

Mendham Township School District

Music Curriculum

Kindergarten

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July 2021

Kindergarten Steady Beat & Rhythm

Learning Goals

Behavioral

Students will be able to play a steady beat on a variety of percussion instruments and patschen.

Students will be able to read, create, and play quarter notes, barred eighth notes, and quarter rests on a variety of percussion instruments and patschen.

Cognitive

Students will identify, understand, and explain beats and rhythms.

Students will identify the duration of quarter notes, barred eighth notes, and quarter rests.

Experiential

Students will create, read, and perform beats and rhythms.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding steady beat & rhythm.

Students will develop analytical skills through use of proper terminology regarding steady beat & rhythm.

Essential Questions

- What is a “steady beat?”
- How can we show, perform, and feel a steady beat?
- What is a “rhythm?”
- How can we read, create, perform, and respond to a rhythm?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2Pr5a, 1.3A.2Pr5b, 1.3A.2.Pr5c, 1.3A.2.Pr5d, 1.3A.2.Pr6a, 1.3A.2.Pr6b, 1.3A.2.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn11a

Amistad Law N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Assessments

Benchmarks

Students will play a steady beat on a variety of percussion instruments and patschen.

Students will move to a steady beat in musical movement and dance activities.

Students will identify rhythm vs. steady beat.

Students will read quarter notes, barred eighth notes, and quarter rests.

Students will compose using quarter notes, barred eighth notes, and quarter rests.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets
Proposed Activities
<ol style="list-style-type: none"> 1. Stomping, Clapping, Patting while listening to music 2. Passing a ball while listening to music 3. Passing a ball, stomping, clapping, patting while singing 4. Echoing other student's actions without hesitation 5. Raise hand and tell the difference between beat and rhythm 6. Move to the beat & move to specific rhythm 7. Identify beat and rhythm aurally and visually 8. Composing and performing short rhythms 9. Pal & Buddy song for music literacy 10. QuaverEd Beat & Rhythm lessons
<p>Integrated accommodations and modifications</p> <p>Check for comprehension and understanding</p> <p>Permit ample time for student to respond to questions</p> <p>Clearly define limits and expectations</p> <p>Encourage student to ask for needed assistance</p> <p>Preferential seating</p> <p>Repeating, clarifying or rewording directions</p> <p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
<p>Core Instructional and Supplemental Materials</p> <p><i>Music K-8</i>, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.</p> <p><i>Music together</i>, L. Levinowitz & K. Guilmartin, Music and Movement Center.</p> <p><i>Silver-Burdett, Making Music, Kindergarten</i>, Pearson Scott Foresman, 2005.</p> <p><i>Singing Games for Children</i>, Dany Rosevear, 2021.</p> <p><i>QuaverEd Online Music Curriculum</i>, QuaverEd, 2021.</p> <p><i>Carnival of the Animals (entire composition)</i>, Camille Saint-Saens.</p>
<p>Integration of 21st Century Skills</p> <p>Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness</p>
<p>Interdisciplinary Connections</p> <p>Math</p> <p>World Culture</p> <p>ELA/Spelling</p>
<p>Technology Integration</p> <p>Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

Kindergarten Whisper, Shout, Speak, & Sing

Learning Goals

Behavioral

Students will be able to whisper, shout, speak, and sing according to instruction and at appropriate times. Students will create and perform using whisper, shouting, speaking, and singing voices.

Cognitive

Students will identify, understand, and explain the differences between whisper, shout, speak, and singing voices.

Experiential

Students will use appropriate expression when whispering, shouting, speaking, and singing.

Constructivist

Students will develop vocal skills alone and with others.

Students will construct meaning in stories, songs, and instrument play through the use of expression.

Essential Questions

- What is the difference between the whispering, shouting, speaking, and singing voices?
- When is it appropriate to use my whisper, shouting, speaking, and singing voices?
- What does my own singing voice sound like?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 1.3A.2.Pr5a, 1.3A.2.Pr5b, 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.Cn11a

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Assessments

Benchmarks

Students will individually perform for each other to demonstrate whisper, shouting, speaking, and singing voices.

Students will create, rehearse, and perform using whisper, shouting, speaking, and singing voices.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, performance tasks, exit tickets

Proposed Activities

1. Use the voice as a mode of expression and storytelling

2. Learn songs that explore whispering, shouting, speaking, and singing
3. Tells stories using whisper, shout, and sing
4. Read and perform Rain, Rain Go Away using whispering, shouting, speaking, and singing
5. Listen to recordings of music that use whisper shout and sing
6. Perform familiar and new songs using whispering, shouting, speaking, and singing voices
7. Use Kee Chee, folk song & game from Democratic Republic of the Congo, to practice whispering, shouting, speaking, and singing voices.

Integrated accommodations and modifications

Check for comprehension and understanding
 Permit ample time for student to respond to questions
 Clearly define limits and expectations
 Encourage student to ask for needed assistance
 Preferential seating
 Repeating, clarifying or rewording directions
 Teacher modeling
 Provide simplified written, verbal, and modeled instructions
 Provide student with open ended questions that stimulate higher order thinking
 Allow student to consider and express personal opinions
 Tiered Assignments
 Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

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Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

World Culture
 History
 Social Sciences
 ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Kindergarten Low, Middle, & High Sounds

Learning Goals

Behavioral

Students will be able to sing and play low, middle, and high sounds/voices according to instruction and at appropriate times.

Students will create, perform, and respond using low, middle, and high sounds/voices.

Cognitive

Students will identify, understand, and explain the differences among low, middle, and high sounds/singing.

Experiential

Students will explore and improvise using low, middle, and high sounds/singing.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding low, middle, and high sounds/singing.

Students will develop analytical skills through use of proper terminology regarding low, middle, and high sounds/singing.

Students will construct meaning in stories, songs, and instrument play through the use of proper terminology regarding low, middle, and high sounds/singing.

Essential Questions

- How do we recognize low, middle, and high sounds?
- How do we produce low, middle, and high sounds with our voices and bodies?
- How do low, middle, and high sounds change what we feel when we experience music and throughout daily life?

NJ SLS Music Standards

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Assessments

Benchmarks

Students will follow a melody line using body movements.

Students will identify low, middle, and high sounds using various instruments.

Students will individually perform using low, middle, and high voices.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

<p>Alternative Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets</p>
<p>Proposed Activities</p>
<ol style="list-style-type: none"> 1. Identify the melody in a song 2. Follow a melody line using body movements and scarves 3. Sing low, middle, and high songs 4. Play low, middle, and high on instruments 5. Play low, middle, and high games 6. Tell stories using low, middle, and high voices
<p>Integrated accommodations and modifications Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p>Interdisciplinary Connections Math Science World Culture ELA/Spelling</p>
<p>Technology Integration Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

Kindergarten Introduction to Meter

Learning Goals

Behavioral

Students will demonstrate the difference between meters of 2 and 3.
Students will create, perform, and respond using meters of 2 and 3.
Students will count beats in meters of 2 and 3.

Cognitive

Students will identify, understand, and explain strong and weak beats.
Students will define, understand, and explain meter.

Experiential

Students will explore and improvise using meters of 2 and 3.
Students will experience the differences, both technical and in expression, between a meter of 2 and 3.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding strong and weak beats, and in meters of 2 and 3.
Students will develop analytical skills through use of proper terminology regarding strong and weak beats, and in meters of 2 and 3.

Essential Questions

- What are strong and weak beats?
- What is the definition of meter?
- What makes a meter of 2 different from a meter of 3?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3b, 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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Assessments

Benchmarks

Students will change movement from marching and dancing between meter 2 and 3.
Students will identify the strong and weak beats in both meters of 2 and 3.
Students will create, perform, and respond in both meters of 2 and 3 using body percussion, singing, and instrument playing.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets
Proposed Activities
<ol style="list-style-type: none"> 1. Discuss music & feeling, dancing to music 2. Listen and move to music in a meter of 2 3. Listen and move to music in a meter of 3 4. Identify the difference between meters of 2 and 3 5. Group games for meter definition and strong/weak beats 6. Play instruments in meters of 2 and 3 7. Read and act out a story in different meters 8. The Music Show & QuaverEd lessons - strong & weak beats 9. The Music Show & QuaverEd lessons - meter
<p>Integrated accommodations and modifications</p> <p>Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p>Interdisciplinary Connections</p> <p>Math Social Science World Culture ELA/Spelling</p>
<p>Technology Integration</p> <p>Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

Kindergarten Loud and Quiet

Learning Goals

Behavioral

Students will demonstrate the difference between loud and quiet sounds using their voices, body percussion, and instruments.

Students will create, perform, and respond using loud and quiet sounds.

Cognitive

Students will identify, understand, and explain loud and quiet dynamics in music.

Students will define, understand, and explain the difference between loud and quiet in music and throughout daily life.

Experiential

Students will explore and improvise using loud & quiet dynamics.

Students will experience the differences, both technical and in expression, between loud & quiet dynamics.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding loud and quiet dynamics.

Students will develop analytical skills through use of proper terminology regarding loud and quiet dynamics.

Essential Questions:

- How can we recognize loud or quiet music?
- How do loud and quiet sounds change what we feel when we experience music and throughout daily life?
- How and when should we perform loud or quiet music?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 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.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

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Assessments

Benchmarks

Students will correctly identify loud and quiet sounds.

Students will correctly perform loud and quiet using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets
Proposed Activities
<ol style="list-style-type: none"> 1. Sing familiar and new songs using dynamics 2. Read and act out stories using dynamics 3. Listen and move to loud and quiet music 4. Play loud and quiet on instruments 5. Reflect on feelings from loud and quiet sounds 6. Listen and respond to selections from <i>Carnival of the Animals</i> 7. Listen and play along with Music K8 Forte Piano
<p>Integrated accommodations and modifications</p> <p>Check for comprehension and understanding</p> <p>Permit ample time for student to respond to questions</p> <p>Clearly define limits and expectations</p> <p>Encourage student to ask for needed assistance</p> <p>Preferential seating</p> <p>Repeating, clarifying or rewording directions</p> <p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p>Technology Integration</p> <p>Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

Kindergarten Fast and Slow

Learning Goals

Behavioral

Students will demonstrate the difference between fast and slow using their voices, body percussion, and instruments.

Students will create, perform, and respond to fast and slow music.

Cognitive

Students will identify, understand, and explain fast and slow tempos in music.

Students will define, understand, and explain the difference between fast and slow in music and throughout daily life.

Experiential

Students will explore and improvise using fast and slow tempos.

Students will experience the differences, both technical and in expression, between fast and slow tempos.

Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding fast and slow tempos.

Students will develop analytical skills through use of proper terminology regarding fast and slow tempos.

Essential Questions:

- How can we recognize fast or slow tempos?
- How do fast and slow tempos change what we feel when we experience music and throughout daily life?
- How and when should we perform fast or slow music?

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Assessments

Benchmarks

Students will correctly identify fast and slow tempos.

Students will correctly perform fast and slow using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets
Proposed Activities
<ol style="list-style-type: none"> 1. Sing familiar and new songs using varied tempos 2. Read and act out stories using varied tempos 3. Listen and move to fast and slow music 4. Play fast and slow on instruments 5. Reflect on feelings from fast and slow sounds 6. Listen and respond to selections from <i>Carnival of the Animals</i> 7. Listen and play along with Music K8 Presto Largo
<p>Integrated accommodations and modifications</p> <p>Check for comprehension and understanding</p> <p>Permit ample time for student to respond to questions</p> <p>Clearly define limits and expectations</p> <p>Encourage student to ask for needed assistance</p> <p>Preferential seating</p> <p>Repeating, clarifying or rewording directions</p> <p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p>Technology Integration</p> <p>Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

Kindergarten Long and Short

Learning Goals

Behavioral

Students will demonstrate the difference between short and long sounds using their voices, body percussion, and instruments.

Students will create, perform, and respond to short and long sounds.

Cognitive

Students will identify, understand, and explain short and long sounds in music.

Students will define, understand, and explain the difference between short and long sounds in music and throughout daily life.

Experiential

Students will explore and improvise using short and long sounds.

Students will experience the differences, both technical and in expression, between short and long sounds.

Constructivist

Students will develop agility, dexterity, coordination, and technique with instruments and their voices.

Students will develop creative and descriptive skills through use of proper terminology regarding short and long sounds.

Students will develop analytical skills through use of proper terminology regarding short and long sounds.

Essential Questions

- How can we recognize short and long sounds?
- How do short and long sounds change what we feel when we experience music and throughout daily life?
- How and when should we perform short and long sounds?

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Assessments

Benchmarks

Students will correctly identify long and short sounds.

Students will correctly perform long and short sounds using voices, instruments, and body percussion.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

<p>Alternative Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets</p>
<p>Proposed Activities</p> <ol style="list-style-type: none"> 1. Sing familiar and new songs using varied long and short sounds 2. Read and act out stories using voices, body percussion, and instruments to demonstrate long and short sounds 3. Listen and move to varied long and short sounds in music 4. Play long and short sounds on instruments 5. Reflect on feelings from long and short sounds 6. Listen and respond to selections from <i>Carnival of the Animals</i>
<p>Integrated accommodations and modifications Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
<p>Core Instructional and Supplemental Materials <i>Music K-8</i>, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present. <i>Music together</i>, L. Levinowitz & K. Guilmartin, Music and Movement Center. <i>Silver-Burdett, Making Music, Kindergarten</i>, Pearson Scott Foresman, 2005. <i>Singing Games for Children</i>, Dany Rosevear, 2021. <i>QuaverEd Online Music Curriculum</i>, QuaverEd, 2021. <i>Carnival of the Animals (entire composition)</i>, Camille Saint-Saens.</p>
<p>Integration of 21st Century Skills Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness</p>
<p>Interdisciplinary Connections Math Science Social Science World Culture ELA/Spelling</p>
<p>Technology Integration Information & Media Literacy, Technology Literacy, Digital Citizenship</p>

Kindergarten Instruments

Learning Goals

Behavioral

Students will create, perform, and respond using various classroom instruments.

Students will play new and familiar songs using various classroom instruments.

Cognitive

Students will identify, understand, and explain the differences among various classroom instruments.

Students will identify and name various classroom instruments.

Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

Experiential

Students will explore and improvise using various classroom instruments

Students will experience the differences, both technical and in expression, among use of various classroom instruments

Constructivist

Students will develop agility, dexterity, coordination, and technique with classroom instruments.

Students will develop creative and descriptive skills through use of proper terminology regarding classroom instruments.

Students will develop analytical skills through use of proper terminology regarding classroom instruments.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What is the name of various classroom instruments, and what is the correct way to play them?
- How does each classroom instrument produce its sound?
- What does each classroom instrument add to a composition or performance?

NJ SLS Music Standards

1.3A.2.Cr1a, 1.3A.2.Cr2a, 1.3A.2.Cr2b, 1.3A.2.Cr3a, 1.3A.2.Cr3b, 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.Re7b, 1.3A.2.Re8a, 1.3A.2.Re9a, 1.3A.2.Cn10a, 1.3A.2.Cn11a

Amistad Law N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Assessments

Benchmarks

Students will play various classroom instruments with correct technique.

Students will correctly identify classroom instruments aurally.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Group discussion on various classroom instruments
2. Stations of each instrument
3. Demonstration of playing each instrument correctly
4. Use instruments to keep the beat
5. Use instruments to play fast and slow
6. Use instruments to play high and low
7. Use instruments to play short and long
8. Use instruments to play loud and quiet
9. Perform new and familiar songs using classroom instruments
10. Critique and Suggest for improvements for performance

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

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Carnival of the Animals (entire composition), Camille Saint-Saens.

Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

Math

Science

Social Science
World Culture
ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Kindergarten Performance

Learning Goals

Behavioral

Students will be able to sing, move, dance, and play with a growing sense of confidence.

Students will show expression in voices, movement, and instrument playing during classroom performances.

Cognitive

Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

Experiential

Students will explore and improvise during class and solo performances.

Students will express their feelings and ideas through musical performances.

Students will experience the differences, both technical and in expression, between class and solo performances.

Students will participate in the planning, structure, and design of in-class performances.

Constructivist

Students will apply their knowledge of various musical elements to enhance and improve their performances.

Students will develop vocal agility, dexterity, coordination, and technique during class and solo performances.

Students will develop creative decision-making skills so that technical understanding can be applied to other areas in future educational and professional pursuits.

Students will develop analytical skills through performance critique.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes a great performance?
- What does this music mean to you?
- What does this music mean to others in our families, communities, and around the world?

NJ SLS Music Standards

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, 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

Assessments

Benchmarks

Students will reflect upon and improve personal and class performance.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Discuss using voices, instruments, and movement expressively
2. Read and perform songs and stories
3. Critique performances together
4. Demonstrate appropriate audience behavior

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

Core Instructional and Supplemental Materials

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Carnival of the Animals (entire composition), Camille Saint-Saens.

Integration of 21st Century Skills

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

Interdisciplinary Connections

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Science

Social Science

World Culture

ELA/Spelling

Technology Integration

Information & Media Literacy, Technology Literacy, Digital Citizenship

Kindergarten Solfege

Learning Goals**Behavioral**

Students will create, perform, and respond using sol, la, mi, and do.

Students will sing new and familiar songs using sol, la, mi, and do.

Cognitive

Students will identify, understand, and explain the differences among sol, la, mi, and do.

Students will identify and name sol, la, mi, and do hand signs.

Experiential

Students will explore and improvise using sol, la, mi, and do.

Students will experience the differences, both technical and in expression, among sol, la, mi, and do.

Constructivist

Students will develop vocal agility, dexterity, coordination, and technique using sol, la, mi, and do.

Students will develop creative and descriptive skills through use of proper terminology regarding solfege.

Students will develop analytical skills through use of proper terminology regarding solfege

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

Essential Questions

- What makes up the music we sing?
- How does each solfege syllable sound?
- What are the hand signs that go along with the solfege syllables sol, la, mi, and do?
- How does solfege help us learn to sing?

NJ SLS Music Standards

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Assessments**Benchmarks**

Students will compose songs using sol, la, mi, and do.

Students will correctly identify sol, la, mi, and do aurally and with hand signs.

Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

Proposed Activities

Throughout all units,

1. Decode songs using sol, la, mi, and do.
2. Sing new and familiar songs using sol, la, mi, and do.
3. Compose and perform new songs using sol, la, mi, and do.
4. Play Poison Pattern and other solfege games.
5. Watch and play along with Music K8's Whacky Do Re Mi's.
6. Watch and play along with the Do Re Mi clip from *The Sound of Music*.

Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

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Allow student to consider and express personal opinions

Tiered Assignments

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Singing Games for Children, Dany Rosevear, 2021.

QuaverEd Online Music Curriculum, QuaverEd, 2021.

Carnival of the Animals (entire composition), Camille Saint-Saens.

The Sound of Music, Rodgers & Hammerstein

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