

**General Music  
Grade K-2  
Fine & Performing Arts  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

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**The Linden Board of Education adopted the Curriculum Guide on:**

August 25, 2022

**Date**

Education Item 10

**Agenda Item**

**Rationale**

**Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.**

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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### **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

### **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

## **Fine & Performing Arts Department Philosophy**

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

### **Fine & Performing Arts Department Goals**

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

## I. Course Description

The general music program moves sequentially through music appreciation/history, aesthetics, critical evaluation and creation. While class contains interrelated elements of each discipline, the creation of music is benchmarked in the areas of singing, moving, listening, creating and reading. Students are assessed based on the New Jersey Student Learning Standards for Visual and Performing Arts, Cumulative Progress Indicators: which are incorporated in the General Music Curriculum. In Kindergarten students are introduced to the basic elements of rhythm, melody, harmony, tone color, form and expression through singing, movement, handheld instruments, and Orff xylophones. Grade 1 students continue to develop previously introduced skills. They are introduced to the concepts of meter, intervals and melodic patterns through singing, movement, hand held instruments, and Orff xylophones. Grade 2 students continue to develop previously introduced skills, while being exposed to greater challenges in the creation of music, including the basic introduction of chords through singing, movement, hand held instruments, and Orff xylophones.

## II. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>

### B. 21<sup>st</sup> Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

### C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:  
<http://www.njamistadcurriculum.net>

### D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:  
<https://www.nj.gov/education/holocaust/>

### E. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

## III. General Interdisciplinary Connections

In elementary school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

#### IV. Pacing Guide

Weeks	Unit
14	Beat, Melody, Expressive Qualities, Tone Color, and Dance
13	Rhythm, Melody, Instrumental Tone Color, and Movement
13	Rhythm, Form and Music Genres

#### V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

Skill level: N-Novice

Skill	K	1	2
Rhythm	N	N	N
Beat	N	N	N
Meter	N	N	N
Duration	N	N	N
Critique	N	N	N
Tempo	N	N	N
Melody	N	N	N
Pitch	N	N	N
Melodic Contour	N	N	N
Intervals	N	N	N
Form	N	N	N
Expressive qualities	N	N	N
Scales/Tonality	N	N	N
Genre	N	N	N
Harmony/Texture	N	N	N
Chords	N	N	N
Timbre/Tone Color	N	N	N

## VI. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)#

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> <li>Teacher Presentation</li> <li>Student Presentation</li> <li>Class Discussion</li> <li>Socratic Discussion</li> <li>Reading for Meaning</li> <li>Inquiry Design Model</li> <li>Interactive Lecture</li> <li>Interactive Notetaking</li> <li>Compare and Contrast</li> <li>Research Based</li> <li>Problem Based</li> <li>Project Based</li> </ul> <p><b>504 Plans</b></p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> <li>walk, breathe, eat, or sleep</li> <li>communicate, see, hear, or speak</li> <li>read, concentrate, think, or learn</li> <li>stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>preferential seating</li> <li>extended time on tests and assignments</li> <li>reduced homework or classwork</li> <li>verbal, visual, or technology aids</li> <li>modified textbooks or audio-video materials</li> <li>behavior management support</li> <li>adjusted class schedules or grading</li> <li>verbal testing</li> <li>excused lateness, absence, or missed classwork</li> <li>pre-approved nurse's office visits and accompaniment to visits</li> <li>occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>Allow for further independent research on topics of interest related to the unit of study</li> <li>Advanced leveled readers and sources</li> <li>Increase the level of complexity</li> <li>Decrease scaffolding</li> <li>Variety of finished products</li> <li>Allow for greater independence</li> <li>Learning stations, interest groups</li> <li>Varied texts and supplementary materials</li> <li>Use of technology</li> <li>Flexibility in assignments</li> <li>Varied questioning strategies</li> <li>Encourage research</li> <li>Strategy and flexible groups based on formative assessment or student choice</li> <li>Acceleration within a unit of study</li> <li>Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>Encourage students to move through content areas at their own pace</li> <li>After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Guided notes with highlighted words and concepts</li> <li>Use of Merriam-Webster's ELL dictionary</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul>

## VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

## VIII. Resources

YouTube (Musication, Prodigies Music Lessons, recorder karate tutorials), iPads/Music Apps, MusicFirst Junior, The Rhythm Randomizer, GarageBand, The Music Connection, classroom percussion and Orff instruments, internet elementary music resources (Mrs. Miracle's Music Room, classics for kids, nyphilkids, chrome music lab) technology integration, instructional videos, instrument demonstrations



## Unit #: 1

### Overview: Beat, Melody, Expressive Qualities, Tone Color, and Dance

#### Essential Questions:

What is the difference between singing voice and speaking voice?  
What is the difference between beat and rhythm?  
How does the steady beat or lack of a steady beat affect music?  
What are some ways to show steady beat?  
How can pitch be explored?  
What is the relationship between melody and speech?  
What is improvisation?  
How can dance and movement be used to identify the beat?  
What are basic stage movements?  
What is plot?  
How can responding to artistic works inform one's awareness of their thoughts and feelings?  
How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?

#### Enduring Understanding:

Most music has a steady beat, or pulse.  
Music is made up of different elements, such as beat, tempo, tone, pitch, dynamics and rhythm.  
Singing is a different way to use your voice than speaking.  
Music has different speeds (i.e. music can be fast or slow).  
A sequence of pitches creates melody.  
Pitch is the location of a note related to its highness or lowness.  
Improvisation is used to discover new movement to fulfill the intent of the choreography.  
Express stage directions, areas of the stage, basic stage movements, and plot.  
One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.  
Recognizing the impact of one's feelings and thoughts on the creative process.

#### Students will be able to:

##### Goals/Objectives

All students will communicate at a basic level in the music discipline by the end of second grade. Students will use developmentally appropriate vocabulary, materials, movement techniques, and intellectual methods of music to create, perform, respond and connect to music through song, dance and theatre. In order for children to appreciate and comprehend music to the fullest extent, they must achieve a basic level of music, dance, and theatre literacy. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on self-awareness, self-management, social awareness relationship skills, and responsible decision making.

#### Students will know:

##### Learning Targets/ Skills

##### *Kindergarten*

##### *Student will...*

follow and play to the steady beat of the music  
understand the difference between singing and speaking voice  
differentiate between high and low pitches  
differentiate between fast and slow  
improvise and create dance/movements to the beat and tempo changes of music  
differentiate between the different areas of a stage  
recognize one's feelings and thoughts  
recognize the impact of one's feelings and thoughts on one's behavior

**First Grade***Student will...*

follow and play to the steady beat of the music  
understand the difference between singing and speaking voice differentiate  
between high and low pitches  
identify and define tempo and differentiate between fast and slow  
distinguish beat from rhythm  
improvise and create dance/movements to the beat and tempo changes of music differentiate  
between the different areas of a stage  
demonstrate basic stage movements recognize one's  
feelings and thoughts  
recognize the impact of one's feelings and thoughts on one's behavior

**Second Grade***Student will...*

follow and play to the steady beat of the music distinguish  
beat from rhythm  
understand the difference between singing and speaking voice differentiate  
between high and low pitches  
identify and define tempo and differentiate between fast and slow  
improvise and create dance/movements to the beat and tempo/style changes of music  
differentiate between the different areas of a stage  
demonstrate basic stage movements understand what  
a plot is  
recognize one's feelings and thoughts  
recognize the impact of one's feelings and thoughts on one's behavior  
understand and practice strategies for managing one's own emotions, thoughts and behaviors

**Suggested Experiences:**

Play steady beat on hand-held percussion instruments  
Move/dance to the strong and weak beat  
Listen to instruments, objects, and voices that have various durations, identify long or short clap, speak and move to various rhythm patterns  
Play instrument while having students move freely to tempo change Have  
students clap and tap steady beat, off beat and feel rests  
Sing songs with different meters (i.e. March-duple, Waltz-triple)  
Clap and play notes on various instruments that have different duration  
Convert rhythm patterns (ta, ti-ti, etc.) to notation (quarter note, eighth note, etc.) Sing and  
move utilizing various tempos  
Identify high and low on different instruments  
Identify upward and downward on instruments and voices Experiment  
with individual voices through singing and speaking Sing songs with call  
and response  
Provide opportunities for students to match emotions (positive and negative), identify likes and dislikes and express needs and emotions  
verbally

**New Jersey Department of Education - State Instructional Mandates:**Topics that address the Amistad Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Holocaust Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and songs from diverse backgrounds during the investigative portion of the creative process.

## Unit #: 2

### Overview: Rhythm, Melody, Instrumental Tone Color, and Movement

#### Essential Questions:

- Why is it important to have a common musical language?
- How does rhythm affect the expressive qualities of a piece of music?
- How does the duration of sounds fit with text?
- How are different instruments played?
- How can different instrument timbres be combined to change the quality of sound?
- How can different types of movement be used to express rhythm?
- How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?

#### Enduring Understanding:

- Music has different melodic and dynamic contours of sound (i.e. music moves upward or downward; music can be loud or soft).
- An instrument's sound depends upon its size, shape, material, and how it vibrates.
- Pitch is the location of a note related to its highness or lowness.
- Pitch is identified aurally and visually by means of Curwen hand signs, melodic instruments and notation.
- A sequence of pitches creates melody.
- Music is written with a defined set of symbols.
- A sequence of longer and shorter sounds creates rhythm.
- Demonstrate personal space, creative movement, and pantomime.
- Demonstrate dance movement.
- Recognize the impact of one's feelings and thoughts on the creative process.

#### Students will be able to:

##### Goals/Objectives

All students will communicate at a basic level in the music discipline by the end of second grade. Students will use developmentally appropriate vocabulary, materials, movement techniques, and intellectual methods of music to create, perform, respond and connect to music through song, dance and theatre. In order for children to appreciate and comprehend music to the fullest extent, they must achieve a basic level of music, dance, and theatre literacy. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on self-awareness, self-management, social awareness relationship skills, and responsible decision making.

#### Students will know:

##### Learning Targets/ Skills

##### **Kindergarten**

###### *Student will...*

- understand the difference between pitched and unpitched instruments
- explore, differentiate and listen to specific instruments in each family
- improvise and create dance/movements to the beat and tempo changes of music
- begin to improvise on both melodic and rhythmic instruments
- begin to understand how to use pantomime
- describe the difference between a positive and negative attitude
- identify ways to self soothe

##### **First Grade**

###### *Student will...*

- understand the difference between pitched and unpitched instruments
- explore, differentiate and listen to specific instruments in each family
- improvise and create dance/movements to the beat and tempo changes of music
- learn the function of beginning music symbols

perform melodic patterns on pitched percussion instruments  
improvise pantomime  
explore how the body can be used to create movement with and without music  
describe the difference between a positive and negative attitude

## ***Second Grade***

### *Student will...*

understand the difference between pitched and unpitched instruments  
explore, differentiate and listen to specific instruments in each family  
identify and recognize the difference between different instrument families: strings, brass, percussion and woodwinds  
identify and categorize various instruments by sight and sound  
perform melodic patterns on pitched percussion instruments  
identify and define beginning music symbols  
create and perform a play about the different families of instruments  
improvise pantomime  
explore how the body can be used to create movement with and without music  
identify a goal, wish or dream

### **Suggested Experiences:**

Play intervals on xylophone and other classroom melodic instruments  
Perform a vocal or instrumental ostinato with a song  
Sing various songs that move by step, leap and repeat  
Listen to various songs to determine patterns that are the same or different  
Have students sing a simple phrase of a song and repeat the same phrase to introduce repeated phrases  
Teach Kodaly hand signals, sing simple songs using solfeggio  
Write on staff paper, tape staff on floor, create melody games to go with it  
Have students sing various songs and exercises to increase range and pitch  
Listen to songs with and without accompaniment  
Families of instruments (Brass, Woodwind, Percussion, String)  
Multicultural instruments  
Various tone qualities produced by individuals and groups  
Listen to, identify and describe ordinary sounds  
Introduce the families of instruments through listening, demonstrating, and playing  
Discuss how instruments can be used to set a mood  
Provide opportunities for students to match emotions (positive and negative), identify likes and dislikes and express needs and emotions verbally

## Unit #: 3

### Overview: Rhythm, Form and Music Genres

#### **Essential Questions:**

What is form?

Are there different forms?

What are ways to create harmony (rounds, partner songs, ostinato, etc.)?

How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?

#### **Enduring Understanding:**

Musical compositions follow different structures of form (such as AB, ABA, etc).

There are many ways to create harmony.

Harmony is two or more sounds played or sung at the same time.

Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged.

#### **Students will be able to:**

Goals/Objectives

All students will communicate at a basic level in the music discipline by the end of second grade. Students will use developmentally appropriate vocabulary, materials, movement techniques, and intellectual methods of music to create, perform, respond and connect to music through song, dance and theatre. In order for children to appreciate and comprehend music to the fullest extent, they must achieve a basic level of music, dance, and theatre literacy. In addition, Social and Emotional Learning (SEL) has become an area of focus in the Arts Education Curriculum, with an emphasis on self- awareness, self-management, social awareness relationship skills, and responsible decision making.

#### **Students will know:**

Learning Targets/ Skills

#### **Kindergarten**

*Student will...*

Understand same and different

Create contrasting dance/movements for each section

Learn music of other cultures as well as our own (to include various languages, dances and instruments)

Sing echo songs

#### **First Grade**

*Student will...*

Differentiate between two different sections of music

Create contrasting dance/movements for each section

Learn music of other cultures as well as our own (to include various languages, dances and instruments)

Sing echo songs and layer different melodic and rhythmic patterns to create harmony

#### **Second Grade**

*Student will...*

Differentiate between two or more different sections of music

Create contrasting dance/movements for each section

Identify simple forms in performance and listening selections

Learn and listen to music of other cultures as well as our own (to include various languages, dances and instruments)

sing in 2-part rounds, sing echo songs and layer different melodic and rhythmic patterns to create harmony

perform ostinati on unpitched instruments (bordon)

develop a definition and an understanding of culture

recognize that people are alike and different

#### **Suggested Experiences:**

Play instruments to songs in AB and ABA form Sing

songs in AB and ABA form

Listen to songs with various forms, have students identify and describe the form Play music illustrating various tempos and genres

Select and play music from various world cultures Add ostinato to song to create harmony

Teach melodic line, add simple accompaniment Sing various rounds and partner songs

Teach a song from rhythm patterns on board, clap the rhythm and beat Perform a vocal or instrumental ostinato with a song

Provide opportunities for students to match emotions (positive and negative), identify likes and dislikes and express needs and emotions verbally

#### **New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Holocaust Commission Mandate...

Since students can chose subject matter they can address various mandates.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers and songs from diverse backgrounds during the investigative portion of the creative process.

# General Music- Grades K-2

Content Area: **Performing Arts**  
Course(s): **General Music K-5**  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## **New Jersey Learning Standards- Music**

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MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MU.K-2.1.3A.2.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-2.1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
MU.K-2.1.3A.2.Cr3	Refining and completing products.
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
MU.K-2.1.3A.2.Pr6	Conveying meaning through art.
MU.K-2.1.3A.2.Re9	Applying criteria to evaluate products.
MU.K-2.1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
MU.K-2.1.3A.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Re8	Interpreting intent and meaning.

MU.K-2.1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.

## **New Jersey Learning Standards- Dance**

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DA.K-2.1.1.2.Cr3a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
DA.K-2.1.1.2.Pr5c	Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
DA.K-2.1.1.2.Pr6b	Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
DA.K-2.1.1.2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
DA.K-2.1.1.2.Cr3b	Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
DA.K-2.1.1.2.Pr6d	Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.
DA.K-2.1.1.2.Pr5d	Explore a variety of body positions requiring a range of strength, flexibility and core support.
DA.K-2.1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
DA.K-2.1.1.2.Cr1b	Combine movements using the elements of dance to solve a movement problem.
DA.K-2.1.1.2.Cn10a	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
DA.K-2.1.1.2.Pr6a	Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
DA.K-2.1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
DA.K-2.1.1.2.Re7b	Observe and describe performed dance movements from a specific genre or culture.
DA.K-2.1.1.2.Pr5a	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
DA.K-2.1.1.2.Re7a	Demonstrate movements in a dance that develop patterns.
DA.K-2.1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.



DA.K-2.1.1.2.Pr5e	Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
DA.K-2.1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
DA.K-2.1.1.2.Re9a	Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.
DA.K-2.1.1.2.Re8a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
DA.K-2.1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
DA.K-2.1.1.2.Pr5b	Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
DA.K-2.1.1.2.Pr6c	Dance for and with others in a designated space identifying a distinct area for audience and performers.
DA.K-2.1.1.2.Cn10b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

## **New Jersey Learning Standards- Theater**

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TH.3-5.1.4.5.Re7a	Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
TH.3-5.1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
TH.3-5.1.4.5.Re8c	Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
TH.3-5.1.4.5.Cr3b	Use and adapt sounds and movements in a guided drama experience.
TH.3-5.1.4.5.Cn11b	Compare the drama/theatre conventions of a given time period with those of the present.
TH.3-5.1.4.5.Re9b	Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
TH.3-5.1.4.5.Cr1b	Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
TH.3-5.1.4.5.Cr2a	Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
TH.3-5.1.4.5.Re8a	Develop and implement a plan to evaluate drama/theatre work.
TH.3-5.1.4.5.Pr5b	Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.
TH.3-5.1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
TH.3-5.1.4.5.Cn11a	Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
TH.3-5.1.4.5.Cr2b	Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

TH.3-5.1.4.5.Re9a	Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
TH.3-5.1.4.5.Cn10a	Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
TH.3-5.1.4.5.Cr3c	Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
TH.3-5.1.4.5.Re9c	Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
TH.3-5.1.4.5.Cr3a	Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
TH.3-5.1.4.5.Pr6a	Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
TH.3-5.1.4.5.Re8b	Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
TH.3-5.1.4.5.Pr4b	Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
TH.3-5.1.4.5.Pr5a	Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
TH.3-5.1.4.5.Pr4a	Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

## Career Readiness, Life Skills Standards

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Interdisciplinary Connection

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**Interdisciplinary Connections:** In elementary school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

**21<sup>st</sup> Century Themes:** In addition to mastery of core academic subjects, students must exhibit a range of both functional and critical thinking skills.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
MA.K.CC.B	Count to tell the number of objects.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
TECH.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).
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
MA.1.OA.A	Represent and solve problems involving addition and subtraction.
MA.K.CC.A	Know number names and the count sequence.
MA.2.OA.A	Represent and solve problems involving addition and subtraction.
LA.SL.K	Speaking and Listening
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand

how to bring innovation to an organization.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.