

Englewood Public School District
Music
Grade K

Unit 1 – The Basics of Music

NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Meet once a week for 40 minutes

Overview: In this unit students will explore personal space by moving to music. They will perform dance/movements while singing and develop fine motor coordination in learning a finger play. Students will demonstrate awareness of the parts of the body while responding to fast and slow tempos/show tempo changes. They will sing simple songs, on pitch, using proper technique and posture while implementing finger play and appropriate movements. Listen and identify vocal tone colors including speaking, singing, shouting, whispering, humming.

Time Frame: First Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

Essential Questions:

- What is music?
- What is your favorite kind of music? Why?
- What is Hispanic Heritage Month?
- What could be inside a maraca making that sound?
- What is an echo?
- What is a percussion instrument?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>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.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>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.</p>	<p>Topics – Hispanic Heritage Month</p> <p>Explore personal space by moving to music.</p> <p>Perform dance/movements while singing -Learn what a composer is and an example of one is Woody Guthrie, who wrote “Put Your Finger in the Air” and “This Land is your Land”.</p> <p>Develop fine motor coordination in learning a finger play.</p> <p>Demonstrate awareness of the parts of the body while responding to fast and slow tempos/show tempo changes.</p> <p>Sing simple songs, on pitch, using proper technique and posture while implementing finger play and appropriate movements</p> <p>Move in various ways including walking, skipping, running, galloping, jumping</p>	<p>Play classroom percussion instruments such as maracas. NJSLS M.K.CC.A, NJLSA.SL1.</p> <p>Learn about Hispanic musicians (ie Tito Puente, Juanes), what countries are they from, what instruments they play (ie timbales). NJSLSA.L6.</p> <p>Sing simple songs, with movement and finger play such as Itsy Bitsy Spider, Twinkle Twinkl Little Star, Take Me Out to the Ball Game. NJSLS M.K.CC.A</p> <p>Sing on pitch.</p> <p>Sing echo songs such as Down by the Bay NJSLSA.L3.</p>	<p>Hispanic Heritage videos: https://www.youtube.com/watch?v=ZqwAN60b8GY</p> <p>Maracas (instruments): http://www.cpalms.org/Public/PreviewResourceLesson/Preview/46250</p> <p>Woody Guthrie: https://www.learningtogive.org/units/our-land/your-land-my-land-woodys-land-too</p> <p>Simple songs: http://www.songsforteaching.com/preschoolkindergarten.htm</p> <p>Fingerplays: http://www.songsforteaching.com/fingerplays/</p> <p>Tempo: https://www.brighthubeducation.com/pre-k-and-k-lesson-plans/15912-tempo-music-activity-for-kindergarten/</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion <p>Summative:</p> <ul style="list-style-type: none"> Name a famous Hispanic musician. Discuss the contribution of a Hispanic musician. Observation of students’ ability to sing on pitch. <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p>

	Listen and identify vocal tone colors including speaking, singing, shouting, whispering, humming	<p><u>Singing on Pitch:</u> https://www.youtube.com/watch?v=EfeFWXdStgk</p> <p>Echo songs: https://pitchpublications.com/fabulous-first-day-of-music-lesson-plans/</p> <p>Echo songs: http://www.macscouter.com/songs/Repeat.asp</p> <p>Composing: https://makingmusicfun.net/htm/f_mmf_music_library/download-by-the-bay-lesson.php</p>	<ul style="list-style-type: none"> • Outcome Sentences • Affirmations • 3-2-1 <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p> <p>Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.</p>
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Key Vocabulary:

Body parts, personal space, slow tempo, fast tempo, composer, beat, tap beat, walking, skipping, running, galloping, jumping, humming, call and response, echo, steady beat, nursery rhymes, mallet, Sol-Mi, conductor, audience

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid

students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. ● Incorporate visuals: graphic organizers, gestures, props 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Math:

NJSLS M.K.CC.A Know number names and the count sequence.

Integration of Technology Standards NJSL 8:

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.