

Clinton-Glen Gardner School District



Curriculum Management System

Music

Grades K-2

June 2010

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 4, 2010
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Table of Contents

| | |
|---|----------------|
| Clinton-Glen Gardner School District Administration and Board of Education Members | Page 4 |
| Acknowledgments | Page 5 |
| District Mission Statement and Philosophy | Page 6 |
| New Jersey Core Curriculum Content Standards | Page 7 |
| General Music: | |
| Grades K-2 Scope and Sequence | Page 8 |
| Grades K-2 Unit Plans | Page 10 |
| Grades 3-4 Scope and Sequence | Page 38 |
| Grades 3-4 Unit Plans | Page 40 |
| Grade 5 Scope and Sequence | Page 62 |
| Grade 5 Unit Plans | Page 63 |

Table of Contents

Grade 6 Scope and Sequence **Page 71**

Grade 6 Unit Plans **Page 72**

Grade 7 Scope and Sequence **Page 82**

Grade 7 Unit Plans **Page 84**

Grade 8 Scope and Sequence **Page 95**

Grade 8 Unit Plans **Page 96**

Instrumental Music:

Grades 3-5 Scope and Sequence **Page 103**

Grades 3-5 Unit Plans **Page 105**

Grades 6-8 Scope and Sequence **Page 133**

Grades 6-8 Unit Plans **Page 135**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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21st Century Life and Careers Integration: Jessica Latanzio Crespo
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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the music program is to contribute to students' regular, sequential arts instruction.

As with any language, musical literacy provides the tools necessary to express one's self. The music curriculum provides the tools with which students can become musically literate and fosters students who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for Visual and Performing Arts may be found at:

<http://www.state.nj.us/education/cccs/2009/final.htm>

A note about 21st Century Life and Careers Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for 21st Century Life and Careers were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for 21st Century Life and Careers may be found at:

<http://www.state.nj.us/education/cccs/standards/9/>

**Grades K-2
General Music**

Scope and Sequence

| Quarter I | |
|--|---|
| <p>Topic: Singing</p> <p>I. Singing simple melodies</p> <ol style="list-style-type: none"> a. Singing on the pitches sol-mi b. Creating new verses to songs c. Singing accumulative songs d. Singing songs from textbook e. Auditory discrimination | <p>Topic: Rhythm</p> <p>II. Tempo</p> <ol style="list-style-type: none"> a. Identifying fast and slow tempos b. Identifying run, walk and gallop rhythms c. Introducing quarter note, half note and eighth note rhythms d. Introducing rhythmic patterns in 4/4 time |
| <p>Topic: Movement</p> <p>III. Moving to the beat</p> <ol style="list-style-type: none"> a. Moving specifically to the music b. Following directions - acting out short plays. c. Moving to quarter notes, eighth notes and half notes d. Following specific choreography | <p>Topic: Dynamics</p> <p>IV. Forte and Piano</p> <ol style="list-style-type: none"> a. Conducting loud and soft b. Singing loud and soft c. Identifying forte and piano in music |
| Quarter II | |
| <p>Topic: Singing</p> <p>V. Singing simple melodies</p> <ol style="list-style-type: none"> a. Singing on the pitches mi-re-do b. Singing seasonal songs c. Singing ascending and descending scales in Solfeggio d. Singing songs from textbook | <p>Topic: Rhythm</p> <p>VI. Rhythm performance</p> <ol style="list-style-type: none"> a. Clapping quarter note, quarter rests and eighth note rhythms b. Playing instruments on the beat c. Playing instruments to rhythmic patterns in 4/4 time |
| <p>Topic: Movement</p> <p>VII. The Nutcracker Ballet</p> <ol style="list-style-type: none"> a. Learning the story of the Nutcracker Ballet b. Moving to the music of the Nutcracker Ballet c. Following directions-acting out short plays | <p>Topic: Melody</p> <p>VIII. Melodic Direction</p> <ol style="list-style-type: none"> a. Moving to ascending and descending melodies b. Identifying ascending and descending melodies c. Playing Mi-Re-Do on the bells d. Identifying high and low pitch e. Playing a major scale on the bells |

Quarter III

Topic: Singing

- IX. Singing simple melodies
 - a. Singing on the pitches do-mi-sol
 - b. Singing seasonal songs
 - c. Reading songs from the textbook
 - d. Singing rounds

Topic: Rhythm

- X. Rhythm performance
 - a. Clapping quarter note, quarter rests and eighth note rhythms
 - b. Playing Instruments in a rhythmic pattern
 - c. Clapping rhythmic patterns in 4/4 time
 - d. Introducing rhythms in $\frac{3}{4}$ time

Topic: Movement

- XI. Dance
 - a. Performing specific dance moves
 - b. Following directions-acting our short plays
 - c. Learning choreography

Topic: Music Symbols

- XII. The Note Family
 - a. Introducing the Note Family: Quarter, Half, Whole and Eighth notes
 - b. Introducing 16th and 32nd notes
 - c. Moving to the Note Family
 - d. Identifying notes in printed music

Quarter IV

Topic: Singing

- XIII. Singing simple melodies
 - a. Singing and signing all previously learned melodic patterns
 - b. Singing seasonal songs
 - c. Singing songs for performance
 - d. Singing rounds

Topic: Instruments

- XIV. Classroom instruments
 - a. Playing classroom instruments on the beat
 - b. Playing classroom instruments in a rhythmic pattern
 - c. Following a conductor
 - d. Introducing instruments of the orchestra
 - e. Identifying the sounds of classroom instruments

Topic: Movement

- XV. Dance
 - a. Performing specific dance moves
 - b. Following directions-acting our short plays
 - c. Performing choreography for performance

Topic: Music Symbols

- XVI. The Rest Family
 - a. Introducing the Note Family: Quarter, Half, Whole and Eighth rests
 - b. Introducing 16th and 32nd notes
 - c. Resting to the Rest Family
 - d. Identifying rests in printed music

| Suggested days of Instruction | Curriculum Management System | Topic: Singing | |
|--|---|--|--|
| | Subject/Grade Level: | Goal 1: The student will be able to sing, identify and perform simple melodies. | |
| | Grades K-2 General Music | | |
| Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model | |
| The student will be able to: | | | |
| 4 | <p>1.1. Sing and sign the pitches sol-mi. (1.3.2.B.1, 1.3.2.B.2)</p> <p>1.2. Play the bells on the pitches sol-mi. (1.3.2.B.1, 1.3.2.B.3)</p> <p>1.3. Sing melodies by rote. (1.1.2.B.1)</p> <p>1.4. Create new verses to songs. (1.3.2.B.5)</p> <p>1.5. Sing an accumulative song. (1.3.2.B.2)</p> <p>1.6. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>1.7. Sing songs from a textbook. (1.3.2.B.1)</p> <p>1.8. Disguise their voice in a song. (1.3.2.B.5)</p> | <p>Essential Questions: How can you successfully match pitch? What makes a good singing voice? How can you successfully make up a new verse to a song? How can you successfully disguise your voice in this song?</p> <p>Conceptual Understandings: Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy. Ear training and listening skills are prerequisites for musical literacy. The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo. Improvisation is a foundational skill for music composition.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing a variety of simple songs. Singing and signing sol-mi. Playing the bells on sol-mi Disguising your voice in a Halloween song.</p> <p>Assessment Models: Students will be asked to: K-1: Sing and sign sol-mi on pitch Play the bells on sol-mi Sing a variety of simple melodies. Make up a verse of a song by filling in the blanks. Disguise their voice in a song. 2: Sing a variety of simple melodies. Sing on pitch from basic notation. Create new verses to songs.</p> |

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| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grades K-2 General Music | Topic: Singing | |
| | | Goal 1: The student will be able to sing, identify and perform simple melodies. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>1.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>1.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>1.11. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.12. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p> | | <p>Additional Resources: Tone bells Singing with Young Children (Bonnie Phipps) It's Time For Music (Mary Louise Reilly & Lynn Freeman Olson) Silver Birdette Grade 2 Moans and Groans and Skeleton Bones (Cheryl Lavender) Danny Quinn Children's CDs Music K-8 Magazine</p> |

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| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grades K-2 General Music | Topic: Rhythm | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 4 | <p>2.1. Identify fast and slow tempos. (1.1.2.B.1, 1.1.2.B.2)</p> <p>2.2. Identify run, walk and gallop rhythms. (1.1.2.B.2)</p> <p>2.3. Identify quarter note, eighth note and half note rhythms. (1.1.2.B.3)</p> <p>2.4. Recognize rhythms in 4/4 time. (1.1.2.B.3)</p> <p>2.5. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play).</p> | <p>Essential Questions: How can you successfully keep a steady beat with the music? What is the difference between these rhythms? How can you successfully perform these rhythms?</p> <p>Conceptual Understandings: Ear training and listening skills are prerequisites for musical literacy. The Elements of Music are foundational to basic music literacy. The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo. Music is often defined as organized sound that is dependent upon predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Performing different tempos and rhythms. What do you hear? Listening -Fast or Slow Identifying quarter note and eighth note rhythms.</p> <p>Assessment Models: Students will be asked to: K-1: Keep a steady beat. Perform and Identify run, walk and gallop: red leaves and yellow leaves 2: Keep a steady beat. Perform and Identify quarter and eighth note and half note rhythms.</p> <p>Additional Resources: Hap Palmer CD Silver Birdette CD's- What do you Hear?</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Rhythm | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 2: The student will be able to identify and perform specific tempos and rhythms. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | (9.1.4.C.1) 2.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 2.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 2.9. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3) | | Drum Toe, Leg Knee CD Silver Birdette Grade 2 Textbook Musical Experiences |

| Suggested days of Instruction | Curriculum Management System | Topic: Movement | |
|-------------------------------|--|---|--|
| | Subject/Grade Level: Grades K-2 General Music | Goal 3: The student will be able to move to specific tempos and rhythms as well as follow directions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 8 | <p>3.1. Move to specific tempos. (1.1.2.A.1)</p> <p>3.2. Create movement for fast and slow tempos. (1.1.2.A.2)</p> <p>3.3. Move to run, walk and gallop rhythms. (1.1.2.A.1)</p> <p>3.4. Move to quarter note, eighth note and half note rhythms. (1.1.2.A.4)</p> <p>3.5. Follow directions. (1.3.2.C.1)</p> <p>3.6. Act out short plays. (1.1.2.A.3, 1.3.2.C.1, 1.3.2.C.2, 1.3.2.C.3)</p> <p>3.7. Perform specific choreography. (1.1.2.A.4)</p> <p>3.8. Practice collaborative skills in groups, and explain how</p> | <p>Essential Questions: How can you successfully move to these tempos? How can you successfully move to these rhythms? Why is it important to follow these directions? What makes a good performance of this play?</p> <p>Conceptual Understandings: Original choreography and improvisation of movement sequences begins with basic understanding of the dance elements. Original movement is generated through improvisational skills and techniques. There are distinct differences between pedestrian movements and formal training in dance. The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving. Plays may use narrative structures to communicate themes. Actors use voice and movement as tools for storytelling. Voice and movement have broad ranges of expressive</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Moving to fast and slow tempos. Drum talk- moving to run, walk and gallop Moving to specific rhythms. Creating dance moves to songs. Acting out a short play.</p> <p>Assessment Models: Students will be asked to: K-1: Move to specific tempos and rhythms. Create moves for specific tempos. Follow directions for a short narrative play. 2: Move to specific tempos and rhythms Create dance moves to songs.</p> <p>Additional Resources: Hap Palmer CD</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Movement | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 3: The student will be able to move to specific tempos and rhythms as well as follow directions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>3.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.11. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p> | potential. | <p>Silver Birdette CDs- What do you Hear?</p> <p>Drum</p> <p>Toe, Leg Knee CD</p> <p>Silver Birdette Grade 2 Textbook</p> <p>Musical Experiences</p> |

| Suggested days of Instruction | Curriculum Management System | Topic: Dynamics | |
|--|---|---|---|
| | Subject/Grade Level: | Goal 4: The student will be able to sing, conduct and identify forte and piano. | |
| | Grades K-2 General Music | | |
| Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model | |
| The student will be able to: | | | |
| 2 | <p>4.1. Identify forte and piano in music. (1.1.2.B.1)</p> <p>4.2. Recognize that F means loud and P means soft. (1.3.2.B.1)</p> <p>4.3. Sing forte and piano. (1.3.2.B.1)</p> <p>4.4. Conduct forte and piano. (1.3.2.B.7)</p> <p>4.5. Identify sounds that are loud and soft. (1.1.2.B.1, 1.1.2.B.2)</p> <p>4.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>4.7. Use effective oral and written communication in face-to-face and online</p> | <p>Essential Questions: What is the difference between loud and soft sounds? How can you successfully identify forte and piano in music? How can you successfully conduct forte and piano?</p> <p>Conceptual Understandings: The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> <p>Basic conduction patterns and gestures provide cues about how and when to execute changes in dynamics, timbre and timing.</p> <p>Ear training and listening skills are prerequisites for music literacy.</p> <p>The elements of music are foundational to basic music literacy.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Show pictures or loud or soft sounds and identify. "Music in a Hat" What Do You Hear? Forte vs. Piano Conducting Forte and Piano</p> <p>Assessment Models: K-2 students will be asked to: Identify loud and soft sounds through visuals. Identify forte and piano through listening. Conduct forte and piano.</p> <p>Additional Resources: Music in a Hat- Dynamic duo cards F and P cards Silver Birdette- What Do You Hear? CD Grade one</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Dynamics | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 4: The student will be able to sing, conduct and identify forte and piano. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.9. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p> | | |

| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grades K-2 General Music | Topic: Singing | |
|-------------------------------|--|--|--|
| | | Goal 5: The student will be able to sing, identify and perform simple melodies. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 4 | <p>5.1. Sing and sign the pitches mi-re-do. (1.3.2.B.1, 1.3.2.B.2)</p> <p>5.2. Play the bells on the pitches mi-re-do. (1.3.2.B.1, 1.3.2.B.3)</p> <p>5.3. Sing melodies by rote. (1.1.2.B.1)</p> <p>5.4. Sing ascending and descending melodies in Solfeggio. (1.1.2.B.1)</p> <p>5.5. Sing a seasonal song. (1.3.2.B.1)</p> <p>5.6. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>5.7. Sing songs from a textbook. (1.3.2.B.1)</p> <p>5.8. Practice collaborative skills in groups, and explain how</p> | <p>Essential Questions: How can you successfully match pitch? What makes a good singing voice? How does music add to the meaning and enjoyment of the holiday season?</p> <p>Conceptual Understandings: Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy. Ear training and listening skills are prerequisites for musical literacy. The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo. Improvisation is a foundational skill for music composition.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing a variety of simple songs. Singing and signing mi-re-do Playing the bells on mi-re-do Singing ascending and descending melodies.</p> <p>Assessment Models: Students will be asked to: K-1: Sing and sign mi-re-do on pitch Play the bells on mi-re-do Sing a variety of simple melodies. 2: Sing a variety of simple melodies. Sing on pitch from basic notation.</p> <p>Additional Resources: Music K-8 Magazine It's Time For Music (Mary Louise Reilly & Lynn Freeman Olson)</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Singing | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 5: The student will be able to sing, identify and perform simple melodies. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>5.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>5.11. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p> | | <p>Toe, Leg Knee CD</p> <p>Silver Birdette Grade 1 & 2 Textbook, CDs</p> <p>Musical Experiences</p> |

| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades K-2 General Music | Topic: Rhythm | |
|-------------------------------|--|--|--|
| | | Goal 6: The student will be able to perform quarter note, quarter rest and eighth note rhythms with a steady beat. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 4 | <p>6.1. Clap and play instruments on a steady beat. (1.1.2.B.1, 1.1.2.B.2)</p> <p>6.2. Perform quarter note, eighth note and quarter rest rhythms. (1.1.2.B.3)</p> <p>6.3. Identify specific rhythms in 4/4 time. (1.1.2.B.3)</p> <p>6.4. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>6.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>6.6. Explain the meaning of productivity and accountability, and describe situations in which productivity and</p> | <p>Essential Questions: How can you successfully keep a steady beat with the music? What is the difference between these rhythms? How can you successfully perform these rhythms?</p> <p>Conceptual Understandings: Ear training and listening skills are prerequisites for musical literacy. The Elements of Music are foundational to basic music literacy. The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo. Music is often defined as organized sound that is dependent upon predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Echo clapping rhythms Rhythm card drill</p> <p>Assessment Models: Students will be asked to: K-1: Keep a steady beat. Perform and Identify Gob, Gobble 2: Keep a steady beat. Perform and Identify quarter and eighth note and half note rhythms.</p> <p>Additional Resources: Drum Rhythm cards Musical Experiences</p> |

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| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades K-2 General Music | Topic: Rhythm | |
| | | <u>Goal 6:</u> The student will be able to perform quarter note, quarter rest and eighth note rhythms with a steady beat. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>6.7. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> | | |

| Suggested days of Instruction | Curriculum Management System | Topic: Movement | |
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| | Subject/Grade Level: Grades K-2 General Music | Goal 7: The student will be able to appreciate and move to the music from the Nutcracker Ballet. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 1 | <p>7.1. Understand how music and dance tells a story. (1.3.2.C.2, 1.3.2.C.3)</p> <p>7.2. Perform dance moves to excerpts from the Nutcracker. (1.1.2.A.2, 1.1.2.A.4)</p> <p>7.3. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>7.4. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.5. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and</p> | <p>Essential Questions: How can you identify the type of dancing in the Nutcracker? What characterizes this type of dance? How can you successfully perform this dance? What is the story of the Nutcracker?</p> <p>Conceptual Understandings: Original movement is generated through improvisational skills and techniques. The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving. Actors use voice and movement as tools for storytelling. Voice and movement both have broad a range of expressive potential.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Listening and reading the story of the Nutcracker. Dancing to songs from the Nutcracker.</p> <p>Assessment Models: Observation, Oral Review</p> <p>Additional Resources: Nutcracker CD and book</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Movement | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 7: The student will be able to appreciate and move to the music from the Nutcracker Ballet. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>extra-curricular activities. (9.1.4.F.2)</p> <p>7.6. Explain the importance of understanding and following rules in the family, classroom, and community settings. (9.1.4.F.3)</p> | | |

| Suggested days of Instruction | Curriculum Management System | Topic: Melody | |
|-------------------------------|--|---|---|
| | Subject/Grade Level: | Goal 8: The student will be able to identify and play ascending and descending melodies. | |
| | Grades K-2 | | |
| | General Music | | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | |
| 4 | <p>8.1. Move to ascending and descending melodies. (1.1.2.B.2)</p> <p>8.2. Identify high and low pitch. (1.1.2.B.1)</p> <p>8.3. Identify ascending and descending melodies. (1.1.2.B.2)</p> <p>8.4. Play mi-re-do on the bells. (1.3.2.B.1)</p> <p>8.5. Play a major scale on the bells. (1.3.2.B.1, 1.3.2.B.3)</p> <p>8.6. Act out a play by showing melodic direction. (1.1.2.A.4, 1.3.2.C.1)</p> <p>8.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> | <p>Essential Questions:</p> <p>What is the difference between a high or low pitch? How can you successfully identify melodic direction? How can you successfully play the bells as part of a major scale?</p> <p>Conceptual Understandings:</p> <p>Ear training and listening skills are prerequisites for musical literacy.</p> <p>The Elements of Music are foundational to basic music literacy.</p> <p>Playing techniques for Orff instruments are precursors for techniques used for hand percussion and melodic percussion instruments.</p> <p>Plays may use narrative structures to communicate themes.</p> <p>The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities:</p> <p>Stand up or sit down? Game Moving to High and Low pitch Playing low bell and high bell Singing and moving to ascending and descending melodies. Playing the bells on mi-re-do Playing the bell on a specific note of the major scale. Acting out I'm going up play</p> <p>Assessment Models:</p> <p>Students will be asked to:</p> <p>K-1: Move to and identify ascending and descending melodies. Sing and play the bells on Mi-re-do Follow directions in a short play.</p> <p>2: Move to and identify ascending and</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Melody | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 8: The student will be able to identify and play ascending and descending melodies. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | 8.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) | | <p>descending melodies. Sing and play the bells on a major scale.</p> <p>Additional Resources: Bells Music K-8 songs and CD Musical Experience book Silver Birdette grade 2 text Toe Leg Knee CD It's Time for Music book and CD</p> |

| Suggested days of Instruction | Curriculum Management System | Topic: Singing | |
|-------------------------------|---|---|---|
| | Subject/Grade Level: | Goal 9: The student will be able to sing, identify and perform simple melodies. | |
| | Grades K-2 | | |
| | General Music | | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | |
| 4 | <p>9.1. Sing on the pitchers do-mi-sol. (1.3.2.B.1, 1.3.2.B.2)</p> <p>9.2. Sing seasonal songs. (1.3.2.B.2)</p> <p>9.3. Sing rounds. (1.3.2.B.4)</p> <p>9.4. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>9.5. Sing songs from a textbook. (1.3.2.B.1)</p> <p>9.6. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>9.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | <p>Essential Questions: How can you successfully match pitch? What makes a good singing voice? How does music add to the meaning and enjoyment of the holiday season? How do you successfully sing in a round?</p> <p>Conceptual Understandings: Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy. Ear training and listening skills are prerequisites for musical literacy. The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo. Proper breathing technique and correct posture improve timbre of the voice and protect the voice when singing.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing a variety of simple songs. Singing and signing mi-re-do Playing the bells on mi-re-do Singing in a round.</p> <p>Assessment Models: Students will be asked to: K-1: Sing and sign do-mi-sol on pitch Play the bells on do-mi-sol Sing a variety of simple melodies. 2: Sing a variety of rounds Sing on pitch from basic notation.</p> <p>Additional Resources: Music K-8 Magazine It's Time For Music (Mary Louise Reilly & Lynn Freeman Olson)</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Singing | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 9: The student will be able to sing, identify and perform simple melodies. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | 9.8. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1) | | Silver Birdette Grade 1 & 2 Textbook, CDs Musical Experiences Rockin' a Round |

| Suggested days of Instruction | Curriculum Management System | Topic: Rhythm | |
|-------------------------------|--|--|--|
| | Subject/Grade Level: Grades K-2 General Music | Goal 10: The student will be able to quarter note, quarter rest and eighth note rhythms with a steady beat. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2 | <p>10.1. Clap and play instruments on a steady beat. (1.1.2.B.1, 1.1.2.B.2)</p> <p>10.2. Perform quarter note, eighth note & quarter rest rhythms. (1.1.2.B.3)</p> <p>10.3. Identify specific rhythms in 4/4 time. (1.3.2.B.1)</p> <p>10.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>10.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>10.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | <p>Essential Questions: How can you successfully keep a steady beat with the music? What is the difference between these rhythms? How can you successfully perform these rhythms?</p> <p>Conceptual Understandings: Ear training and listening skills are prerequisites for musical literacy. The Elements of Music are foundational to basic music literacy. The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo. Music is often defined as organized sound that is dependent upon predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Echo clapping rhythms Rhythm card drill</p> <p>Assessment Models: Students will be asked to: K-1: Keep a steady beat. Perform and Identify Gob, Gobble 2: Keep a steady beat. Perform and Identify quarter and eighth note and half note rhythms.</p> <p>Additional Resources: Drum Rhythm cards Musical Experiences</p> |

| Suggested days of Instruction | Curriculum Management System | Topic: Movement | |
|-------------------------------|---|--|---|
| | Subject/Grade Level: Grades K-2 General Music | Goal 11: The student will be able to move to specific choreography as well as follow directions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2 | <p>11.1. Perform specific dance moves. (1.1.2.A.1)</p> <p>11.2. Follow directions acting out short plays. (1.1.2.A.1, 1.3.2.C.1)</p> <p>11.3. Performing choreography for performance. (1.1.2.A.3, 1.1.2.A.4)</p> <p>11.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>11.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>11.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | <p>Essential Questions: How can you successfully perform these dance moves? Why is it important to follow these directions? What makes a good performance of this play?</p> <p>Conceptual Understandings: Original choreography and improvisation of movement sequences begins with basic understanding of the dance elements. Original movement is generated through improvisational skills and techniques. There are distinct differences between pedestrian movements and formal training in dance. The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving. Plays may use narrative structures to communicate themes.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Moving to specific rhythms. Performing choreography Creating dance moves to songs. Acting out a short play.</p> <p>Assessment Models: Students will be asked to: K-1: Move to specific choreography Create moves for specific tempos. Follow directions for a short narrative play. 2: Move to specific choreography Create dance moves to songs.</p> <p>Additional Resources: Silver Birdette Grade 2 Textbook Musical Experiences</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Movement | |
| | <u>Subject/Grade Level:</u> Grades K-2 General Music | <u>Goal 11:</u> The student will be able to move to specific choreography as well as follow directions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | Music K-8 Magazine 2 nd Grade Play songs |

| Suggested days of Instruction | Curriculum Management System | Topic: Music Symbols | |
|-------------------------------|--|---|---|
| | Subject/Grade Level: Grades K-2 General Music | Goal 12: The student will be able to identify quarter, half, whole, eighth and sixteenth notes. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2 | <p>12.1. Identify members of the Note Family. (1.3.2.D.1)</p> <p>12.2. Locate members of the Note Family in printed music. (1.3.2.B.1)</p> <p>12.3. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>12.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>12.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | <p>Essential Questions: What are the differences between the quarter note and the other members of the note family? Can you successfully identify the note family in this piece of music?</p> <p>Conceptual Understandings: The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Coloring the Note Family Locating the Note Family in songs from the textbook.</p> <p>Assessment Models: Students will be asked to: K-1: Follow coloring directions when coloring the note family. 2: Identify notes in a piece of music.</p> <p>Additional Resources: Meet the Note Family Coloring book Silver Birdette textbook Music K-8 magazine</p> |

| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades K-2 General Music | Topic: Singing | |
|-------------------------------|--|--|--|
| | | Goal 13: The student will be able to sing, identify and perform simple melodies. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2 | <p>13.1. Sing and signing all previously learned melodic patterns. (1.3.2.B.1, 1.3.2.B.2)</p> <p>13.2. Sing seasonal songs. (1.3.2.B.1)</p> <p>13.3. Sing rounds. (1.3.2.B.4)</p> <p>13.4. Sing songs from a lyric page. (1.3.2.B.1)</p> <p>13.5. Sing songs from a textbook. (1.3.2.B.1)</p> <p>13.6. Singing songs for a performance. (1.3.2.B.4, 1.3.2.C.3)</p> <p>13.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> | <p>Essential Questions: How can you successfully match pitch? What makes a good singing voice? How does music add to the meaning and enjoyment of the holiday season? How can your singing voice enhance the meaning of your performance? How do you sing in a round?</p> <p>Conceptual Understandings: Proper vocal production/vocal placement requires an understanding of the physical properties of sound and basic anatomy. Ear training and listening skills are prerequisites for musical literacy. The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo Proper breathing technique and correct posture improve timbre of the voice and protect the voice when singing. Voice and movement both have broad a range of expressive potential.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing a variety of simple songs. Singing and signing solfegg melodies Playing the bells on solfegg melodies Singing in a round. Singing songs for a performance.</p> <p>Assessment Models: Students will be asked to: K-1: Sing and sign solfegg on pitch Play the bells on melodies Sing a variety of simple melodies. 2: Sing a variety of rounds Sing on pitch from basic notation. Perform in a musical production.</p> |

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| Suggested days of Instruction | Curriculum Management System | Topic: Singing | |
| | Subject/Grade Level: Grades K-2 General Music | Goal 13: The student will be able to sing, identify and perform simple melodies. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | 13.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) | | Additional Resources: Music K-8 Magazine It's Time For Music (Mary Louise Reilly & Lynn Freeman Olson) Silver Birdette Grade 1 & 2 Textbook, CDs Musical Experiences Rockin' a Round |

| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades K-2 General Music | Topic: Instruments | |
|-------------------------------|--|---|---|
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 4 | <p>14.1. Play instruments on the beat. (1.3.2.B.3)</p> <p>14.2. Play instruments in a rhythmic pattern. (1.3.2.B.1)</p> <p>14.3. Follow a conductor. (1.3.2.B.7)</p> <p>14.4. Identify the sounds of classroom instruments. (1.1.2.B.2)</p> <p>14.5. Identify families of the orchestra. (1.1.2.B.2)</p> <p>14.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>14.7. Practice collaborative skills in groups, and explain how these skills assist in</p> | <p>Essential Questions: How can you successfully play this instrument on the beat? What skills or techniques do you need to successfully play these instruments? How can you successfully follow the conductor? What is the difference in sound of these instruments? How does the sound classify the instrument into a group or family?</p> <p>Conceptual Understandings: The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo. Playing technique for classroom instruments are precursors for techniques used for hand percussion and melodic percussion instruments. The elements of music are foundational to basic music literacy. Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Playing classroom instruments on the beat. Playing classroom instruments in a rhythmic pattern. Following the conductor. Classroom instrument Bingo Watching Elmo “Peter and the Wolf” video</p> <p>Assessment Models: Students will be asked to: K-1: Play instruments on a steady beat Play instruments with proper technique Follow a conductor. 2: Play instruments in a rhythmic pattern Play Instruments with proper technique Follow a conductor. Identify classroom instruments in a game Identify families of instruments.</p> |

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| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades K-2 General Music | Topic: Instruments | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>14.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>14.9. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> | | Additional Resources: Classroom instruments Rhythm Band book and tape Classroom Instrument Bingo Elmo Peter and the Wolf Video |

| Suggested days of Instruction | Curriculum Management System <u>Subject/Grade Level:</u> Grades K-2 General Music | Topic: Dance | |
|-------------------------------|--|--|---|
| | | Goal 15: The student will be able to move to specific choreography as well as follow directions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2 | <p>15.1. Perform specific dance moves. (1.1.2.A.1, 1.1.2.A.4)</p> <p>15.2. Follow directions acting out short plays. (1.1.2.A.2, 1.3.2.C.1)</p> <p>15.3. Performing choreography for performance. (1.1.2.A.3, 1.1.2.A.4)</p> <p>15.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>15.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>15.6. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | <p>Essential Questions: How can you successfully perform these dance moves? Why is it important to follow these directions? What makes a good performance of this play?</p> <p>Conceptual Understandings: Original choreography and improvisation of movement sequences begins with basic understanding of the dance elements.</p> <p>Original movement is generated through improvisational skills and techniques.</p> <p>There are distinct differences between pedestrian movements and formal training in dance.</p> <p>The coordination and isolation of different body parts is dependent on dynamic alignment of the body while standing and moving.</p> <p>Plays may use narrative structures to communicate themes.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Moving to specific rhythms. Performing choreography Creating dance moves to songs. Acting out a short play.</p> <p>Assessment Models: Students will be asked to: K-1: Move to specific choreography. Create moves for specific tempos. Follow directions for a short narrative play. 2: Move to specific choreography. Create dance moves to songs.</p> <p>Additional Resources: Silver Birdette Grade 2 Textbook Musical Experiences Music K-8 Magazine 2nd grade play songs</p> |

| Suggested days of Instruction | Curriculum Management System Subject/Grade Level: Grades K-2 General Music | Topic: Music Symbols | |
|-------------------------------|---|---|--|
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions, Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| 2 | <p>16.1. Identify members of the Rest Family. (1.3.2.B.1)</p> <p>16.2. Locate members of the Rest Family in printed music. (1.3.2.B.1)</p> <p>16.3. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>16.4. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings(at home, in school, during play). (9.1.4.C.1)</p> <p>16.5. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> | <p>Essential Questions: What are the differences between the quarter rest and the other members of the rest family? Can you successfully identify the rest family in this piece of music?</p> <p>Conceptual Understandings: The ability to read music notation correlates to musical fluency and literacy. Notation systems are complex symbolic languages that in their simplest forms indicate pitch, rhythm, dynamics and tempo.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Coloring the Rest Family Locating the Rest Family in songs from the textbook.</p> <p>Assessment Models: Students will be asked to: K-1: Follow coloring directions when coloring the rest family 2: Identify notes in a piece of music.</p> <p>Additional Resources: Meet the Note Family Coloring book Silver Birdette textbook Music K-8 magazine</p> |