable***	
CONVERSATIONAL SOLFEGE by John M. Feierabend FIRST STEPS IN MUSIC by John M. Feierabend GAME PLAN Active Music Curriculum MUSIC EXPRESS MAGAZINE and MUSIC K-8 MAGAZINE	

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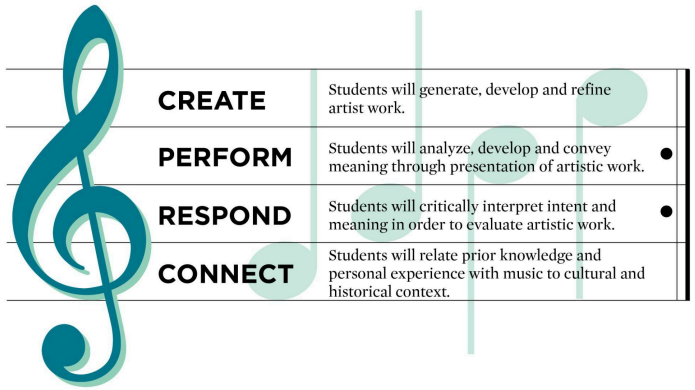
Course Desired Results

COURSE DESCRIPTION

Students explore, create, perform, and respond to music while developing their unique musical voice. This course fosters creativity, emotional intelligence, and resilience, builds essential music skills, and cultivates a lifelong appreciation for the power of music to inspire growth and connection.

Elmbrook Schools
become what's next

Music Standards



ENDURING UNDERSTANDINGS *Students will understand that....*	ESSENTIAL QUESTIONS *Students will keep considering....*
CREATING ➔ The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ➔ Musicians' creative choices are influenced by their expertise, context, and expressive intent. ➔ Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ➔ Musicians' presentation of creative work is the culmination of a process of creation and communication.	➔ How do musicians generate creative ideas? ➔ How do musicians make creative decisions? ➔ How do musicians improve the quality of their creative work? ➔ When is creative work ready to share?

PERFORMING • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	➔ How do performers select repertoire? ➔ How does understanding the structure and context of musical works inform performance? ➔ How do performers interpret musical works? ➔ How do musicians improve the quality of their performance? ➔ How do context and the manner in which musical work is presented influence audience response?
RESPONDING • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	➔ How do individuals choose music to experience? ➔ How does understanding the structure and context of music inform a response? ➔ How do we discern musical creators' and performers' expressive intent? ➔ How do we judge the quality of musical works and performances?
CONNECTING • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	➔ How do musicians make meaningful connections to creating, performing, and responding? ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
POSTSECONDARY, CAREER, AND LIFE READINESS • Music provides pathways to career opportunities, and personal fulfillment throughout life.	➔ Why is career and life readiness important? ➔ What are employability skills? How do I prepare myself for a career that is in demand now and in 5,10, or 20 years from now? ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work

	settings?

COURSE PRIORITY STANDARDS

CREATE Standard Progression:

CREATE: Students will generate, develop, and refine artistic work.

	K-2	3-5	6-8	9-12
Priority Standard Performance Indicator	MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.		

CREATE Learning Targets:

- I can create musical patterns and ideas with my voice and/or instruments.

	K-2	3-5	6-8	9-12
Priority Standard Performance Indicator	MP1.Cr.2.e Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.	MP1.Cr.6.i Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.		

CREATE Learning Targets:

- I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument.

PERFORM Standard Progression:

PERFORM: Students will analyze, develop, and convey meaning through the presentation of art work.

	K-2	3-5	6-8	9-12
Priority Standard Performance Indicator	MP2.P.2.e Discover how to express a piece of music to convey its meaning.	MP2.P.10.i Demonstrate expressive qualities in performance.		

PERFORM Learning Targets:

- I can use my voice, body, or an instrument to perform music in loud, soft, fast, slow, high, and low ways in a purposeful/expressive way.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.3.e Examine and share the performance with class and teacher.	MP2.P.11.i Critique performances of self and peers.		

PERFORM Learning Targets:

- I can use my musical opinions, feedback from my teacher, and feedback from friends to make music better.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP.2.P.5.e Explore music through both reading and aural approaches.	MP2.P.13.i Investigate music from aural traditions and through standard and nonstandard notation through performance.		

PERFORM Learning Targets:

- I can create music with my voice, instruments and age appropriate notation.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.6.e Perform in a classroom setting.	MP2.p.14.i Perform as part of an ensemble.		

PERFORM Learning Targets:

- I can perform with my classmates while in class.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.7.e Perform in a classroom setting within a small group.	MP2.P.15.i Perform in small ensembles.		

PERFORM Learning Targets:

- I can perform with two or more of my classmates in class.

RESPOND Standard Progression

RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.R1.e Recognize and respond to foundational music elements.	MP3.R.5.e Recognize and define grade-appropriate foundational musical elements.		

RESPOND Learning Targets:

- I can analyze the loud, soft, fast, slow, high, and low ways and steady beat of music with my voice, body, or an instrument.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP.3.R.2.e Express musical ideas through verbal, movement, written, or artistic means.	MP.3.R.6.i Express musical ideas through verbal, movement, written, or artistic means.		

RESPOND Learning Targets:

- I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with any kind of non-standard notation .

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP3.R.3.e Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	MP3.R.7.i Utilize appropriate music terminology in the evaluation/reflection of music performances.		

RESPOND Learning Targets:

- I can demonstrate musical opposites to match the music I hear.

CONNECT Standard Progression

CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP4.Cn.1.e Explore the historical and cultural aspects of music as it	MP4.Cn.5.i Compare the historical and cultural aspects of music with		

	relates to other disciplines and arts.	other disciplines.		

CONNECT Learning Targets:

- I can show how personal experiences are used in music.

	K-2	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP4.Cn.2.e Express how music relates to self and others.	MP4.Cn.6.i Explain how music relates to self, others, and the world.		

CONNECT Learning Targets:

- I can connect music in my daily life.

CAREER & LIFE READINESS

- I can name different kinds of jobs that people have that involve music.

Priority Standard by Unit						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Create	X	X	X	X	X	X
Perform	X	X	X	X	X	X
Respond	X	X	X	X	X	X
Connect					X	X
Career	X			X	X	

CAREER CLUSTERS
most applicable to this course

- ☐ Advanced Manufacturing
- ☐ Agriculture, Food & Natural Resources
- ☐ Architecture and Construction
- ☑ Arts, A/V Technology & Communication
- ☑ Business Management & Administration
- ☑ Digital Technology
- ☐ Education & Training
- ☐ Finance
- ☐ Government & Public Administration

	☐ Health Science ☑ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	**May include:** Performance & Creation • Professional Musician (soloist, band/orchestra member, studio musician) • Composer or Arranger • Conductor (for bands, orchestras, choirs, or theater) • Singer-Songwriter • Music Producer (creates and shapes recorded music) Technology & Production • Audio Engineer (records and mixes live or studio sound) • Sound Designer (for video games, film, theater, etc.) • Recording Technician • DJ or Electronic Music Artist Education & Leadership • Music Teacher (band director, general music teacher) • Private Instrument Instructor • Music Therapist (uses music to support mental health and well-being) • Ensemble Director (community bands, youth programs) Music in Media & Entertainment • Film/TV/Video Game Composer • Music Supervisor (selects music for films, shows, commercials) • Voice Actor (with musical roles or singing parts)

	Business & Support Roles ● Music Manager or Agent ● Concert Promoter ● Instrument Repair Technician ● Music Retail Specialist (sales or customer support in music stores) ● Music Librarian (organizes and preserves music collections)
POSTSECONDARY EDUCATION & TRAINING OPTIONS	**INDUSTRY RECOGNIZED CREDENTIALS:** ☐ ☐ **DUAL CREDIT OPPORTUNITIES** ☐ **CAREER BASED LEARNING OPPORTUNITIES** ☐

UNIT 1: Beat and Rhythmic Literacy

Students in grades K through 2 will learn and demonstrate the steady beat of music, meter of music, and beginning rhythmic notation.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How does understanding the structure and context of music inform a response?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students identify the steady beat of music?
- ➔ Can students demonstrate the steady beat of music?
- ➔ Can students aurally identify and demonstrate simple duple meter and simple triple meter ?
- ➔ Can students differentiate steady beat from rhythm?
- ➔ Can students read and write introductory rhythmic notation?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.1.e MP1.Cr.2.e	• I can create musical patterns and ideas with my voice and/or instruments. • I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument.

PERFORM

MP.2.P.5.e	• I can create music with my voice, instruments and age appropriate notation.

RESPOND

MP2.R1.e	• I can analyze the loud, soft, fast, slow, high, and low ways and steady beat of music with my voice, body, or an instrument.

CAREER DEVELOPMENT

	• I can identify people in my community who make music professionally

UNIT 1 ASSESSMENT EVIDENCE *Performance is evaluated in terms of... Students will show their learning by...*		
Feedback & Scoring Rubric(s) based on Priority Standards ● Rubrics for K - 2		
Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Steady Beat Assessments ● Student-initiated steady beat ● Music-derived steady beat ● Demonstrating beats in groups	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Peer or adult assisted prompts
Aural Rhythmic Decoding ● Decoding rhythms they hear from teachers, instruments, body percussion, etc.	☑ Creating ☐ Performing ☑ Responding ☐ Connecting ☐ Career Development	Slower paced assessment. Quiet spaces for increased hearing and concentration. Decoding note by note instead of measure by measure.
Rhythm Reading ● Students are able to read grade appropriate rhythm patterns or simple songs.	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Physical or aural accompaniment to reading (ie-tapping or clapping or patting the notes as they are read). Adding music notation to "talker" devices.
Rhythm Writing ● Students can create grade appropriate simple rhythm patterns. ● Students can create simple rhythms for songs.	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Manipulatives (cards with rhythm symbols printed on them). Adding music notation to "talker" devices.

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know: **rhythm, steady beat, pattern/ostinato, percussion instrument names**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☐ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☐ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☐ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Manipulatives of varied size, color, texture and sound.
- Pitched and Unpitched classroom instruments
- Display Devices (smartboard/screen)
- Audio devices/speakers

UNIT 2: Melodic Fundamentals

Students in grades K through 2 will learn and demonstrate higher and lower pitches through performing and reading, as well as introductory note reading and staff reading skills.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION:

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How does understanding the structure and context of music inform a response?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students differentiate between high and low pitch?
- ➔ Can students identify the movement/shape of a melody or tune?
- ➔ Can students aurally identify various pitches in a melody?
- ➔ Can students read and write grade appropriate melodies?
- ➔ Can students improvise and compose simple melodies?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

MP1.Cr.1.e MP1.Cr.2.e	• I can create musical patterns and ideas with my voice and/or instruments. • I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument.

PERFORM

MP.2.P.5.e	• I can create music with my voice, instruments and age appropriate notation.

RESPOND

MP2.R1.e	• I can analyze the loud, soft, fast, slow, high, and low ways and steady beat of music with my voice, body, or an instrument.

UNIT 2 ASSESSMENT EVIDENCE *Performance is evaluated in terms of... Students will show their learning by...*		
Feedback & Scoring Rubric(s) based on Priority Standards • Rubrics for K - 2		
Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
High vs. Low • Students use a variety of means (movement, manipulatives, pictures or icons) to demonstrate high vs low pitch	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Peer or adult assisted prompts. Partner or small group work.
Aural Melodic or Pitch Decoding • Decoding pitch patterns or simple melodies from the teacher or instruments.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Slower paced assessment. Quiet spaces for increased hearing and concentration. Decoding note by note instead of measure by measure. Solfege hand signs.
Melodic Reading • Students are able to read grade appropriate pitch patterns or simple melodies	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Aural accompaniment to reading (singing or playing the pitch as it's read). Utilizing solfege hand signs. Adding music notation to "talker" devices.
Melodic Writing • Students can create grade appropriate simple melodic patterns. • Students can create simple songs.	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Manipulatives (pitch cards, staff mats and bingo chips, solfege hands signs printed on cards). Adding music notation to "talker" devices.

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know: **pitch, high, low, staff, do, re, mi, sol, la, melody, tune**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*
• Pitched instruments • Music Staff whiteboards and whiteboard materials • Solfege visuals and anchor charts • Manipulatives

UNIT 3: Musical Thinking & Creativity

Students in grades K through 2 will learn and demonstrate composition and improvisation with voice, instruments, movement, body percussion, iconic symbols, and grade appropriate music notation.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION:

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How do musicians improve the quality of their creative work?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students use previous knowledge or experiences to create their own music?
- ➔ Can students create new beat patterns with body percussion or instruments?
- ➔ Can students create rhythmic patterns?
- ➔ Can students create short melodies or tunes?
- ➔ Can students create melodic or unpitched ostinato?
- ➔ Can students collaborate with peers in large or small groups to create music?
- ➔ Can students use a variety of resources and means to create music?
- ➔ Can students create movements that respond to the music they hear or make?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.1.e MP1.Cr.2.e	• I can create musical patterns and ideas with my voice and/or instruments. • I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument.

PERFORM

MP.2.P.5.e	• I can create music with my voice, instruments and age appropriate notation.

RESPOND

MP2.R1.e	• I can analyze the loud, soft, fast, slow, high, and low ways and steady beat of music with my voice, body, or an instrument.
MP.3.R.2.e	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with any kind of non-standard notation
MP.3.R.3.e	• I can demonstrate musical opposites to match the music I hear.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

- Rubrics for K - 2

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Vocal Improvisation and Composition • Students will spontaneously create spoken or sung chants and tunes. • Students will plan and organize musical thoughts to create spoken or sung chants and melodies.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Peer or adult assisted prompts. Partner or small group work. Manipulatives to aid success.
Instrumental Improvisation and Composition • Students will spontaneously create instrumental melodies and ostinati. • Students will plan and organize musical thoughts to create instrumental melodies and ostinati.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Adaptive instruments. Technology tools to replace instruments where applicable and appropriate.
Movement Improvisation and Composition • Students will spontaneously create movement to reflect the music they	☑ Creating ☑ Performing ☑ Responding	Peer or adult assistance or prompts. Small group and partner work. Access to scaffolding like a word wall. Adapted movements to aid accessibility.

hear or make. ● Students will plan and organize musical thoughts to create movement to reflect the music they hear or make.	☐ Connecting ☐ Career Development	
<u>Rhythmic Improvisation and Composition</u> ● Students will spontaneously create rhythmic patterns with voice, instrument, body percussion, etc. ● Students will plan and organize and write down rhythmic thoughts.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Manipulatives (cards with rhythm symbols printed on them). Adding music notation to "talker" devices.
<u>Melodic Improvisation and Composition</u> ● Students will spontaneously create melodic patterns with voice, instrument, body percussion, etc. ● Students will plan and organize and write down melodic thoughts.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Manipulatives (pitch cards, staff mats and bingo chips, solfege hands signs printed on cards) . Adding music notation to "talker" devices.

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know: **improvisation, composition, arrangement, etc.**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning

☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Whiteboards, dry erase markers, erasers
- Rhythm flashcards
- Manipulatives (index cards, blank dice, foam shapes)
- Puppets
- Board Books
- Nursery Rhyme books

UNIT 4: Instrumental & Vocal Technique

Students in grades K through 2 will learn and demonstrate how to express music through instrument and voice using form, style, and emotion.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we judge the quality of musical works and performances?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students demonstrate fast/slow, high/low with instruments and/or their voice?
- ➔ Can students demonstrate simple form with the use of instruments/voice?
- ➔ Can students identify loud/quiet with instruments/voice?
- ➔ Can students use instruments safely and appropriately?
- ➔ Can students perform with multiple classmates around them?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.1.e	• I can create musical patterns and ideas with my voice and/or instruments.

PERFORM

MP2.P.2.e MP.2.P.5.e MP2.P.7.e	• I can use my voice, body, or an instrument to perform music in loud, soft, fast, slow, high, and low ways in a purposeful/expressive way. • I can create music with my voice, instruments and age appropriate notation. • I can perform with two or more of my classmates in class.

RESPOND

MP.3.R.2.e MP3.R.3.e	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with any kind of non-standard notation . • I can demonstrate musical opposites to match the music I hear.

CAREER DEVELOPMENT

	• I can identify people in my community who make music professionally

UNIT 4 ASSESSMENT EVIDENCE *Performance is evaluated in terms of... Students will show their learning by...*		
Feedback & Scoring Rubric(s) based on Priority Standards • Rubrics for K - 2		
Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Vocal expression - • Students will sing with phrasing that matches the style of the song. • Students will create music with their voice that includes different elements (high/low, fast/slow, loud/soft etc.) • Students will demonstrate understanding of form with voice. • Students will contribute to group participation in small ensembles performing in the classroom.	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Visual Icons (high/low arrows, dynamic symbols) Aural models, including peers and recordings. Allow a flexible vocal expectation depending on singing range/ limited pitch set. Scaffold ensemble work and assign roles (steady beat keeper, dynamic changer, pattern creator ect.) to keep students involved. Adjust tempo or simplify music to make it more accessible.
Instrumental Expression - • Students will play classroom instruments (unpitched and pitched percussion instruments) using dynamics or steady beat. • Students will create short instrumental patterns that identify form.	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Provide visual icons of music elements being used in lessons. Give a choice of instruments so all students can participate successfully. Incorporate movements to help learn different patterns for different instruments.

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know how to produce vocal and instrumental music with: **expression, style and correct form.**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*
• Pitched Orff instruments - xylophones, glockenspiels, metallophones • Unpitched Percussion Instruments - tambourines, hand drums, shakers, guiros, finger cymbals, triangles, etc.

UNIT 5: Global Music

Students in grades K through 2 will learn ***identity and empathy through global folk music and storytelling.***

UNIT 5 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do performers select repertoire?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How do individuals choose music to experience?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students help choose songs to sing or play by thinking about what they like and what they can do well?
- ➔ Can students notice patterns (like same/different, beginning/middle/end) in music to guide how they sing or play?
- ➔ Can students share why they like a certain song or how it makes them feel?
- ➔ Can students tell how a performer is showing feelings (happy, sad, excited, calm) through their voice, instruments, or movement?
- ➔ Can students connect a song they sing or play to something in their own life, like a story, feeling, or memory?
- ➔ Can students show how music connects to art, dance, stories, or things they do every day?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.2.e	• I can imagine new ideas for the music I hear and demonstrate them with my voice, body, and/or instrument.

PERFORM

MP.2.P.5.e	• I can create music with my voice, instruments and age appropriate notation.

RESPOND

MP.3.R.2.e	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with any kind of non-standard notation .

CONNECT

MP4.Cn.1.e MP4.Cn.2.e	• I can show how personal experiences are used in music. • I can connect music in my daily life.

CAREER DEVELOPMENT

	• I can identify people in my community who make music professionally

UNIT 5 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

- Rubrics for K - 2

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Singing/Vocal Expression • Students will demonstrate singing in call and response songs from diverse cultures. • Students will create musical ideas with their singing voice or add new responses or verses to cultural music with that style in mind. • Students will connect daily life through play and cultural traditions.	☑ Creating ☑ Performing ☐ Responding ☑ Connecting ☐ Career Development	Echo patterns with fewer words or syllables. Allow responses with movements or gestures to accommodate student accessibility. Provide visuals or puppets to help with connection and responses. Teacher, peer or audio recording models with multiple repetitions. Small group or partner singing for students who need peer support. Songs in other languages will need phonetic text, and slower practice. For extension, have some peers lead the call and response or create new verses with attention to rhythm and cultural context.
Movement/Dance & Body Percussion • Students will demonstrate ideas and	☑ Creating ☑ Performing	Simplify movement patterns. Echo modeling. Use visuals. Slow the tempo of the song before you

create new movements with body percussion or gestures to folk songs. • Students will demonstrate musical ideas and form with simple dances from various cultures.	☑ Responding ☑ Connecting ☐ Career Development	attempt the entire song "atempo". Optional seated participation. Peer support that can be a leader for mirroring or following dance and movement sequences. For extension, create new body percussion patterns. Lead the whole group in dances.
Composition/Improvisation/Notation • Students will create musical drawings with non-standard notation that will demonstrate musical ideas with symbols. • Students will improvise with instruments and imagine new endings or different sections of songs. • Students will connect personal experiences to their composed or improvised creations.	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Provide symbol banks or manipulatives of each symbol. Limit choice. Model and echo short examples. Provide structure templates to help with organization. For extension, improvise with multiple instruments or challenge with different forms (ABA, Call and Response, Rondo).
Cultural Connections • Students will identify cultural instruments and their origins. • Students will connect cultural music to broader world contexts and their own lived experiences.	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	Provide visual supports and short video clips of cultural instruments. Multiple choice questions for identification. Provide a map with a bank of possible answers. Use stories or songs to connect an instrument to a specific culture. Use guided sentence frames to help with identification. For extension, compare and contrast cultural instrument to an instrument in their daily life.

UNIT 5 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know: **songs, stories, simple dances and instruments from various cultures.**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Access to music streaming services (Spotify, YouTube, Smithsonian Folkways)
- Culturally relevant books
- Culture bearer/docents

UNIT 6: Expression, Form & Structure in Music

Students in grades K through 2 will learn, demonstrate recognition and use of musical patterns to organize and understand music.

UNIT 6 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ When is creative work ready to share?
- ➔ How do performers interpret musical works?
- ➔ How does understanding the structure and context of music inform a response?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ Can students use sounds and rhythms to express an idea or feeling?
- ➔ Can students experiment with different musical patterns to discover new ideas?
- ➔ Can students use feedback to make their music better?
- ➔ Can students explain what it means to be proud of their musical work?
- ➔ Can students explain how different sections or patterns in music help tell a story?
- ➔ Can students describe what they hear using musical vocabulary?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.1.e	• I can create musical patterns and ideas with my voice and/or instruments.

PERFORM

MP2.P.2.e	• I can use my voice, body, or an instrument to perform music in loud, soft, fast, slow, high, and low ways in a purposeful/expressive way.

RESPOND

MP.3.R.2.e	• I can demonstrate musical ideas by using my singing voice, my body or my ability to compose with any kind of non-standard notation .

CONNECT

MP4.Cn.1.e MP4.Cn.2.e	• I can show how personal experiences are used in music. • I can connect music in my daily life.

CAREER DEVELOPMENT

	• I can identify people in my community who make music professionally

UNIT 6 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

- Rubrics for K - 2

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Expression • Students will demonstrate change in dynamics or tempo when singing a song. • Students will demonstrate how the music feels (slow & smooth vs. fast & bouncy). • Students will perform a short rhythm with different tempos/dynamics with classroom instruments. • Students will respond to a listening example by showing musical ideas through movement or echo singing. • Students will share what a musician does and how they express music.	☐ Creating ☑ Performing ☑ Responding ☑ Connecting ☑ Career Development	Use visual icons to support non-readers or ELLs. Allow students to choose which verse or phrase to sing with a dynamic/tempo change. Offer choice with movements and choice in accessory for movement. Pair students when doing movement. Provide sentence starters. Add student conductors or leaders when choosing different dynamics.

Form & Structure • Students will create and perform a 4-beat rhythm using body percussion or classroom instruments. • Students will improvise a short melodic idea using appropriate solfege. • Students will combine patterns with a partner to form a short class composition. • Students will Identify "same" and "different" sections while listening (AB, ABA).	☑ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	Provide instruments when speech isn't an option. Provide visuals or premade rhythms to pick from to create composition or form. Allow groups or pairings for success. Allow students to perform for one another if they feel comfortable.

UNIT 6 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

By the end students will know: **how to recognize, create, and perform musical patterns with their voice, body, and instruments, show expression in music, respond to what they hear, and understand how music connects to their own experiences and musicians in their community.**

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning

☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

- Manipulatives of varied size, color, texture and sound.
- Display Devices (smartboard/screen)
- Audio devices/speakers
- Pitched Orff instruments - xylophones, glockenspiels, metallophones
- Unpitched Percussion Instruments - tambourines, hand drums, shakers, guiros, finger cymbals, triangles, etc.