

Music Grade K Unit 1: Rhythm & Beat

September-January

Targeted Standards

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Rationale and Transfer Goals:

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

In this unit students will discover that music has a pulse (beat) that can be either fast or slow. Students will distinguish between rhythm and beat, identify and create patterns, and use iconic representation of rhythmic notation. These rhythmic experiences will also encourage students to understand their role within the group. Additionally, this understanding of structure can help students make connections to early literacy.

Enduring Understandings:

- Rhythm is one of the building blocks for the creation of music.
- The manipulation of elements allows the musician to create meaningful music
- Music has the power to influence ideas, meanings, perceptions, and culture.
- Beat and rhythm evoke a physical response.

- Music has rhythmic structure which can be felt, perceived, performed, and notated.

Essential Questions:

- What is a steady beat?
- How does developing our rhythmic skills make us stronger musicians?
- What can music tell us about ourselves and our surroundings?
- How do musicians use rhythm to express their ideas?
- How do we interpret music and why are multiple interpretations acceptable?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
<ul style="list-style-type: none"> • Express him/herself through singing, rhythmic activity, movement, or the playing of rhythm instruments. 	Experience, identify, move, create and perform: <ul style="list-style-type: none"> • steady beat • Beat vs. rhythm • fast/slow tempi • Short and long sounds • Loud and Soft sounds • Rhythms including quarter notes and eighth notes • Simple notation. 	<ul style="list-style-type: none"> • Incorporate simple body movements with singing and/or listening activities. <ul style="list-style-type: none"> • Sing through call and response. • Play rhythm instruments to keep a steady beat • Clapping and movement to feel the steady beat. 	The teacher will assess the student's ability to..... read, perform, create, hear/listen.

	<ul style="list-style-type: none"> • Demonstrate understanding of personal space while participating in movement activities • Aurally and kinesthetically respond to rhythmic concepts found in listening examples of various styles, cultures and genres 	<ul style="list-style-type: none"> • Listen to, sing, and perform a variety of choral pieces that connect to social studies curriculum (ie holidays, school events, social skills) • Play a steady beat with dynamics (i.e., loud and soft) on an Orff instrument using a single mallet. 	
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
<ul style="list-style-type: none"> • Ask the essential questions. • Introduce music terminology providing examples throughout the unit • Explanation and discussion 	<p>Students will need to know:</p> <ul style="list-style-type: none"> • Steady beat • Tempo - fast vs. slow • Duration - short vs. long • Beat vs. Rhythm • Ta - quarter note • Shh - quarter rest • Ti-ti - eighth note in pairs, beam and flags 	<ul style="list-style-type: none"> • Explore the elements of music through verbal and written responses • Identify musical elements such as rhythm, timbre, dynamics, form, and melody • Identify and categorize sound sources by common traits such as scales, rhythmic patterns. • Identify rhythmic notation up to eighth notes and rests 	

	<ul style="list-style-type: none"> ● Singing vs. speaking voice ● Match pitches in tune ● Discerning high-low ● Same vs. different - timbre ● Rhythm instruments ● Echo songs ● Partner songs ● Rounds ● Dynamics - loud vs. soft ● Affect/Emotion ● Connections to secular holidays and events ● Same vs. different - structure ● Same vs. different - style ● Behavior and presentation 	
<p><u>Key resources:</u> What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?</p> <ul style="list-style-type: none"> ● Rhythm Instruments ● Technology - Laptop Computers, Smartboard ● Videos of the subject matter - Youtube ● Supplemental student materials ● Worksheets ● Visual aids ● Listening maps 		

- Reading/Language Arts skills
- Recordings

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5)

Interdisciplinary Connections:

Math: K.CC.A. Know number names and the count sequence.

ELA: NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies: 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

Physical Education: 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

Music Grade K Unit 2: Melody & Vocal Production
January-June

Targeted Standards

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience
- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Rationale and Transfer Goals:

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

Students will experience melodic concepts that will help develop their aural skills and gain better understanding of melodic contour. The voice will be the primary instrument used in this unit, as students will be encouraged to sing both collectively in groups and as individuals. The repertoire of songs will encourage healthy vocal development. Additionally, this understanding of structure can help students make connections to early literacy.

Enduring Understandings:

- Melody is one of the building blocks for the creation of music
- Music transcends time geography and culture
- The manipulation of elements allows the musician to create meaningful music
- Music has the power to influence ideas, meanings, perceptions, and culture.
- Melody can evoke an emotional response
- Music has a melodic structure which can be felt, perceived, performed, and notated
- Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music

Essential Questions:

- How does developing our aural and vocal skills make us stronger musicians?
- What is the value of mistakes in the musical learning process?
- How does our knowledge of melody impact our aural experience?
- What can music tell us about ourselves and our surroundings?
- How do musicians use melodic contour to express their ideas?
- How do we interpret music and why are multiple interpretations acceptable?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>we know students have learned</i>
<ul style="list-style-type: none"> • Recognize pitch as being high, low, or in between from modified notation • Recognize pitch as being long or short from modified notation • Recognize notation representing sounds (notes) or silences (rests) 	<ul style="list-style-type: none"> • Sing from basic notation with consideration of pitch and dynamics. • Identify high and low sounds aurally, kinesthetically, and visually. • Create/improvise patterns that demonstrate melodic contour using manipulatives, 	<ul style="list-style-type: none"> • Incorporate simple body movements with singing and/or listening activities. <ul style="list-style-type: none"> • Sing through call and response. • Model and sing solfeggio signs (using movable do) • Sign melodies that emphasize high and low pitches, upward and downward movement, and loud and soft sounds. 	<p>The teacher will assess the student's ability to..... read, perform, create, hear/listen.</p>

	<p>instruments and/or body movement.</p> <ul style="list-style-type: none"> • Sing using solfeggio signs (using movable do) • Sing songs from a variety of cultures, historical periods, and genres. • Explore the voice, including: whispering, singing, speaking, calling • Demonstrate progress in matching pitch • Identify and demonstrate loud and soft singing • Create musical phrases in response to a teacher prompt (i.e. call and response and improvisation) • Use appropriate terminology when 	<ul style="list-style-type: none"> • Listen to, sing, and perform a variety of choral pieces that connect to social studies curriculum (ie holidays, school events, social skills) • Play with dynamics (i.e., loud and soft) on an Orff instrument using a single mallet. • Vocally match pitches within a limited range with accompaniment • Sing correct pitches while singing in groups • Sing correct pitches while singing passages individually with accompaniment 	
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	<p>describing melody and vocal production</p> <ul style="list-style-type: none"> • Develop a repertoire of songs. • Demonstrate understanding of personal space while participating in movement activities 		
<u>Spiraling for Mastery</u>			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	

<ul style="list-style-type: none"> ● Ask the essential questions. ● Introduce music terminology providing examples throughout the unit. ● Explanation and discussion. 	<p>Students will need to know:</p> <ul style="list-style-type: none"> ● Steady beat ● Tempo - fast vs. slow ● Duration - short vs. long ● Beat vs. Rhythm ● Ta - quarter note ● Shh - quarter rest ● Ti-ti - eighth note in pairs, beam and flags ● Singing vs. Speaking voice ● Match pitches in tune ● Discerning high-low ● Same vs. Different - timbre ● Rhythm instruments ● Echo songs ● Partner songs ● Rounds ● Dynamics - loud vs. soft ● Affect/ Emotion ● Connections to secular holidays and events ● Same vs. Different - structure 	<ul style="list-style-type: none"> ● Explore the elements of music through verbal and written responses ● Identify musical elements such as rhythm, timbre, dynamics, form, and melody ● Identify and categorize sound sources by common traits such as scales, rhythmic patterns ● Identify rhythmic notation up to eighth notes and rests
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