

Swedesboro-Woolwich School District

GRADE K General Music Unit 1

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 1, students will learn to:

- identify the steady beat in music
- distinguish between the steady beat and rhythm
- Maintain a steady beat when playing, singing and/or moving to music

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Steady beat vs rhythm	1st trimester 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.	Develop a sense of rhythm Practice maintaining a steady beat. Discover the difference between beat and rhythm	I can find play/ tap the steady beat when listening to music. I can move to the steady beat. I can distinguish between the steady beat and the rhythm. I can play the steady beat and/or rhythm on classroom instruments.

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		<p>1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p>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.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		
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Grade K, Unit 1: Steady Beat vs Rhythm

Vocabulary

Steady beat	Rhythm			
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Preparation for College, Careers, and Beyond

Career Ready Practices

Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)

CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss 	N.J.S.A. 18A. 35-28 Listen and perform movement activities to compositions by	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by 	<i>PL. 2021, c.416</i> <i>Listen to Medieval Kings by Soon Hee</i>

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<p>learn songs from other cultures.</p> <ul style="list-style-type: none"> • Social Studies: Students will learn music from historical events. • Phys Ed: Students will use physical movement during lessons. 	<p>information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <ul style="list-style-type: none"> • 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<p>change and discuss them.</p> <ul style="list-style-type: none"> • KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<p>compositions by Scott Joplin and Louis Armstrong.</p>	<p>composers such as Aldof Strauss</p>	<p>Tchaikovsky such as but not limited to The Nutcracker.</p> <ul style="list-style-type: none"> • 	<p><i>Newbold.</i></p>
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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extra time on assessments • Use of a graphic organizer • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be</p>	<ul style="list-style-type: none"> • Enrichment projects • Higher-level cooperative learning activities • Provide higher-order questioning and discussion opportunities • Tiered centers • Tiered assignments • Alternate assignments/ enrichment assignments • Provide texts at higher reading level 	<ul style="list-style-type: none"> • Continue practicing vocabulary • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)

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<ul style="list-style-type: none"> ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 	<ul style="list-style-type: none"> ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	
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Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

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Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Teacher created assessments ● Peer and self-critique ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Performance rubric ● Participation in class activities 	<ul style="list-style-type: none"> ● Steady beat vs rhythm activity

Grade K, Unit 1: Steady Beat vs Rhythm			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 1 Steady beat vs rhythm 60 days	<p>2020 New Jersey Student Learning Standards – Visual and Performing Arts</p> <ul style="list-style-type: none"> ● 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Maintain a steady beat ● Feel, identify, and express a steady beat through singing and moving ● Differentiate between the steady beat and rhythm. <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Developing And Refining techniques and models or steps needed to create products. ● Perceiving and analyzing products. ● Interpreting intent and meaning ● Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Exploring new content ● Creating and composing collaboratively and individually ● Using games to practice content <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, 	<ul style="list-style-type: none"> ● Music K8 ● Chrome music lab ● Google slides ● Classroom instruments ● teacher created manipulatives

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	<p>and technical challenges of music.</p> <ul style="list-style-type: none"> ● 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.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.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	<p>evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Individuals’ selecting of musical works is influenced by their interest, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g. Social, cultural,historical) and how creators or performers manipulate the elements of music. ● Through their use of elements and structure of music, creators and performers provide clues to their expressive intent ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. . <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? ● 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? <p>Practices:</p> <ul style="list-style-type: none"> ● create safe environment for students to express themselves ● allow student input to plan lessons based on students interest ● use game to practice skills ● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Student’s oral responses to open-ended questions 	
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Swedesboro-Woolwich School District

**GRADE K General Music Unit 2
Voice & Melody**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 2, students will learn to:

- Discover and use their whisper, speaking, shouting, and singing voices.
- Match pitches when singing
- Identify and sing a melodic line moving up and down

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 2: Voice and melody	2nd trimester 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3.A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.	Develop a sense of rhythm Practice maintaining a steady beat. Discover the difference between beat and rhythm	I can find play/ tap the steady beat when listening to music. I can move to the steady beat. I can distinguish between the steady beat and the rhythm. I can play the steady beat and/or rhythm on classroom instruments.

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		<p>1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p>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</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Cn10a: Demonstrate how interest, knowledge and skills relate to personal choices and intent when creating, performing and</p>		
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		<p>responding to music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		
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Grade K, Unit 2: Voice and Melody

Vocabulary

speaking voice	whisper voice	shouting voice	singing voice	pitch
Melody				

Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

CRP12. Work productively in teams while using cultural global competence.

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law</u> (under rationale statement)	<u>LGBT Law</u>	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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- Personalized examples
- No penalty for spelling errors or sloppy handwriting

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off 	<ul style="list-style-type: none"> • Teacher created assessments • Peer and self-critique • Open-Ended Responses 	<ul style="list-style-type: none"> • Performance rubric • Participation in class activities 	<ul style="list-style-type: none"> • Observation of performance during class activities

Grade K, Unit 2: Voice and Melody

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 2 : Voice and Melody: 60 Days	2020 New Jersey Student Learning Standards – Visual and Performing Arts <ul style="list-style-type: none"> • 1.3.A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance. • 1.3A.2.Pr5b: Rehearse, 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Identify and use our singing, whisper, speaking and shouting voices • Match pitch when singing • Identify and sing upwards and downwards moving melodic lines. <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Developing and refining techniques and models or steps needed to create products. • Conveying meaning through art. • Interpreting intent and meaning. • Synthesizing and relating knowledge and personal experiences to create products. • Relating artistic ideas and works within societal, cultural, and historical contexts to deepen 	<ul style="list-style-type: none"> • Music K8 • Chrome music lab • Google slides • Classroom instruments • teacher created manipulatives

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	<p>identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <ul style="list-style-type: none"> ● 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.Pr6a: Perform music for a specific purpose with expression and technical accuracy. ● 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. ● 1.3A.2.Cn10a: Demonstrate how interest, knowledge and 	<p>understanding.</p> <p>Artistic Process</p> <ul style="list-style-type: none"> ● Exploring new content ● Creating and composing collaboratively and individually ● Using games to practice content <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 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. ● Individuals' selection of musical works is influenced by their interest, experiences, understandings, and purposes. Response to music is informed by analyzing context (ie., social, cultural, historical) and how creators or performers manipulate the elements of music. ● Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music. <p>Practices:</p>	
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	<p>skills relate to personal choices and intent when creating, performing and responding to music.</p> <ul style="list-style-type: none">● 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<ul style="list-style-type: none">● create safe environment for students to express themselves● allow student input to plan lessons based on students interest● use game to practice skills● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Teacher Observation● Student demonstrated skills● Student’s oral responses to open-ended questions	
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GRADE K General Music Unit 3

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 3, students will learn to:

- Identify opposites in music such as: high vs low, soft vs loud, fast vs low and long vs short.
- respond to musical opposites when listening, singing, and playing music

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 3: Musical Opposites	3rd trimester 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 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	Discover musical opposites when listening, moving and playing music. Identify musical opposites such as loud vs soft, high vs low, fast vs slow and long vs short.	I can sing, move and/or play to loud and soft sounds in music. I can sing, move and/or play to fast and slow tempos. I can sing, move and/or play to high and low sounds in music. I can sing, move and/or play to long and short sounds in music.

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		<p>for music that represent expressive intent.</p> <p>1.3A.2.Cr3a: Interpret and apply personal, peer, and teacher feedback to revise personal music.</p> <p>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.3A.2.5e: Demonstrate understanding of basic expressive qualities (e.g. dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers/ expressive intent.</p>		
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Grade K, Unit 3				
Vocabulary				
soft	loud	high	low	fast
slow	long	short	tempo	dynamics

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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	<p>sketches or models.</p> <ul style="list-style-type: none"> 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 					
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

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<ul style="list-style-type: none"> ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<ul style="list-style-type: none"> ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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<p>test</p> <ul style="list-style-type: none"> ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<ul style="list-style-type: none"> ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
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Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk 	<ul style="list-style-type: none"> ● Teacher created assessments ● Peer and self-critique ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Performance rubric ● Participation in class activities 	<ul style="list-style-type: none"> ● Observation of performance during class activities

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<ul style="list-style-type: none"> ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 			
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Grade K, Unit 3: Musical Opposites

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 3 : Musical opposites 60 days	<p style="text-align: center;">2020 New Jersey Student Learning Standards – Visual and Performing Arts</p> <ul style="list-style-type: none"> ● 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic pattern 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.Cr3a: Interpret and apply personal, peer, and teacher feedback to revise personal music. ● 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● sing, move and/or play loud and soft sounds in music ● sing, move and/or play to fast and slow tempos. ● sing, move and/or play to high and low sounds in music ● sing, move and/or play long and short sounds in music <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Generating and conceptualizing ideas ● Organizing and developing ideas ● Refining and competing products ● Selecting, analyzing, and interpreting works. ● Developing and refining techniques and models or steps needed to create products. ● Perceiving and analyzing products ● Interpreting intent and meaning <p>Artistic Process</p> <ul style="list-style-type: none"> ● Exploring new content ● Creating and composing collaboratively and individually ● Using games to practice content <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Music K8 ● Chrome music lab ● Google slides ● Classroom instruments ● teacher created manipulatives

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	<ul style="list-style-type: none"> ● 1.3A.2.5e: Demonstrate understanding of basic expressive qualities (e.g. dynamics, tempo) and how creators use them to convey expressive intent. ● 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. 	<p>application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Performers' interest in knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistent and the application of appropriate criteria. ● Individuals' selection of musical works is influenced by their interest, experiences, understandings, and purposes. REsponse to music is informed by analyzing context (i.e., social, cultural, historical) and how creators or performers manipulate the elements of music. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> ● create safe environment for students to express themselves ● allow student input to plan lessons based on students interest ● use game to practice skills ● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher Observation ● Student demonstrated skills ● Student's oral responses to open-ended questions 	
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