

Audubon Public School District



Grades K-2: General Music

Curriculum Guide

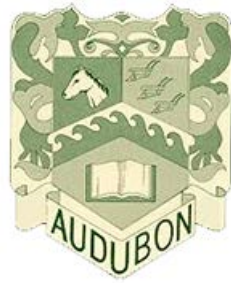
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Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Pages 4-6
Trimester 1	Pages 7-11
Trimester 2	Pages 12-16
Trimester 3	Pages 17-21
Unit 4	Pages 21-26
Appendix A (Previous Curriculum)	Pages 27 - 50



Course Description

Grades K- 2: General Music

Students in Grades K-2 receive General Music for 40 minutes once a week during a 6 day period cycle. During class students will explore and perform music through singing, playing musical instruments, composition, and movement. Concepts that students will learn include: steady beat, sight singing, rhythm, dance, and composition.

Each December, all students participate in the annual “Haviland Sing Around the Tree” where they all sing songs and perform dances in the All-Purpose Room. This includes students performing a song specifically assigned to their grade level.

Students in Grades 1-2 have the opportunity to be involved in the HAS Theatre Club. The club, sponsored through the Audubon Community Education, allows students to audition for roles and perform songs and dances during the Spring Trimester, and perform two shows at Audubon High School.

Overview / Progressions

Grades K-2: General Music

Overview	Focus	Visual/ Performing Arts Content Standards
Trimester 1	Singing Rhythm Expression Form Notation	<ul style="list-style-type: none"> ● 1.3A.2.Pr4a ● 1.3A.2.Pr5a ● 1.3A.2.Pr5b ● 1.3A.2.Pr5c ● 1.3A.2.Pr5d ● 1.3A.2.Pr5e ● 1.3A.2.Pr6a ● 1.3A.2.Pr6b ● 1.3A.2.Re7a ● 1.3A.2.Re7b ● 1.3A.2.Re8a ● 1.3A.2.Re9a ● 1.3A.2.Cn10a ● 1.3A.2.Cn11a

Overview	Focus	Visual/ Performing Arts Content Standards
Trimester 2	Singing Rhythm Expression Form Notation	<ul style="list-style-type: none"> ● 1.3A.2.Cr1a ● 1.3A.2.Cr2a ● 1.3A.2.Cr2b ● 1.3A.2.Cr3a ● 1.3A.2.Cr3b ● 1.3A.2.Pr4a ● 1.3A.2.Pr5a

		<ul style="list-style-type: none"> ● 1.3A.2.Pr5b ● 1.3A.2.Pr5c ● 1.3A.2.Pr5d ● 1.3A.2.Pr5e ● 1.3A.2.Pr6a ● 1.3A.2.Pr6b ● 1.3A.2.Re7a ● 1.3A.2.Re7b ● 1.3A.2.Re8a ● 1.3A.2.Re9a ● 1.3A.2.Cn10a ● 1.3A.2.Cn11a
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Overview	Focus	Visual/ Performing Arts Content Standards
Trimester 3	Singing Rhythm Expression Form Notation	<ul style="list-style-type: none"> ● 1.3A.2.Cr1a ● 1.3A.2.Cr2a ● 1.3A.2.Cr3a ● 1.3A.2.Pr4a ● 1.2A.2Pr5a ● 1.2A.2Pr5b ● 1.2A.2Pr5c ● 1.2A.2Pr5d ● 1.2A.2Pr6a ● 1.2A.2Pr6b ● 1.3A.2Re7a ● 1.3A.2Re7b ● 1.3A.2Re8a ● 1.3A.2Re9a

		<ul style="list-style-type: none"> • 1.3A.2.Cn10a • 1.3A.2.Cn11a
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General Music	Kindergarten-2nd Grade	Trimester 1	Singing Rhythm Expression Form Notation
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General Music - Trimester 1

Students will learn the basic foundation of how to sing properly through kinesthetic, aural, & visual activities. Students will practice singing through vocal exploration, singing songs, playing games, & learning how to sight sing using solfege. Proper breathing & posture will also be part of singing exercises. Students will also work on identifying & practicing one/two sounds through beat & beat divisions, as well as working on quarter note, quarter rest, & connected eighth notes. Activities for rhythm include: body percussion, playing instruments, & composition. Students in 1st Grade will begin sight singing skills by learning solfege syllables So & Mi. Musical form is introduced by labeling parts that are the same & different, as well as identifying sections A & B. Performance opportunities include preparing for the Haviland Ave School Sing Around the Tree where students work on musical expression in identifying how music sounds, as well as how to interpret the lyrics to music. Concert etiquette is also discussed and practiced for the upcoming performance.

Student Learning Objectives

	Performing	Content/Learning Goals	Skills/Learning Objectives	Suggested Activities
<i>Anchor Standard 4</i>	<i>Selecting, analyzing, & interpreting work</i>	<ul style="list-style-type: none"> ● SWBAT sing using proper breathing & using their diaphragm. ● SWBAT practice & perform proper with vocal technique & posture. ● SWBAT identify & practice high & low tones. ● SWBAT sing with proper diction, enunciation, & expression. ● SWBAT identify & practice singing in a melodic direction through songs, games, & kinesthetic/visual activities. 	<ul style="list-style-type: none"> ● Practice standing tall with knees slightly bent, & balancing weight on both feet. ● Practice using the diaphragm through breathing exercises by sitting on knee caps & using visuals such as the hoberman sphere. ● Identifying & practicing high & low tones/melodic contour through singing, listening, visual, & kinesthetic activities. ● Identifying the home tone (Do) through songs, games, listening, visual, & kinesthetic activities. 	<ul style="list-style-type: none"> ● All Grade Levels: explain rules & procedures during first day of class. ● Show students location of rest room & practice a fire drill & lockdown drill. ● Practice proper singing & posture. ● Practice how to use & perform using instruments. ● Prepare for HAS Sing Around the Tree ● Define moods/meanings of songs (Major/Minor) <p>-----</p> <ul style="list-style-type: none"> ● Kindergarten: Beat & Beat Divisions (Aural)

		<ul style="list-style-type: none"> ● SWBAT practice singing through echoing, alternating parts, & Call & Response. ● SWBAT identify the home tone (Do) as well as solfege syllables So & Mi through songs & other activities. ● SWBAT practice concert etiquette for assemblies, concerts, & shows. ● SWBAT read & interpret lyrics to songs based on interests, experiences, & ideas. ● SWBAT feel the beat & beat divisions of musical notation through kinesthetic & aural activities. ● SWBAT practice and perform both beat and beat divisions (fast and slow steady beats) through body percussion & musical instruments. 	<ul style="list-style-type: none"> ● Identifying & practicing solfege syllables: Mi, So, & La through songs, games, listening, visual, & kinesthetic activities. ● Listening & interpreting meaning/messages of songs & how they relate to students' lives. ● Practice & perform beat & beat divisions through songs, chants, movement, & games. ● Identify, practice & perform stick notation through songs, chants, movement, & games. ● Identify, practice, & perform quarter note, quarter rest, & connected eighth notes through songs, chants, movement, & games. ● Compose & perform their own, & other 	<ul style="list-style-type: none"> ● Melodic Contour (High & Low Sounds) ● Home Tone ● Echo, Call & Response, and Alternating Parts Songs. <hr/> <p>1st Grade</p> <ul style="list-style-type: none"> ● Review Echo, Call & Response, & Alternating Parts Songs. ● Introduce Stick Notation ● Introduce Time Signature ● Introduce Solfege Syllables So & Mi ● Review Home Tone <hr/> <p>2nd Grade:</p> <ul style="list-style-type: none"> ● Review Stick Notation. ● Stick Notation Compositions ● Review Time Signatures ● Review Solfege Syllables So & La
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		<ul style="list-style-type: none"> ● SWBAT identify & practice quarter note, quarter rest, & connected eighth notes. ● SWBAT compose and perform their own 1-2 measure rhythm compositions with quarter note, quarter rests, & connected eighth notes. ● SWBAT identify, practice, & perform music based on tempo markings including: Fast/Slow & Smooth/Bouncy. ● SWBAT identify & label patterns based on musical form including: A/B, Same/Different 	<p>students' rhythmic compositions.</p> <ul style="list-style-type: none"> ● Identify Major and Minor songs (happy, sad, frightening, exciting). 	<ul style="list-style-type: none"> ● Solfege Compositions ● Review Home Tone ● Review Echo, Call & Response, & Alternating Parts Songs.
1.3A.2.Pr4a	Demonstrate & explain personal interest in, knowledge about, & purpose of varied musical selections.			
<i>Anchor</i>	<i>Developing &</i>			

<i>Standard 5</i>	<i>refining techniques & models or steps needed to create products</i>			
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness, & effectiveness of performance.			
1.3A.2.Pr5b	Rehearse, identify, & apply strategies to address interpretive, performance, & technical challenges of music.			
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality & meter) in music from a variety of cultures selected for performance.			
1.3A.2.Pr5d	When analyzing selected music, read & perform rhythmic & melodic patterns using iconic or standard notation.			

1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g dynamics, tempo) & how creators use them to convey expressive intent.			
<i>Anchor Standard 6</i>	<i>Conveying meaning through art</i>			
1.3A.2.Pr6a	Perform music for a specific purpose with expression & technical accuracy.			
1.3A.2.Pr6b	Perform appropriately for the audience & purpose			
	Responding			
<i>Anchor Standard 7</i>	<i>Perceiving & analyzing products</i>			
1.3A.2.Re7a	Demonstrate & explain how personal interests & 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.			
<i>Anchor Standard 8</i>	<i>Interpreting intent & meaning</i>			
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts & how they support creators'/performers' expressive intent.			
<i>Anchor Standard 9</i>	<i>Applying criteria to evaluate products</i>			
1.3A.2.Re9a	Apply personal & expressive preferences in the evaluation of music.			
	Connecting			
<i>Anchor Standard 10</i>	<i>Synthesizing & relating knowledge & personal experiences to create products</i>			
1.3A.2.Cn10a	Demonstrate how interests, knowledge,			

	& skills relate to personal choices & intent when creating, performing, & responding to music.			
<i>Anchor Standard 11</i>	<i>Relating artistic ideas & works within societal, cultural, & historical contexts to deepen understanding</i>			
1.3A.2.Cn11a	Demonstrate understanding of relationships between music & the other arts, other disciplines, varied contexts, & daily life.			

Essential Questions	Practices	Enduring Understandings
<i>Creating</i>		
<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians generate creative decisions? • How do musicians 	<ul style="list-style-type: none"> • Imagine • Plan, Make • Evaluate, Refine 	<ul style="list-style-type: none"> • The creative ideas, concepts, & feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, & expressive intent. • Musicians evaluate & evaluate their work through

improve the quality of their creative work?		openness to new ideas, persistence, & the application of appropriate criteria.
<i>Performing</i>		
<ul style="list-style-type: none"> • How do performers select repertoire? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context & the manner in which musical work is presented influence audience response? 	<ul style="list-style-type: none"> • Select, Analyze, Interpret • Rehearse, Evaluate, Refine • Present 	<ul style="list-style-type: none"> • Performers' interest in & knowledge of musical works, understanding of their own technical skill, & the context for a performance influence the selection of repertoire. • To express their musical ideas, musicians analyze, evaluate, & refine their performance over time through openness to new ideas, persistence & the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, & cultures. The context & how a work is presented influence audience response.
<i>Responding</i>		
<ul style="list-style-type: none"> • How do individuals choose music to experience? How does understanding the structure & context of music inform a response? • How do we discern the musical creators' & performers' expressive intent? • How do we judge the 	<ul style="list-style-type: none"> • Select, Analyze • Interpret • Evaluate 	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, & purposes. Response to music is informed by analyzing context (e.g social, cultural, historical) & how creator(s) or performer(s) manipulate the elements of music. • Through their use of elements & structures of music, creators & performers provide clues to their expressive intent. • The personal evaluation of musical work(s) & performance(s) is informed by analysis,

quality of musical work(s) & performances?		interpretation, & established criteria.
<i>Connecting</i>		
<ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, & responding? • How do the other arts, other disciplines, contexts, & daily life inform creating, performing, & responding to music? 	<ul style="list-style-type: none"> • Interconnection 	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, & knowledge to creating, performing, & responding.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Echo singing/chanting rhythms on whiteboard/SMARTBoard • Observing beat, beat divisions, & rhythm through kinesthetic, aural, & visual activities • Student Led Activities (worksheets, flashcards) • Rhythm Games • Practice Worksheets • Practice Flashcards • Rhythm Compositions • Use of Instruments/Body Percussion • Folk Dances • Movement Activities 	<ul style="list-style-type: none"> • Rhythm Assessment • Performance Assessment • Proper instrumental use/demonstration (if applicable)
Primary Resources	Supplemental Resources
<ul style="list-style-type: none"> • <i>150 American Folk Songs to Sing, Read, & Play</i> 	<ul style="list-style-type: none"> • Bethsnotes.com

- *An American Methodology 2nd edition*
- Body Percussion
- *The Book of Call & Response*
- *The Book of Children's Song Tales*
- *The Book of Echo Songs*
- *The Book of Movement & Exploration*
- *The Book of Pitch & Exploration*
- *Bought Me a Cat*
- *First Steps in Music for Preschool & Beyond*
- *Folk Songs North America Sings*
- Guitar
- *Had a Little Rooster*
- *Handy Play Party Book*
- *The Heritage Songster*
- *John The Rabbit*
- *Kodaly in Kindergarten*
- *The Kodaly Method I*
- *Listen to the Mockingbird*
- *The Little Black Bull*
- Metronome
- *Move It! Expressive Movements with Classical Movement DVD & CD*
- Non-Pitched Instruments
- Piano
- Pitched Instruments
- *Rockin Rhythm Raps*
- *Roots & Branches: A legacy of Multicultural Music for Children*
- *Sail Away: 155 American Folk Songs to Sing, Read & Play*
- *Sashay the Donut*
- *My Singing Bird: 150 Folksongs*
- SMARTBoard

- Classicsforkids.com
- [Google Classroom](https://classroom.google.com/)
- [Google Meet](https://meet.google.com/)
- MakingMusicFun.net
- Music K-8
- Musicplayonline.com
- YouTube

<ul style="list-style-type: none"> ● <i>Step It Down: Games, Plays, Songs, & Stories from the Afro-American Heritage</i> ● Whiteboard 	
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Art - use of writing & illustration of objects/patterns/pictures/symbols ● ELA - use of communication of words ● ELA - use of objects/patterns/pictures/symbols ● Math - use of basic addition, counting, & organizational skills ● Math - use of patterns ● Reading - reading words to a song telling a story ● Reading - use of communication & sentence structure (visual) ● Speech - pronunciation of words 	

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

General Music	Kindergarten-2nd Grade	Trimester 2	Singing Rhythm
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			Expression Form Notation
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General Music - Trimester 2

Students will continue working on beat & beat divisions with the use of visual objects/pictures & shapes. 1st Grade students will continue learning their sight singing by adding the solfege syllable La. 2nd Grade students will identify and practice staff notation with quarter note & connected eighth note rhythms as well as advance their sight singing by adding the solfege syllable Do. Composition is introduced by having students create their own rhythm & solfege patterns as well as practicing their own, & the work of another classmate. Students in 1st & 2nd Grade have the opportunity to participate in the HAS Theater Club production where rehearsals begin during the new year. The HAS Theater Club is run through Audubon Community Education.

Student Learning Objectives

	Creating	Content/Learning Goals	Skills/Learning Objectives	Suggested Activities
<i>Anchor Standard 1</i>	<i>Generating & conceptualizing ideas</i>	<ul style="list-style-type: none"> ● SWBAT identify & practice the solfege syllable La through songs & other activities. ● SWBAT identify & practice solfege syllable Do through 	<ul style="list-style-type: none"> ● Read & perform beat & beat divisions through display charts, flash cards, & worksheets of objects, pictures, & syllables using body percussion & instruments. 	<ul style="list-style-type: none"> ● All Grade Levels: ● Practice & Perform HAS Sing Around the Tree ● Practice proper singing & posture. ● Practice how to use & perform using instruments.

		<p>songs & other activities.</p> <ul style="list-style-type: none"> ● SWBAT identify & practice quarter note & connected eighth note rhythms. ● SWBAT compose and perform their own 1-2 measure rhythm compositions. ● SWBAT identify, practice, & perform music based on tempo markings Adagio/Allegro ● SWBAT identify, practice, & perform music based on various dynamic markings Forte/Piano ● SWBAT perform the beat & beat divisions through the use of visual markings (beat dots/heart beats/pictures) ● SWBAT identify, interpret, & practice musical notation in the form of beat charts, stick notation, or staff notation through singing, 	<ul style="list-style-type: none"> ● Identify, practice, & perform half notes through songs, chants, movement, & games. ● Read & perform quarter note, quarter rest, connected eighth notes, & half notes through display charts, flash cards, & worksheets of rhythm syllables using body percussion & instruments. ● Compose & perform 1-2 measure beat & beat divisions using objects, pictures, & syllables. ● Performing songs based on dynamic markings indicated during an assignment &/or on a musical score. ● Performing songs & engaging in discussion on how the piece relates to students based on a theme &/or message. 	<p>-----</p> <ul style="list-style-type: none"> ● Kindergarten: ● Beat & Beat Divisions (Add Visuals) ● Continue practicing home tone. ● Continue practicing melodic contour ● Continue practicing Echo, Call & Response, & Alternating Parts Songs. <p>-----</p> <ul style="list-style-type: none"> ● 1st Grade: Continue practicing Stick Notations ● Add Solfege syllable La ● Define & practice dynamic markings Forte & Piano ● Audition/Practice for musical with HAS Theatre Club <p>-----</p> <ul style="list-style-type: none"> ● 2nd Grade: Identify & practice staff notations (Quarter Notes & Connected Eighth Notes).
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		<p>rhythm, & composition activities.</p> <ul style="list-style-type: none"> ● SWBAT identify & practice solfege syllables on the staff with the home key (Do) through singing, rhythm & composition activities. ● SWBAT identify & label patterns based on musical form including: Verse & Refrain, Phrases, & ABA. 	<ul style="list-style-type: none"> ● Creating movement to songs based on tempo & dynamic markings with instruments, musical scarves, & cut outs. ● Identify Key signatures ● Identify Time Signatures ● Identifying & labeling Musical Form/Patterns 	<ul style="list-style-type: none"> ● Staff Notation Compositions ● Identify & practice solfege syllables Do, Mi, So, & La ● Identify & practice Adagio/Allegro tempos. ● Audition/Practice for musical with HAS Theatre Club
1.3A.2.Cr1a	Explore, create, & improvise musical ideas using rhythmic & melodic patterns in various meters & tonalities.			
<i>Anchor Standard 2</i>	<i>Organizing & developing ideas</i>			
1.3A.2.Cr2a	Demonstrate & explain personal reasons for selecting patterns & ideas for music that represent			

	expressive intent.			
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize & document personal musical ideas.			
<i>Anchor Standard 3</i>	<i>Refining and completing products</i>			
1.3A.2.Cr3a	Interpret & apply personal, peer & 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 audiences.			
	Performing			
<i>Anchor Standard 4</i>	<i>Selecting, analyzing, & interpreting work</i>			
1.3A.2.Pr4a	Demonstrate &			

	explain personal interest in, knowledge about, & purpose of varied musical selections.			
<i>Anchor Standard 5</i>	<i>Developing & refining techniques & models or steps needed to create products</i>			
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness, & effectiveness of performance.			
1.3A.2.Pr5b	Rehearse, identify, & apply strategies to address interpretive, performance, & technical challenges of music.			
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality & meter) in music from a variety of cultures			

	selected for performance.			
1.3A.2.Pr5d	When analyzing selected music, read & perform rhythmic & melodic patterns using iconic or standard notation.			
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g dynamics, tempo) & how creators use them to convey expressive intent.			
<i>Anchor Standard 6</i>	<i>Conveying meaning through art</i>			
1.3A.2.Pr6a	Perform music for a specific purpose with expression & technical accuracy.			
1.3A.2.Pr6b	Perform appropriately for the audience & purpose			
	Connecting			
<i>Anchor</i>	<i>Synthesizing &</i>			

<i>Standard 10</i>	<i>relating knowledge & personal experiences to create products</i>			
1.3A.2.Cn10a	Demonstrate how interests, knowledge, & skills relate to personal choices & intent when creating, performing, & responding to music.			
<i>Anchor Standard 11</i>	<i>Relating artistic ideas & works within societal, cultural, & historical contexts to deepen understanding</i>			
1.3A.2.Cn11a	Demonstrate understanding of relationships between music & the other arts, other disciplines, varied contexts, & daily life.			

Essential Questions	Practices	Enduring Understandings
<i>Creating</i>		
<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians generate creative decisions? ● How do musicians improve the quality of their creative work? 	<ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate, Refine 	<ul style="list-style-type: none"> ● The creative ideas, concepts, & feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, & expressive intent. ● Musicians evaluate & evaluate their work through openness to new ideas, persistence, & the application of appropriate criteria.
<i>Performing</i>		
<ul style="list-style-type: none"> ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context & the manner in which musical work is presented influence audience response? 	<ul style="list-style-type: none"> ● Select, Analyze, Interpret ● Rehearse, Evaluate, Refine ● Present 	<ul style="list-style-type: none"> ● Performers' interest in & knowledge of musical works, understanding of their own technical skill, & the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, & refine their performance over time through openness to new ideas, persistence & the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, & cultures. The context & how a work is presented influence audience response.
<i>Connecting</i>		
<ul style="list-style-type: none"> ● How do musicians make meaningful connections to 	<ul style="list-style-type: none"> ● Interconnection 	<ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, & knowledge to creating,

<p>creating, performing, & responding?</p> <ul style="list-style-type: none"> ● How do the other arts, other disciplines, contexts, & daily life inform creating, performing, & responding to music? 		<p>performing, & responding.</p>
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Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Alternating & Call & Response with Teacher/Students ● Echo singing songs/solfege on whiteboard/SMARTBoard ● Observing proper breathing & posture while sitting/standing tall ● Student Led Activities (solfege worksheets/flashcards) ● Singing Games ● Group/Solo Singing ● Listening Exercises to identify speaking/singing & male/female timbre ● Listening Exercises to identify high & low pitches ● Song Composition ● Use of Pitched Instruments ● Folk Dances ● Movement Activities 	<ul style="list-style-type: none"> ● Performance Assessment ● Assembly/Concert
Primary Resources	Supplemental Resources
<ul style="list-style-type: none"> ● <i>150 American Folk Songs to Sing, Read, & Play</i> ● <i>An American Methodology 2nd edition</i> ● <i>The Book of Call & Response</i> ● <i>The Book of Children's Song Tales</i> ● <i>The Book of Echo Songs</i> ● <i>The Book of Movement & Exploration</i> 	<ul style="list-style-type: none"> ● Bethsnotes.com ● Classicsforkids.com ● Google Classroom ● Google Meet ● MakingMusicFun.net ● Music K-8

- *The Book of Pitch & Exploration*
- *Bought Me a Cat*
- *First Steps in Music for Preschool & Beyond*
- *Folk Songs North America Sings*
- *Guitar*
- *Had a Little Rooster*
- *Handy Play Party Book*
- *The Heritage Songster*
- *John The Rabbit*
- *Kodaly in Kindergarten*
- *The Kodaly Method I*
- *Listen to the Mockingbird*
- *The Little Black Bull*
- *Metronome*
- *Move It! Expressive Movements with Classical Movement DVD & CD*
- *Piano*
- *Pitched Instruments*
- *Rockin Rhythm Raps*
- *Roots & Branches: A legacy of Multicultural Music for Children*
- *Sail Away: 155 American Folk Songs to Sing, Read & Play*
- *Sashay the Donut*
- *My Singing Bird: 150 Folksongs*
- *SMARTBoard*
- *Step It Down: Games, Plays, Songs, & Stories from the Afro-American Heritage*
- *Whiteboard*

- Musicplayonline.com
- [YouTube](https://www.youtube.com/)

Cross-Curricular Connections

- Art - use of writing & illustration of objects/patterns/pictures/symbols
- ELA - use of communication of words
- ELA - use of objects/patterns/pictures/symbols
- Math - use of basic addition, counting, & organizational skills

- Math - use of patterns/memorization
- Reading - reading words to a song telling a story
- Reading - use of communication & sentence structure (visual)
- Speech - pronunciation of words

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

General Music	Kindergarten-2nd Grade	Trimester 3	Singing Rhythm Expression Form Notation
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General Music - Trimester 3

Students will continue working on beat & beat divisions with the use of visual objects/pictures & shapes. 1st Grade students will continue learning their sight singing by adding the solfege syllable La. 2nd Grade students will identify and practice half notes as well as advance their sight singing by adding the solfege syllable Re. Composition is introduced by having students create their own rhythm & solfege patterns as well as practicing their own, & the work of another classmate. Students in 1st & 2nd Grade will continue practicing & perform the musical, part of the HAS Theatre Club. 2nd Grade Students will also practice & perform their 2nd Grade Memorial Day Show both at HAS & the Veterans House in Vineland, NJ.

Student Learning Objectives

	Performing	Content/Learning Goals	Skills/Learning Objectives	Suggested Activities
<i>Anchor Standard 4</i>	<i>Selecting, analyzing, & interpreting work</i>	<ul style="list-style-type: none"> ● SWBAT identify & practice solfege syllable Re through songs & other activities. 	<ul style="list-style-type: none"> ● Compose & perform 1-2 measure beat, beat division, &/or rhythm compositions using objects, pictures, & syllables. 	<ul style="list-style-type: none"> ● All Grade Levels: Practice proper singing & posture. ● Practice how to use & perform using instruments.

		<ul style="list-style-type: none"> ● SWBAT identify rhythm that goes with the words. ● SWBAT practice singing in a two part Melodic Ostinati. ● SWBAT practice performing rhythm in a two part rhythmic ostinati. ● SWBAT identify, practice, & perform music based on dynamic markings Crescendo/ Decrescendo ● SWBAT read & interpret lyrics to songs during rehearsals & performances. ● SWBAT read & interpret lyrics to songs based on interests, experiences, & ideas. ● SWBAT identify & label Instruments of the Orchestra through aural, visual, & expressive formats. ● SWBAT practice composing their own 	<ul style="list-style-type: none"> ● Identifying & labeling Instruments of the Orchestra through storytelling, aural, & visual activities. ● Identify Key signatures ● Identify Time Signatures ● Identifying & labeling Musical Form/Patterns 	<p>-----</p> <ul style="list-style-type: none"> ● 1st Grade: ● Continue practicing solfege syllables Do, Mi, So, & La ● Identify & practice the quarter rest in stick notation. ● Practice & perform the musical with the HAS Theatre Club <p>-----</p> <ul style="list-style-type: none"> ● 2nd Grade ● Identify & practice solfege syllables Do, Re Mi, So, & La ● Identify & practice the half note in staff notation. ● Practice & perform the musical with the HAS Theatre Club
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		<p>beat chats with one/two sounds, form of stick notation, or form of staff notation</p> <ul style="list-style-type: none"> ● SWBAT identify & label patterns based on musical form including: The Repeat Sign 		
1.3A.2.Pr4a	Demonstrate & explain personal interest in, knowledge about, & purpose of varied musical selections.			
<i>Anchor Standard 5</i>	<i>Developing & refining techniques & models or steps needed to create products</i>			
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness, & effectiveness of performance.			
1.3A.2.Pr5b	Rehearse, identify, & apply strategies to address interpretive,			

	performance, & technical challenges of music.			
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality & meter) in music from a variety of cultures selected for performance.			
1.3A.2.Pr5d	When analyzing selected music, read & perform rhythmic & melodic patterns using iconic or standard notation.			
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g dynamics, tempo) & how creators use them to convey expressive intent.			
<i>Anchor Standard 6</i>	<i>Conveying meaning through art</i>			
1.3A.2.Pr6a	Perform music for a specific purpose with expression &			

	technical accuracy.			
1.3A.2.Pr6b	Perform appropriately for the audience & purpose			
	Responding			
<i>Anchor Standard 7</i>	<i>Perceiving & analyzing products</i>			
1.3A.2.Re7a	Demonstrate & explain how personal interests & 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.			
<i>Anchor Standard 8</i>	<i>Interpreting intent & meaning</i>			
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts & how they support creators'/performers' expressive intent.			

<i>Anchor Standard 9</i>	<i>Applying criteria to evaluate products</i>			
1.3A.2.Re9a	Apply personal & expressive preferences in the evaluation of music.			
	Connecting			
<i>Anchor Standard 10</i>	<i>Synthesizing & relating knowledge & personal experiences to create products</i>			
1.3A.2.Cn10a	Demonstrate how interests, knowledge, & skills relate to personal choices & intent when creating, performing, & responding to music.			
<i>Anchor Standard 11</i>	<i>Relating artistic ideas & works within societal, cultural, & historical contexts to deepen understanding</i>			
1.3A.2.Cn11a	Demonstrate understanding of			

	relationships between music & the other arts, other disciplines, varied contexts, & daily life.			
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Essential Questions	Practices	Enduring Understandings
<i>Creating</i>		
<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians generate creative decisions? • How do musicians improve the quality of their creative work? 	<ul style="list-style-type: none"> • Imagine • Plan, Make • Evaluate, Refine 	<ul style="list-style-type: none"> • The creative ideas, concepts, & feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, & expressive intent. • Musicians evaluate & evaluate their work through openness to new ideas, persistence, & the application of appropriate criteria.
<i>Performing</i>		
<ul style="list-style-type: none"> • How do performers select repertoire? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context & the 	<ul style="list-style-type: none"> • Select, Analyze, Interpret • Rehearse, Evaluate, Refine • Present 	<ul style="list-style-type: none"> • Performers' interest in & knowledge of musical works, understanding of their own technical skill, & the context for a performance influence the selection of repertoire. • To express their musical ideas, musicians analyze, evaluate, & refine their performance over time through openness to new ideas, persistence & the application of appropriate criteria.

<p>manner in which musical work is presented influence audience response?</p>		<ul style="list-style-type: none"> • Musicians judge performance based on criteria that vary across time, place, & cultures. The context & how a work is presented influence audience response.
<p><i>Responding</i></p>		
<ul style="list-style-type: none"> • How do individuals choose music to experience? How does understanding the structure & context of music inform a response? • How do we discern the musical creators' & performers' expressive intent? • How do we judge the quality of musical work(s) & performances? 	<ul style="list-style-type: none"> • Select, Analyze • Interpret • Evaluate 	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, & purposes. Response to music is informed by analyzing context (e.g social, cultural, historical) & how creator(s) or performer(s) manipulate the elements of music. • Through their use of elements & structures of music, creators & performers provide clues to their expressive intent. • The personal evaluation of musical work(s) & performance(s) is informed by analysis, interpretation, & established criteria.
<p><i>Connecting</i></p>		
<ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, & responding? • How do the other arts, other disciplines, contexts, & daily life inform creating, performing, & responding to music? 	<ul style="list-style-type: none"> • Interconnection 	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, & knowledge to creating, performing, & responding.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Echo singing/chanting rhythms on whiteboard/SMARTBoard ● Observing beat, beat divisions, & rhythm through kinesthetic, aural, & visual activities ● Student Led Activities (worksheets, flashcards) ● Rhythm Games ● Practice Worksheets ● Practice Flashcards ● Rhythm Compositions ● Use of Instruments/Body Percussion ● Folk Dances ● Movement Activities 	<ul style="list-style-type: none"> ● Rhythm Assessment ● Performance Assessment ● Proper instrumental use/demonstration (if applicable)
Primary Resources	Supplemental Resources
<ul style="list-style-type: none"> ● <i>150 American Folk Songs to Sing, Read, & Play</i> ● <i>An American Methodology 2nd edition</i> ● Body Percussion ● <i>The Book of Call & Response</i> ● <i>The Book of Children's Song Tales</i> ● <i>The Book of Echo Songs</i> ● <i>The Book of Movement & Exploration</i> ● <i>The Book of Pitch & Exploration</i> ● <i>Bought Me a Cat</i> ● <i>First Steps in Music for Preschool & Beyond</i> ● <i>Folk Songs North America Sings</i> ● Guitar ● <i>Had a Little Rooster</i> ● <i>Handy Play Party Book</i> ● <i>The Heritage Songster</i> ● <i>John The Rabbit</i> 	<ul style="list-style-type: none"> ● Bethsnotes.com ● Classicsforkids.com ● Google Classroom ● Google Meet ● MakingMusicFun.net ● Music K-8 ● Musicplayonline.com ● YouTube

- *Kodaly in Kindergarten*
- *The Kodaly Method I*
- *Listen to the Mockingbird*
- *The Little Black Bull*
- Metronome
- *Move It! Expressive Movements with Classical Movement DVD & CD*
- Non-Pitched Instruments
- Piano
- Pitched Instruments
- *Rockin Rhythm Raps*
- *Roots & Branches: A legacy of Multicultural Music for Children*
- *Sail Away: 155 American Folk Songs to Sing, Read & Play*
- *Sashay the Donut*
- *My Singing Bird: 150 Folksongs*
- SMARTBoard
- *Step It Down: Games, Plays, Songs, & Stories from the Afro-American Heritage*
- Whiteboard

Cross-Curricular Connections

- Art - use of writing & illustration of objects/patterns/pictures/symbols
- ELA - use of communication of words
- ELA - use of objects/patterns/pictures/symbols
- Math - use of basic addition, counting, & organizational skills
- Math - use of patterns
- Reading - reading words to a song telling a story
- Reading - use of communication & sentence structure (visual)
- Speech - pronunciation of words

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Appendix A (Previous Curriculum)

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Kate Hayden

Approved: June, 2017

Course Title: General Music

Unit Name: Music Appreciation, History and Culture, and Classroom Performance Skills

Grade Level: K-2

<p>Content Statements By preparing for and presenting musical performances, students will gain an understanding of concert etiquette, and the music of various cultures and historical times.</p>	<p>NJSLS: 1.2.2.A.1,2 1.4.2.A.1-4</p> <p>Companion Standards: SL K-2</p>
<p>Overarching Essential Questions What is the importance of music? Why is important to practice music?</p>	<p>Overarching Enduring Understandings Exposure to music enhances our lives. Music requires discipline and cooperation in order to achieve higher level skills.</p>
<p>Unit Essential Questions How can music cross cultural borders? Why is it important to learn to be a polite audience member? Why is music important in so many different cultures and time periods?</p>	<p>Unit Enduring Understandings Music is a universal language. It is important to respect music and those performing, as all music has value even if it doesn't suit our own tastes. Music is embedded in many different cultures and time periods as a way to perform, create and respond to music for all.</p>

<p>Unit Rationale Through preparing for and presenting musical performance, students will gain an understanding of performance skills and audience etiquette, while also developing a foundation for understanding music of the past, as well as music of other cultures.</p>	<p>Unit Overview Students will have opportunities to perform music as well learn to be a respectful audience member throughout their K-2 experience including the annual holiday sing-along, informal and formal performances for parents, end of year performances, and various assemblies. Through performance and classroom experiences, students will be exposed to the music, artists, and composers of other time periods, as well as the music of other cultures.</p>
<p>Authentic Learning Experiences Participation in annual school holiday sing-along, end of year performance, informal and formal presentations for parents, assemblies and in-class performances as a means of developing performance and audience skills Moving to, playing, and singing music of other cultures Moving to, playing, and singing music of other time periods</p>	
<p>21st Century Skills and Themes Curiosity and Imagination</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students have listened to music prior to entering Kindergarten. Students will scaffold performance skills throughout their elementary music education.</p>	
<p>Key Terms Concert etiquette- expected behaviors of those performing in and attending musical performances</p>	
<p>Instructional Strategies Lecture Model Facilitate Monitor</p>	
<p>Customizing Learning/ Differentiation Special Needs Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs. ELL Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.</p>	

<p>Gifted Learners Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments Continuous ongoing assessment by monitoring performance in class at individual, small group and whole class level. Correction, demonstration and paired performance to enhance mastery. Classroom discussion, questioning techniques on performances and listening examples.</p>
<p>Interdisciplinary Connections Theatre, dance, and visual arts may be utilized in some performance</p>
<p>Resources Teachers' manuals Various resources for music of other cultures Various resources for music of historical time periods</p>
<p>Suggested Activities for Inclusion in Lesson Planning Preparing for various performances throughout the year Including songs, dances from historical time periods including Baroque, Classical, Romantic, and 20th Century Studying jazz music as an American art form, focusing on Louis Armstrong (grade 1) and Ella Fitzgerald (grade 2) Study music of other cultures, including games and songs from various countries and continents including but not limited to Africa, Japan, and China</p>
<p>Unit Timeline Ongoing</p>

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Kate Hayden

Approved June, 2017

Course Title: General Music

Unit Name: Rhythm

Grade Level: K-2

<p>Content Statements Students will develop sense of steady beat and the ability to read and write basic rhythm in simple duple and compound meters.</p>	<p>NJSLS: 1.1.2.B.1-3 1.3.2.B.1,3,5,6,7 1.4.2.B.1-2</p> <p>Companion Standards: SL K-2</p>
<p>Overarching Essential Questions What is the importance of music? Why is it important to practice music?</p>	<p>Overarching Enduring Understandings Exposure to music enhances our lives. Music requires discipline and cooperation in order to achieve higher level skills.</p>
<p>Unit Essential Questions What is steady beat? How can I read and write musical sound?</p>	<p>Unit Enduring Understandings Steady beat is the “heartbeat” of music. It was how sound is organized through time. Tempo can vary and can change in the same piece of music. Rhythmic patterns can be found in music. Rhythms can be written down and shared with others who are able to read it.</p>

<p>Unit Rationale Through achieving basic music rhythm competence (the ability to demonstrate keeping a steady beat) and learning to read and write basic rhythms, students will develop a foundation for further understanding music literacy.</p>	<p>Unit Overview Students will develop a sense of steady beat and the ability to read basic rhythm patterns in simple and compound meters through experiencing moving to music; echo rhythm patterns with predetermined rhythm syllables; read and write rhythmic notation; and perform rhythmic patterns and ostinati on various musical instruments.</p>
<p>Authentic Learning Experiences Keeping steady beat to music, echoing rhythmic patterns, creating rhythm patterns, reading and writing basic rhythmic notation</p>	
<p>21st Century Skills and Themes Curiosity and imagination: through improvising and composing rhythm patterns Accessing and analyzing information: through reading music notation</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Students have listened to music before beginning Kindergarten. Students will scaffold rhythmic skills through grades K and 1, culminating with the ability to read and write basic rhythmic notation.</p>	
<p>Key Terms Compound Meter: Measures of music in which the upper numerator is divisible by three such as 6/8 or 9/8 Music composition: Prescribed rules and forms used to create music, such as melodic line and basic chordal structures, many of which are embedded in electronic music notation programs, and which can apply equally to improvised and scored music. Orff Instruments: Precursors to melodic musical instruments, such as hand drums, xylophones, metallophones, wood blocks, triangles, and others. Ostinato: A short melodic phrase persistently repeated by the same voice or instrument.</p>	
<p>Instructional Strategies Lecture Model Facilitate Monitor</p>	
<p>Customizing Learning/ Differentiation Special Needs- alterations can be made to the complexity of the patterns students are asked to echo or create</p>	

<p>Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p> <p>ELL Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.</p> <p>Gifted Learners Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments Echoing rhythm patterns Creating rhythm patterns Playing instruments with others in a group</p>
<p>Interdisciplinary Connections Mathematics based on necessity of counting, and use of fractions to compare length of sound Physical Education based on movement and dancing</p>
<p>Resources First Steps in Music- John Feierabend Developing Music Literacy Using Conversational Solfege- John Feierabend</p>
<p>Suggested Activities for Inclusion in Lesson Planning Keeping steady beat with recorded music. Individually keeping beat on an instrument while others are singing Echoing rhythm patterns at aural/oral level Echoing rhythm patterns at verbal association level Performing rhythmic ostinati on various percussion instruments, including Orff instruments Creating 4 beat rhythmic patterns on instruments Creating 4 beat rhythmic patterns using rhythm syllables Reading standard rhythm notation</p>

Writing and organizing rhythm notation
Unit Timeline Ongoing

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Kate Hayden

Approved June, 2017

Course Title: General Music

Unit Name: Rhythm

Grade Level: K-2

<p>Content Statements Students will develop sense of steady beat and the ability to read and write basic rhythm in simple duple and compound meters.</p>	<p>NJSLS: 1.1.2.B.1-3 1.3.2.B.1,3,5,6,7 1.4.2.B.1-2</p> <p>Companion Standards: SL K-2</p>
<p>Overarching Essential Questions What is the importance of music? Why is it important to practice music?</p>	<p>Overarching Enduring Understandings Exposure to music enhances our lives. Music requires discipline and cooperation in order to achieve higher level skills.</p>
<p>Unit Essential Questions What is steady beat? How can I read and write musical sound?</p>	<p>Unit Enduring Understandings Steady beat is the “heartbeat” of music. It was how sound is organized through time. Tempo can vary and can change in the same piece of music. Rhythmic patterns can be found in music.</p>

	Rhythms can be written down and shared with others who are able to read it.
Unit Rationale Through achieving basic music rhythm competence (the ability to demonstrate keeping a steady beat) and learning to read and write basic rhythms, students will develop a foundation for further understanding music literacy.	Unit Overview Students will develop a sense of steady beat and the ability to read basic rhythm patterns in simple and compound meters through experiencing moving to music; echo rhythm patterns with predetermined rhythm syllables; read and write rhythmic notation; and perform rhythmic patterns and ostinati on various musical instruments.
Authentic Learning Experiences Keeping steady beat to music, echoing rhythmic patterns, creating rhythm patterns, reading and writing basic rhythmic notation	
21st Century Skills and Themes Curiosity and imagination: through improvising and composing rhythm patterns Accessing and analyzing information: through reading music notation	
Unit Learning Targets/Scaffolding to CPIs Students have listened to music before beginning Kindergarten. Students will scaffold rhythmic skills through grades K and 1, culminating with the ability to read and write basic rhythmic notation.	
Key Terms Compound Meter: Measures of music in which the upper numerator is divisible by three such as 6/8 or 9/8 Music composition: Prescribed rules and forms used to create music, such as melodic line and basic chordal structures, many of which are embedded in electronic music notation programs, and which can apply equally to improvised and scored music. Orff Instruments: Precursors to melodic musical instruments, such as hand drums, xylophones, metallophones, wood blocks, triangles, and others. Ostinato: A short melodic phrase persistently repeated by the same voice or instrument.	
Instructional Strategies Lecture Model	

Facilitate Monitor
<p>Customizing Learning/ Differentiation</p> <p>Special Needs- alterations can be made to the complexity of the patterns students are asked to echo or create. Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.</p> <p>ELL Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.</p> <p>Gifted Learners Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.</p> <p>Mainstream Learners Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.</p>
<p>Formative Assessments</p> <p>Echoing rhythm patterns Creating rhythm patterns Playing instruments with others in a group</p>
<p>Interdisciplinary Connections</p> <p>Mathematics based on necessity of counting, and use of fractions to compare length of sound Physical Education based on movement and dancing</p>
<p>Resources</p> <p>First Steps in Music- John Feierabend Developing Music Literacy Using Conversational Solfege- John Feierabend</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Keeping steady beat with recorded music. Individually keeping beat on an instrument while others are singing Echoing rhythm patterns at aural/oral level Echoing rhythm patterns at verbal association level</p>

Performing rhythmic ostinati on various percussion instruments, including Orff instruments
Creating 4 beat rhythmic patterns on instruments
Creating 4 beat rhythmic patterns using rhythm syllables
Reading standard rhythm notation
Writing and organizing rhythm notation

Unit Timeline

Ongoing