

**Lower Township School District
Cape May, NJ**

Unit Overview	
Content Area: Music	
Unit Title: General Music	
Grade Level: K-2	Timeline: September-June
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. Refining and completing products4. Selecting, analyzing, and interpreting work5. Developing and refining techniques and models or steps needed to create products6. Conveying Meaning through art7. Perceiving and analyzing products8. Interpreting intent and meaning9. Applying Criteria to evaluate products10. Synthesizing and relating knowledge and personal experiences to create products	
Enduring Understandings	
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	
Musicians' creative choices are influenced by their expertise, context and expressive intent.	
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria	
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria	
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	

**Lower Township School District
Cape May, NJ**

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Questions

How do musicians generate creative ideas?

How do musicians make creative decisions?

How do musicians improve the quality of their creative work?

How do performers select repertoire?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

Performance Expectations

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.

1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in

**Lower Township School District
Cape May, NJ**

music from a variety of cultures selected for performance.

1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives

Students will be able to:

- Kindergarten
 - Improvise melodies, variations, and melodic accompaniments.
 - Compose and arrange music within specified guidelines.
 - Sing, alone and with others, a varied repertoire of music.
 - Perform on instruments, alone and with others, a varied repertoire of music
 - Improvise “answers” in the same style to given rhythmic and melodic phrases.
 - Improvise simple rhythmic and melodic ostinato accompaniments.
 - Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
 - Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
 - With significant assistance, create and arrange music to accompany readings or dramatizations
 - With significant assistance, create and arrange short songs and instrumental pieces within specified guidelines.
 - Use a variety of sound sources when composing.
 - Perform on pitch, in rhythm, with appropriate dynamics and timbre, and

**Lower Township School District
Cape May, NJ**

- maintain a steady tempo
- Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- Perform expressively a varied repertoire of music representing diverse genres and styles.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- Perform independent instrumental parts while other students sing or play contrasting parts.
- Sing independently, in rhythm with appropriate posture while maintaining a steady tempo.
- Sing expressively, by rote and using call/response methods.
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- Sing in groups.
- Perform in rhythm while maintaining a steady tempo.
- Perform easy rhythmic patterns accurately and independently on rhythmic classroom instruments.
- Echo short rhythms.
- Improvise simple rhythmic ostinato accompaniments.
- Create and arrange music to accompany short readings or dramatizations.
- Use a variety of sound sources when composing.
- Read and notate quarter notes and rests
- Demonstrate perceptual skills through kinesthetic movement, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use age-appropriate terminology in explaining music, classroom instruments and voices, and music performances.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
- Devise simple criteria for evaluating performances and compositions
- 1st Grade
 - Sing, alone and with others, a varied repertoire of music.
 - Perform on instruments, alone and with others, a varied repertoire of music.
 - Compose and arrange music within specified guidelines.
 - Improvise melodies, variations and melodic accompaniments.
 - Read and notate some music.
 - Evaluate music and music performances.
 - Listen to, move to, analyze, and describe music
 - Begin to understand relationships between music, the other arts, and disciplines outside the arts.
 - Begin to understand music in relation to history and culture.
 - Read whole notes in 4/4 meter signatures.
 - Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.
 - Respond through purposeful movement to selected prominent music characteristics or to selected music events while identifying simple music forms when presented aurally (ABA, same/different).
 - Listening to music.
 - Devise criteria for evaluating performances and compositions.

**Lower Township School District
Cape May, NJ**

- Explain, using appropriate terminology, their personal preferences for specific musical works and styles.
 - Sing independently on pitch with increasing accuracy, and in rhythm, with appropriate diction and posture, and maintain a steady tempo.
 - Sing expressively, with appropriate dynamics by rote and using call/response methods.
 - Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
 - Sing ostinatos.
 - Sing in groups, matching dynamic levels.
 - Perform in rhythm, with appropriate dynamics, and maintain a steady tempo.
 - Perform easy rhythmic and melodic patterns accurately and independently on rhythmic and melodic classroom instruments.
 - Echo short rhythms and melodic patterns.
 - Perform in groups matching dynamic levels.
 - Perform independent instrumental parts while other students sing.
 - Improvise simple rhythmic and melodic ostinato* accompaniments.
 - Improvise “answers” in the same style to given rhythmic phrases.
 - Improvise short songs and instrumental pieces, using a variety of sound sources available in the classroom and body sounds (clapping, snapping, and foot tapping).
 - Create and arrange music to accompany short readings or dramatizations.
 - Use a variety of sound sources when composing.
 - Create and arrange short songs and classroom instrumental pieces within specified guidelines.
 - Read half, quarter, and eighth notes and quarter and half rests.
 - Use a system (syllables or numbers) to read simple pitch notation in the treble clef in pentatonic keys.
 - Use standard symbols to notate rhythm and pitch in simple patterns presented by the teacher.
 - Demonstrate perceptual skills through kinesthetic movement, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
 - Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
 - Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
 - Devise criteria for evaluating performances and compositions.
 - Explain, using age-appropriate music terminology, their personal preferences for specific musical works and styles.
 - Demonstrate audience behavior appropriate for the context and style of music performed.
 - Describe in simple terms how elements of music are used in music examples from various cultures of the world.
 - Sing from memory several patriotic/folk songs important to our American heritage
- 2nd Grade
 - Sing, alone and with others, a varied repertoire of music.
 - Perform on instruments, alone and with others, a varied repertoire of music with contrasting and repetitive patterns.

**Lower Township School District
Cape May, NJ**

- Compose and arrange music within specified guidelines.
- Improvise melodies, variations and melodic accompaniments.
- Read and notate some music.
- Evaluate music and music performances.
- Listen to, move to, analyze, and describe music
- Begin to understand relationships between music, the other arts, and disciplines outside the arts.
- Begin to understand music in relation to history and culture.
- Maintain a steady pulse at various tempi through call and response, clapping, tapping, or other movement.
- Create rhythmic patterns in relation to a steady beat.
- Perform in duple and triple meter.
- Explore melodic contour through singing, movement, and labeled pitches.
- Perform music with a variety of dynamic levels.
- Sing songs from a variety of musical genres
- Differentiate the four main uses of the voice: whispering, talking, shouting, and singing.
- Explore different timbres by using a variety of instruments and vocal sounds.
- Follow musical cues while singing, playing, and moving.
- Apply techniques to make their own musical choices
- Make musical choices through the exploration of voices and instruments.
- Demonstrate respectful behavior as performers and listeners.
- Participate in classroom protocols and traditions for music making.
- Learn, sing, and perform a song(s). Perform in unison and in a round with varying dynamics.
- Use classroom and electronic instruments to create a short ABA composition within specific guidelines (e.g., use three pitches and two timbres), with attendance to the contrasting elements of the sections.
- Read whole, half, and dotted half notes in 4/4 meter signatures.
- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef major keys
- Sing independently on pitch with increasing accuracy, and in rhythm, with appropriate diction and posture, and maintain a steady tempo.
- Sing expressively, with appropriate dynamics and interpretation by rote and using call/response methods.
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- Sing ostinatos* and partner songs.
- Sing in groups, matching dynamic levels and responding to the cues of a conductor.
- Perform in rhythm, with appropriate dynamics, and maintain a steady tempo.
- Perform easy rhythmic and melodic patterns accurately and independently on rhythmic and melodic classroom instruments.
- Echo short rhythms and melodic patterns.
- Perform in groups matching dynamic levels and responding to the cues of a conductor.
- Perform independent instrumental parts while other students sing or play.
- Improvise simple rhythmic and melodic ostinato* accompaniments.
- Improvise “answers” in the same style to given rhythmic phrases.
- Improvise short songs and instrumental pieces, using a variety of sound

**Lower Township School District
Cape May, NJ**

sources, including traditional sounds, non-traditional sounds available in the classroom, and body sounds (clapping, snapping, and foot tapping).

- Create and arrange music to accompany readings or dramatizations.
- Use a variety of sound sources when composing.
- Create and arrange short songs and classroom instrumental pieces within specified guidelines.
- Read whole, half, quarter, and eighth notes and their corresponding rests.
- Use a system (syllables or numbers) to read simple pitch notation in the treble clef in pentatonic and major keys.
- Use standard symbols to notate rhythm and pitch in simple patterns presented by the teacher.
- Demonstrate perceptual skills through kinesthetic movement, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use age-appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- Devise criteria for evaluating performances and compositions.
- Explain, using age-appropriate music terminology, their personal preferences for specific musical works and styles.
- Demonstrate audience behavior appropriate for the context and style of music performed.
- Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- Sing from memory several patriotic/folk songs important to our American heritage.

Accommodations and Modifications

Accommodations and Modifications	
Special Education	Follow 504/IEP accommodations Ask yes/no questions Display project sample and step by step-by-step directions Highlight and define important vocabulary
English Language Learners	Highlight and define important vocabulary Ask yes/no questions Display project sample step-by-step directions
Students At-Risk of School Failure	Allow verbalization before creating Use audio materials when necessary Read directions aloud Restate, reword, clarify directions Re-teach concepts using small groups Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Assignment, Project Modification Based on Individual Student

**Lower Township School District
Cape May, NJ**

	Needs Use mnemonic devices
Advanced Skills	Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs
Students with 504 Plans	Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups ** Allow verbalization before creating Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	-Student performance/observation
Summative	-Rhythm rubric -Tonal rubric
Benchmark	-Student performance/observation
Alternative	-Performance tasks -Projects

Interdisciplinary Connections
Math, science, social studies, vocabulary, technology, and literature

Integration of 21st Century Skills- NJSL 9
<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training: 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</p>

**Lower Township School District
Cape May, NJ**

requirements.

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data.
- 9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.
- 9.4.2.IML.5: Describe the difference between real and virtual experiences.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

Integration of Technology

Standard 8.2 Design Thinking. This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ITH.3: Identify how technology impacts or improves life.

- Examples: Smartboard, Youtube, Makey-Makey

**Lower Township School District
Cape May, NJ**

Materials	
Percussion instruments	First Steps of Music
Piano/Ukulele	Music Together
Smartboard	120 Singing Games & Dances for Elementary School
Whiteboards & markers	Makey-Makey

Instructional Activities
<ul style="list-style-type: none"> ● Kindergarten: <ul style="list-style-type: none"> ○ steady beat ○ vocal uses (speak, sing, whisper, yell) ○ sound/silence (rest) ○ solo/group ○ binary concepts <ul style="list-style-type: none"> ■ loud/soft ■ fast/slow ■ high/low ■ upward/downward ■ same/different ○ introduction to basic classroom instruments and proper playing techniques ○ names and proper playing techniques for additional classroom instruments ○ orchestral instruments (violin, flute) ○ musical performing groups and genres (orchestra, ballet) ○ developing appropriate audience skills during recordings ○ long/short sounds ○ iconic rhythm patterns ○ Introduction to xylophones ○ develop performing and presenting skills ○ high/middle/low pitch ○ accompaniment/no accompaniment ○ developing appropriate audience skills during live performances ○ continued exploration of orchestral instruments ○ conductor vs. composer ● 1st Grade <ul style="list-style-type: none"> ○ introduce: 4/4 meter (iconic) ○ same/different/similar ○ form (AB, ABA) ○ quarter rest (symbolic) ○ composing (iconic) ○ vocabulary that describes mood ○ musical professions: composer/conductor/performer ○ reading and composing with standard musical notation (ta, ti-ti, quarter rest) ○ rehearse Spring Concert selections (continue to develop performing and presenting skills)

**Lower Township School District
Cape May, NJ**

- accompaniment vs. a cappella
- melodic steps, skips, and leaps
- examination of composer's life and works
- 2nd Grade
 - -introduce:
 - ti-ka-ti-ka
 - 4/4 meter (symbolic)
 - minor tonality
 - -expand proficiency in reading/writing standard notation (measure lines, note heads, stems, beams)
 - dynamics: piano/forte
 - examination of representative works and life in the Baroque era
 - uses of music in celebration
 - verse/refrain form
 - examination of representative works and life in the Classical era
 - rehearse Spring Concert selections (continue to develop performing and presenting skills)
 - orchestral instruments (names, timbre, families)