

**Englewood Public School District**  
**Music**  
**Grade K**

**Unit 2 - Performance**

**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.

**Overview:** In this unit students will review appropriate performance behaviors and audience member behaviors. They will review principles of positive critique and learn/rehearse holiday/winter songs.

**Meet once a week for 40 minutes**

Demonstrate the proper way to play bells and drums.

**Time Frame:** Second 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 a concert?

Have you been to a concert?

How should you behave in a concert? Why?

What family is a bell in? Why?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.3.2.B.1</b> Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p><b>1.3.2.B.3</b> Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p><b>1.3.2.B.5</b> 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><b>Topics – Winter Performance</b></p> <p>Review appropriate performance behaviors.</p> <p>Review appropriate audience member behaviors.</p> <p>Review principles of positive critique.</p> <p>Learn/rehearse holiday/winter songs.</p> <p>Demonstrate the proper way to play bells and drums.</p>	<p>Play classroom percussion instruments such as bells.</p> <p>Learn holiday/winter songs for winter concert such as Snowflakes Falling-Poem (English), I Have a Little Dreidel (English), We Wish You a Merry Christmas (Mandarin, English), Jingle Bells (Mandarin, English and Spanish), Kwanzaa's Here (English), Feliz Navidad (Spanish, English). <b>NJSLS M.K.CC.A , NJSLSA.L3.</b></p> <p>Learn proper performance behaviors. <b>NJSLSA.SL1, NJSLSA.L6</b></p> <p>Small, select group play at holiday performance, a song using hard chimes <b>NJSLSA.SL1</b></p>	<p>Performance Behavior: <a href="https://www.classicalmpr.org/blog/classical-notes/2015/12/03/be-awesome-primary-students-on-performer-etiquette">https://www.classicalmpr.org/blog/classical-notes/2015/12/03/be-awesome-primary-students-on-performer-etiquette</a></p> <p>Bells (steady beat) <a href="http://lessonplanspage.com/musicpechristmasjinglebellsgame13-htm/">http://lessonplanspage.com/musicpechristmasjinglebellsgame13-htm/</a></p> <p>Using instruments-form: <a href="https://www.youtube.com/watch?v=IRegL7TE31o">https://www.youtube.com/watch?v=IRegL7TE31o</a></p> <p>Handbells Songs: <a href="https://waynepotash.com/music-for-colored-handbells">https://waynepotash.com/music-for-colored-handbells</a></p> <p>Holiday Songs:Music for Celebrating the holidays - SongsForTeaching <a href="http://www.songsforteaching.com/holidays.htm">http://www.songsforteaching.com/holidays.htm</a></p> <p><u>Crazy bucket drumming- this would be so fun for holiday concerts</u> <a href="https://www.pinterest.com/pin/191966002840053601/">https://www.pinterest.com/pin/191966002840053601/</a></p> <p>instruments (bells and other percussion)</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Observation of proper performance behavior.</li> <li>Performance</li> </ul> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>Outcome Sentences</li> <li>Affirmations</li> <li>3-2-1</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>

Teacher-made check sheets and rubrics which allows students to verify whether they have met all the criteria.

**Key Vocabulary:**

Performance, audience, bells, drums, positive critique, practice, rehearse, percussion

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

		space or other behaviors as needed. • Oral prompts can be given.	
<b>Interdisciplinary Connections:</b>			
<b>ELA - NJSLS/ELA:</b> 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.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.  <b>Math:</b> NJSLS M.K.CC.A Know number names and the count sequence.			
<b>Integration of Technology Standards NJSLS 8:</b>			
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 <u>resources</u> . 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.			
<b>Career Ready Practices:</b>			
<b>CRP1.</b> Act as a responsible and contributing citizen and employee <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them. <b>CRP12.</b> Work productively in teams while using cultural global competence.			