

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: General Music

Introduction:

In K-6 General Music students express themselves through song, dance, and theatrical performances. Students are introduced to different instruments that would be played for formal audiences. The concepts of rhythm, melody, form, movement, and concert preparation/etiquette will be ongoing throughout the school year. All music units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

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Original Adoption: October 23, 2018

Revised on: August 5, 2019

Revised by: C. McBride

Recommended Pacing Guide

Rhythm	7 days throughout
Melody	8 days throughout
Form	7 days throughout
Movement	6 days throughout
Concert Preparation/Etiquette	6 days throughout

*There are about 35 general music classes throughout the school year.

Unit 1: Rhythm

Duration: 7 days

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
- 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 1.1.2. B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
- 1.3.P.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
- 1.3.P.B.2 Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
- 1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.3. P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary.
- 1.3.2. B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
- 1.3.2. B.2 Demonstrate developmentally appropriate vocal production/vocal placement and

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breathing technique.

- 1.3.2. B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
- 1.3.2. B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
- 1.3.2. B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
- 1.3.2. B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
- 1.3.2. B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
- 1.4.2. B.2 Apply the principles of positive critique in giving and receiving responses to performances.
- 1.1.2. A.1 Identify the elements of dance in planned and improvised dance sequences.
- 1.3.2. A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2. A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

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21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

21st Century Life and Career Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

Evidence of Student Learning

Formative Tasks:

- Class participation
- Teacher observation
- Questioning
- Discussion
- Demonstration
- Composition
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji Self-assessment Door Chart
- Benchmark assessments

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

Summative Assessments:

- Listening Exam
- Performance
- Verbal feedback
- Student Critique
- Individual evaluation
- Observation

Benchmark Assessments:

- Oral Review of Techniques and Vocabulary
- Beginning of Year, Mid-Year, and End-of Year SGO

Knowledge & Skills

Enduring Understandings:

Essential Questions:

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<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A beat is a constant pulse in music. • You feel music throughout body which creates an internal beat. • The beat can be transferred to an instrument. • They can identify, perform and move to simple rhythmic patterns. • Movement can be used to represent a rhythm. 	<ul style="list-style-type: none"> • How can you move your body with the beat of the music? • How does a heartbeat compare to a steady beat in music? • What is a steady beat? • Can the beat change? • What is rhythm?
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Use of rhythm manipulatives for composition varied by season • Fall: <i>Back to School song, Back to School chant with rhythm manipulatives, Pass the Pumpkin, Miss White Had a Fright, The Little Old Lady Who Was Not Afraid of Anything, Apple Tree, Go Around the Corn Sally - Identify quarter and eighth note rhythms</i> • Winter/Holiday: <i>Sleigh Ride, Nutcracker, Snow/Winter rhythm manipulatives and composition, Valentine's Day</i> • Spring: <i>Here's Comes a Bluebird, Healthy Food/Garden/Vegetables rhythms and composition</i> 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Freddie the Frog Book Series by Mystic Publishing • <u>The Little Old Lady Who Was Not Afraid of Anything</u> by Linda Williams • <u>"Slowly, Slowly, Slowly," said the Sloth</u> by Eric Carle • <u>We're Going on a Bear Hunt</u> by Michael Rosen and Helen Oxenbury • <u>Noisy Poems</u> by Jill Bennett • Teacher-created rhythm building blocks • Back to School teacher-created building blocks and orffestration • <u>Chicka Chicka Boom Boom</u> Bill Martin Jr. • <u>Commotion in the Ocean</u> Giles Andreae • <u>Farmer Joe and the Music Show</u> Tony Mitton • <u>'Possum Come a-Knockin'</u> by Nancy Van Laan • <u>Moo Bah La La La</u> by Sandra Boynton • <u>Goodnight, Goodnight, Construction Site</u> by Sherri Duskey Rinker • <u>Room on the Broom</u> by Julia Donaldson • <u>Llama Llama Red Pajama</u> by Anna Dewdney
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Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Repeat songs
- Provide differentiation for students as needed
- Use student helpers and cooperative learning
- Use visual aids
- Illustrate song phrases
- Rephrase vocabulary
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Rephrase vocabulary
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered

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- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Recognize native languages and cultures
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 2: Melody

Duration: 8 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1.2. B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
- 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
- 1.3.2. B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- 1.3.2. B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
- 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

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- 1.3.2. B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
- 1.3.2. B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
- 1.4.2. A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2. B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.
- 1.3.2. A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2. A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
- 1.3.2. A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
- 1.3.2. A.4 Create and perform original movement sequences alone and with a partner using locomotor and nonlocomotor movements at various levels in space.
- 1.1.2. A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
- 1.1.2. A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
- 1.1.2. A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

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Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

21st Century Life and Career Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

Evidence of Student Learning

Formative Tasks:

- Teacher observation Performances
- Demonstration
- Written assessments compositions
- Students critique
- Class participation
- Verbal feedback
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji self-assessment chart at door

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

Summative Assessments:

- Listening Exam

Benchmark Assessments:

- Oral Review of Techniques and

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<ul style="list-style-type: none"> • Performance • Student Critique 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Beginning of Year, Mid-Year, and End-of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • How to identify low and high pitches. • Name and plot treble clef note names. • How to use dance to accompany a melody. • There is a difference between their speaking voice and singing voice. • They can match pitch with voice or instrument. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the melody? • How does the melody change? (high/low) • What different emotions can a melody create? • What is the difference between singing voice and speaking voice?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Fall: <i>Back to School song, Back to School chant with rhythm manipulatives, Apple Tree, School Song, Ho Ho Watanay</i> • Winter: <i>Winter soundscapes, Jingle Bells, Nutcracker repertoire selections</i> • Spring: <i>Here Comes A Bluebird, We Are Dancing in the Forest, Blue Bells Cockle Shells, Peter and the Wolf</i> 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Freddie the Frog Book Series by Mystic Publishing • Iconic notation for Ho Ho Watanay • Peter and the Wolf listening journals/sheets • Earth Dance • <u>Polar Bear, Polar Bear What Do You Hear?</u> Bill Martin Jr.

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Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Repeat songs
- Provide differentiation for students as needed
- Use student helpers and cooperative learning
- Use visual aids
- Illustrate song phrases
- Rephrase vocabulary
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Rephrase vocabulary
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered

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- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Recognize native languages and cultures
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

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Unit 3: Form

Duration: 7 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- 1.1.2. B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
- 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 1.1.2. B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2. A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.3.2. B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
- 1.4.2. A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2. A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2. B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 9.1.4. A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- CRP2 Apply appropriate academic and technical skills. CRP6 Demonstrate creativity and innovation.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
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21st Century Life and Career Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

Evidence of Student Learning

Formative Tasks:

- Anecdotal notes
- Observation
- Questioning
- Discussion
- Think-Pair-Share
- Peer/Self-Assessment
- Thumbs Up/Thumbs Down
- Emoji self-assessment chart

Alternative Assessments:

- Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance
- Student self-reflection or discussion while planning their performance
- Conversation/presentation rubric to score student work and presentation of final project or performance
- Portfolio Review

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Summative Assessments:	Benchmark Assessments:
<ul style="list-style-type: none"> • Listening Exam • Performance • Student Critique 	<ul style="list-style-type: none"> • Oral Review of Techniques and Vocabulary • Beginning of Year, Mid-Year, and End-of Year SGO

Knowledge & Skills

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Songs can be divided into parts, which can be labeled by letters such as AB/ABA. • There is repetition and contrast in music. • Body movements can be used to demonstrate different parts of a song 	<ul style="list-style-type: none"> • Do songs have different parts? • What is the difference between call and response? • What is an introduction/coda in a piece of music? • What is AB/ABA form?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	Varied Levels of Text:
<ul style="list-style-type: none"> • Fall: <i>Back to School chant, Pass the Pumpkin, Apple Tree, Ho Ho Watanay</i> • Winter: <i>Jingle Bells AB form partner movement activities, Form dance to Sleigh Ride</i> • Spring: <i>Here Comes the Bluebird, Who's Tapping at the Window</i> 	<ul style="list-style-type: none"> • Freddie the Frog Book Series by Mystic Publishing • Earth Dance • Folk dances

Modifications/Accommodations

English Language Learners:
<ul style="list-style-type: none"> • Collaborate with ELL department to make necessary modifications for students • Provide translated material • Repeat songs • Provided differentiation for students as needed • Use student helpers and cooperative learning • Use visual aids • Illustrate song phrases • Rephrase vocabulary • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
Special Education/504 Plans/Students with Disabilities:

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- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Rephrase vocabulary
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectation, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Recognize native languages and cultures
- Respect cultural traditions
- Build in more group work to encourage interaction with peers

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- Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 4: Movement	Duration: 6 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2. A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.3.P.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

1.4.2. A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2. A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2. A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

1.1.2. A.1 Identify the elements of dance in planned and improvised dance sequences.

1.1.2. A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

1.3.2. A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2. A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

SL.2.1.A Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways,

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listening to others with care, speaking one at a time about the topics and texts under discussion).
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Primary Interdisciplinary Connections:

- **ELA - NJSL/ELA:**
 - NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **Social Studies:**
 - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

21st Century Life and Career Standards:

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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

Evidence of Student Learning

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<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Anecdotal notes ● Observation ● Questioning ● Discussion ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji self-assessment chart 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Listening Exam ● Performance ● Student Critique 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Review of Techniques and Vocabulary ● Beginning of Year, Mid-Year, and End-of Year SGO
<p>Knowledge & Skills</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are a variety of styles, cultures and time periods in music. ● Creative movement can express a musical thought or mood. ● Movements can express different aspects of a musical composition. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does movement relate to mood? ● How can I use my body in different ways? ● How can you tell a story with movement?
<p>Core Instructional & Supplemental Materials</p>	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Fall: <i>In the Hall of the Mountain King, Back to School chant, Pass the Pumpkin, Ho Ho Watanay</i> ● Winter: <i>Sleigh Ride form dance, Nutcracker movement activity</i> ● Spring: <i>Lucy Locket, Here Comes a Bluebird</i> 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Freddie the Frog Book Series by Mystic Publishing ● Visual aids created by teacher ● Body Percussion composition ● Earth Dance ● Folk dances ● <u>My Many Colored Days</u> Dr. Seuss

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- What a Wonderful World Theile and Weiss
- Giraffe's Can't Dance by Giles Andreae
- We're Going on a Bear Hunt by Michael J. Rosen

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Modifications/Accommodations

English Language Learners:

- Collaborate with ELL department to make necessary modifications for students
- Provide translated material
- Repeat songs
- Provide differentiation for students as needed
- Use student helpers and cooperative learning
- Use visual aids
- Illustrate song phrases
- Rephrase vocabulary
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Special Education/504 Plans/Students with Disabilities:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Use colored notes instead of traditional notation
- Place note names under the notes
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions
- Lessen the amount of information presented
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Provide resources for basic needs outside of school (medical, shelter, food, etc)
- Keep nutritious snacks available
- Pair with adult mentor or buddy
- Rephrase vocabulary
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered

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- Create ways for students to share their emotions
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.
- Share the decision making in class.
- Daily affirmations
- Asking to hear students' hopes and offering reinforcements of those hopes
- Telling students why they can succeed

Culturally Diverse:

- Involve families in student learning
- Provide social/emotional support
- Recognize native languages and cultures
- Respect cultural traditions
- Build in more group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary

Unit 5: Concert Preparation

Duration: 6 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

1.1.2. B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.4.2. A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2. A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). 1.4.2. A.4 Distinguish patterns in nature found in works of dance, music,

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theatre, and visual art.

1.4.2. B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.3.2. A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2. B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

Primary Interdisciplinary Connections:

- Concert etiquette is social learning for the general classroom and assemblies
- Concert preparation teaches long-term goal setting and delayed gratification
- Project-based learning overlaps into all content areas
- Kindergarten: Flag Day show, U.S. history and patriotic music
- First Grade: Earth Day show, STEAM/Art recycled items projects, earth day
- Second Grade: Read Across America - incorporate Dr. Seuss and literature

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Anecdotal notes ● Observation ● Questioning ● Discussion ● Think-Pair-Share ● Peer/Self-Assessment ● Thumbs Up/Thumbs Down ● Emoji self-assessment chart 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Music performance combines rhythm, melody, form and movement into one setting. ● Performance takes weeks of hard work and showcases all of that work for other people to watch. ● Understand what a performer does in a concert. ● Understand what the audience does in a concert. ● Concert etiquette allows the performs to do the best they can and the audience to enjoy the concert fully. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does an audience member behave? ● How does a performer behave? ● How do we get ready for a concert as the performer? ● Why do you prepare for a concert?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Kindergarten: Patriotic Songs for Flag Day Show, History of Flag Day and U.S. History
- First grade: Earth Dance, Earth Day songs, Environmental Lesson, STEAM/Art Collaboration
- Second grade: Read Across America, Dr. Seuss Books and Songs, teacher-created accompaniments

Varied Levels of Text:

- Freddie the Frog Book Series by Mystic Publishing
- Visual aids created by teacher
- Body Percussion composition
- Earth Dance
- Folk dances
- Berlioz the Bear Jan Brett
- Carnival of the Animals John Lithgow
- Dan, The Taxi Man Eric Ode
- Never Play Music Right Next to the Zoo John Lithgow
- The Remarkable Farkle McBride John Lithgow
- Tubby the Tuba Paul Tripp
- Zin! Zin! Zin! A Violin Lloyd Moss

Modifications/Accommodations

English Language Learners:

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- Provide translated material
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- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions

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- Lessen the amount of information presented
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge
- Increase eye contact
- Maintain close proximity
- Attention techniques

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
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