



MUSIC GRADE K - 2

CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born On Date: January 22, 2015

MIDDLE TOWNSHIP PUBLIC SCHOOLS
 CAPE MAY COURT HOUSE, NJ 08210
 CURRICULUM GUIDE
 DISCIPLINE: **Music** GRADE LEVEL/COURSE: Kindergarten

Anchor Standard	Essential Questions	Activities, including differentiation & *modifications	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
1. Generate and conceptualize artistic ideas and work. (MU:Cr1.1.K.a, MU:Cr1.1.K.b)	What is steady beat? How do we move to music?	Create original movement to steady beat, use implements to move to sections of music *FOR ALL STANDARDS: Adapt as needed, either simplify or add to activities (ex: change rhythms, range, repeat directions, etc.)	Phys. Ed.- large/small body movement Language Arts- word wall	9.1.4.B.1 9.1.4.C.1 9.1.4.S.3 9.1.4.F.2 9.1.4.F.3	Teacher observation, Self-assessment	CD player, teacher keyboard, videos, pitched/non-pitched percussion, scarves	All year
2. Organize and develop artistic ideas and work. (MU:Cr2.1.K.a, MU:Cr2.1.K.b)	How does music make you feel? Why do you like this music? How do we write music?	Improvise and notate 4 beat rhythmic and melodic patterns; Create notation; Learn standard notation; Listening lessons *See Anchor Standard 1	Language Arts- writing, word wall Art- drawing Social Studies- multicultural, Math-counting	9.1.4.A.2 9.1.4.A.5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.4.1.D.3 9.4.1.F.3	Teacher observation, Self-assessment	Pitched and non-pitched perc, CD player, scarves, writing items	Periodically throughout the year

***Modifications for ELL, Special Education, Title I, and Gifted**

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3. Refine and complete artistic work. (MU:Cr3.1.K.a, MU:Cr3.2.K.b)	What do good performers do? What did you enjoy about that performance? What could have been better?	End of year concert; informal class presentations; different performance groups within a song (instruments, singing, dancing) Vocal development/Using singing voice properly *See Anchor Standard 1	PhysEd- large/small body movement Health- anatomy of singing/posture Language Arts- critical thinking, articulating thoughts	9.1.4.A.5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.3 9.1.4.F.2 9.1.4.F.3	Teacher observation, Self-assessment,	CD player, teacher keyboard, pitched/non-pitched percussion, choral risers, various props	Concert- April thru June; other- all year
4. Select, analyze, and interpret artistic work for presentation. (MU:Pr4.1.K.a, MU:Pr4.2.K.a, MU:Pr4.3.K.a)	How does this music make you feel? Why was this music written? What are the elements of music? What are the	Moving to the steady beat; writing/performing selected rhythms; identifying/performing musical contour; identify/perform dynamics/tempo; folk dances/singing games with others	PhysEd- large/small body movement Art- drawing Social Studies- multicultural music Math-counting Language Arts- compare and	9.1.4.A.2 9.1.4.B.1 9.1.4.C.1 9.1.4.D.2 9.1.4.D.3	Teacher observation, Self-assessment, SGO- rhythm	Scarves, teacher keyboard, crayons, paper, white boards, markers, parachute, other	All year

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	musical opposites?	*See Anchor Standard 1	contrast (opposites)				
5. Develop and refine artistic techniques and work for presentation. (MU:Pr5.1.K.a, PR5.1.K.b.)	What do good performers do? What did you enjoy about that performance? What could have been better?	End of year concert; informal class presentations; different performance groups within a song (instruments, singing, dancing) *See Anchor Standard 1	PhysEd- large/small body movement Health- anatomy of singing/posture Language Arts- critical thinking, articulating thoughts	9.1.4.A.5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.F.1 9.1.4.F.2	Teacher observation, Self-assessment,	CD player, teacher keyboard, pitched/non-pitched percussion, choral risers, various props	Concert- April thru June; other- all year
6. Convey meaning through the presentation of artistic work. (MU:Pr6.1.K.a, MU:Pr6.1.K.b)	What do good performers do? How can we make the music better (expression)?	Holiday and seasonal listening lessons; sing holiday and seasonal songs; end of year perf. *See Anchor Standard 1	Science- weather Social Studies- multiculturalism	9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.F.2	Teacher observation, Self-assessment,	CD player, teacher keyboard, videos, choral risers, other props	Periodically throughout the year

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7. Perceive and analyze artistic work. (MU:Re7.1.K.a, MU:Re7.2.K.a)	Why do you like this music (with connections, compare and contrast)? How do the elements of music apply to this selection?	Listening lessons and singing songs revolving around elements of music (contour, high/low, meter); applying life experience to music class activities *See Anchor Standard 1	Language Arts- critical thinking and responding, writing Art- drawing	9.1.4.A.5 9.1.4.C.1	Teacher observation, Self-assessment	CD player, teacher keyboard, crayons, paper	All year
8. Interpret intent and meaning in artistic work. (MU:Re8.1.K.a)	What are dynamics? What is tempo? How do expressive qualities relate to this music? Music theory	Surprise Symphony listening lesson; discussion of how elements add to story of music. Patriotic Songs, Peter and the	Language Arts- critical thinking and responding Science- brief discussion of sound	9.1.4.A.5 9.1.4.B.1 9.1.4.C.1	Teacher observation, Self-assessment	CD player, teacher keyboard, pitched/non-pitched percussion, other props	All year

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		Wolf, Nutcracker. *See Anchor Standard 1					
9. Apply criteria to evaluate artistic work. (MU:Re9.1.K.a)	Do you like this music? Why or why not? Does this music relate to its purpose (holiday, event, etc.)?	Discussion about listening lessons/songs that have been sung; Drawing as response to music *See Anchor Standard 1	Art- drawing Social Studies-cultural celebrations Language Arts-writing and responding	9.1.4.A.5 9.1.4.C.1 9.1.4.D.3	Teacher observation, Self-assessment	CD player, crayons, paper, teacher keyboard	Periodically throughout the year
10. Synthesize and relate knowledge and personal experiences to make art.	What do you know about this music? What connections can you	Discussion about and participation in songs/dances and listening assignments; Relating back to	Language Arts-making connections, critical thinking	9.1.4.A.5 9.1.4.B.1 9.1.4.D.1	Teacher observation, Self-assessment	CD player, teacher keyboard	All year

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(MU:Cn10.1.K.a)	make?	prior knowledge *See Anchor Standard 1					
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (MU:Cn11.1.K.a)	What would this music look like? Music history lessons	Music history lessons; singing folk songs; drawing/coloring as responses to music; folk dances; singing games *See Anchor Standard 1	Art- drawing PhysEd- large/small body movement Social Studies- folk songs/activities	9.1.4.B.1 9.1.4.D.3	Teacher observation, Self-assessment	CD player, teacher keyboard, crayons, paper, other props	All year

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Anchor Standard	Essential Questions	Activities, including differentiation & *modifications	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
1. Generate and conceptualize artistic ideas and work. (MU:Cr1.1.1.a MU:Cr1.1.1.b)	Is it major or minor? Duple or triple? What does this music make you think of? Music theory	Listening lessons related to imagery and stories; Vocal and instrumental improvisation in different tonalities and meters; move to steady beat; *FOR ALL STANDARDS: Adapt as needed, either simplify or add to activities (ex: change rhythms, range, repeat directions, etc.)	Math- counting Language Arts- word wall Social Studies- multicultural, historical periods	9.1.4.B.1 9.1.4.C.1 9.1.4.S.3 9.1.4.F.2 9.1.4.F.3	Teacher observation, Self-assessment	CD player, teacher keyboard, videos, pitched/non-pitched percussion, scarves	Periodically throughout the year
2. Organize and develop artistic ideas	How does music make you feel?	Improvise and notate 4 beat rhythmic and melodic patterns;	Language Arts- writing, word	9.1.4.A.2	Teacher observation, Self-	Pitched/non-pitched percussion,	All year

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and work. (MU:Cr2.1.1.a MU:Cr2.1.1.b)	How do we write music? What are elements?	Create notation; Learn standard notation; Listening lessons* See Anchor Standard 1	wall Art- drawing Social Studies- multicultural, Math-counting	9.1.4.A.5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.4.1.D.3 9.4.1.F.3	assessment	CD player, projector, scarves, writing items	
Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Interdisciplinary Connections	21st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
3. Refine and complete artistic work. (MU:Cr3.1.1.a, MU:Cr3.1.2.a)	What do good performers do? What did you enjoy about that performance? What could have been	End of year concert; informal class presentations; different performance groups within a song (instruments, singing, dancing) *See Anchor Standard	PhysEd- large/small body movement Health- anatomy of singing/posture Language Arts- critical thinking,	9.1.4.A.5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.D.3	Teacher observation, Self-assessment,	CD player, teacher keyboard, pitched/non-pitched percussion, choral risers, various props	Concert- April thru June; other- all year

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	better?	1	articulating thoughts	9.1.4.F.2 9.1.4.F.3			
4. Select, analyze, and interpret artistic work for presentation. (MU:Pr4.1.1.a, MU:Pr4.2.1.a, MU:Pr4.2.1.b, MU:Pr4.3.1.a)	How does this music make you feel? Why was this music written? What are the elements of music?	Moving to the steady beat; writing/performing selected rhythms; identifying/performing musical contour; identify/perform dynamics/tempo; folk dances/singing games with others *See Anchor Standard 1	PhysEd- large/small body movement Art- drawing Social Studies- multicultural music Math-counting Language Arts- compare and contrast (opposites)	9.1.4.A.2 9.1.4.B.1 9.1.4.C.1 9.1.4.D.2 9.1.4.D.3	Teacher observation, Self-assessment, SGO- rhythm	Scarves, teacher keyboard, crayons, paper, white boards, markers, parachute, other	All year

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5. Develop and refine artistic techniques and work for presentation. (MU:Pr5.1.1.a, MU:Pr5.1.1.b,)	What do good performers do? What did you enjoy about that performance? What could have been better?	End of year concert; informal class presentations; different performance groups within a song (instruments, singing, dancing) *See Anchor Standard 1	PhysEd- large/small body movement Health- anatomy of singing/posture Language Arts- critical thinking, articulating thoughts	9.1.4.A.5 9.1.4.B.1 9.1.4.C.1 9.1.4.D.1 9.1.4.F.1 9.1.4.F.2	Teacher observation, Self-assessment,	CD player, teacher keyboard, pitched/non-pitched percussion, choral risers, various props	Concert- April thru June; other- all year
6. Convey meaning through the presentation of artistic work. (MU:Pr6.1.1.a,	What do good performers do? What does this music make	Holiday and seasonal listening lessons; sing holiday and seasonal songs;	Science- weather Social Studies- multiculturalism	9.1.4.B.1 9.1.4.C.1 9.1.4.D.1	Teacher observation, Self-assessment,	CD player, teacher keyboard, videos, choral risers, other	Periodically throughout the year

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MU:Pr6.1.1.b)	you think of?	end of year perf. *See Anchor Standard 1		9.1.4.F.2		props	
7. Perceive and analyze artistic work. (MU:Re7.1.1.a, MU:Re7.2.1.a)	Why do you like this music? What connections can you make? How do the elements of music apply to this selection?	Listening lessons and singing songs revolving around elements of music (contour, high/low, meter); applying life experience to music class activities *See Anchor Standard 1	Language Arts- critical thinking and responding, writing Art- drawing	9.1.4.A.5 9.1.4.C.1	Teacher observation, Self-assessment	CD player, teacher keyboard, crayons, paper	All year

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8. Interpret intent and meaning in artistic work. (MU:Re8.1.1.a)	What are dynamics? What is tempo? How do expressive qualities relate to this music? Music theory	Surprise Symphony listening lesson; discussion of how elements add to story of music *See Anchor Standard 1	Language Arts- critical thinking and responding Science- brief discussion of sound	9.1.4.A.5 9.1.4.B.1 9.1.4.C.1	Teacher observation, Self-assessment	CD player, teacher keyboard, pitched/non-pitched percussion, other propls	All year
9. Apply criteria to evaluate artistic work. (MU:Re9.1.1.a)	Do you like this music? Why or why not? Does this music relate to its purpose (holiday,	Discussion about listening lessons/songs that have been sung; Drawing as response to music *See Anchor	Art- drawing Social Studies- cultural celebrations Language Arts- writing and responding	9.1.4.A.5 9.1.4.C.1 9.1.4.D.3	Teacher observation, Self-assessment	CD player, crayons, paper, teacher keyboard	Periodically throughout the year

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	event, etc.)?	Standard 1					
10. Synthesize and relate knowledge and personal experiences to make art. (MU:Cn10.1.1.a)	What do you know about this music? What connections can you make?	Discussion about and participation in songs/dances and listening assignments; Relating back to prior knowledge *See Anchor Standard 1	Language Arts-making connections, critical thinking	9.1.4.A.5 9.1.4.B.1 9.1.4.D.1	Teacher observation, Self-assessment	CD player, teacher keyboard	All year

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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (MU:Cn11.1.1.a)	What would this music look like? Music history lessons	Music history lessons; singing folk songs; drawing/coloring as responses to music; folk dances; singing games *See Anchor Standard 1	Art- drawing PhysEd- large/small body movement Social Studies- folk songs/activities	9.1.4.B.1 9.1.4.D.3	Teacher observation, Self-assessment	CD player, teacher keyboard, crayons, paper, other props	All year

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DISCIPLINE: **Arts Standards** GRADE LEVEL/COURSE: 2nd Grade Music

Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
1. Generate and conceptualize artistic ideas and work.	Tonality - major/minor Meter - duple/triple	Generate musical patterns and ideas within the context of a given tonality (major and minor) and meter (duple and triple).	Relate to operations in math.	Collaboration, Teamwork, and Leadership	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments , Activity Props, Projector (if needed)	1-3 weeks
2. Organize and develop artistic ideas and work.	Pitch - higher/middle/lower Do, Re, Mi, So, La	Use standard notation to combine, sequence, and document personal ideas.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments , Activity Props, Projector (if needed)	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
3. Refine and complete artistic work.	How does this music make you feel? How would you reflect on the piece of music?	Convey expressive intent for a piece after performing. *Written/Aural responses	Relate to starting and finishing a reading/writing.	Cross-Cultural Understanding and Interpersonal Communication	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
4. Select, analyze, and interpret artistic work for presentation.	Tone Color - pitched/unpitched instruments	Demonstrate interest in, analyze and explain purpose of varied musical selections.	Relate to operations in math.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if	1-3 weeks

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Anchor Standard	Essential Questions	Activities for Differentiation & *Modifications	Interdisciplinary Connections	21 st Century Skills Integration	Benchmark Assessments	Instructional Materials	Timeframe
						needed)	
5. Develop and refine artistic techniques and work for presentation.	Form - AB, ABA, Rondo Dynamics - crescendo/d ecrescendo	Rehearse, identify and apply strategies to address performance and challenges in music	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performanc e Unit Test	Keyboard, CD Player, Percussion Instruments , Activity Props, Projector (if needed)	1-3 weeks
6. Convey meaning through the presentation of artistic work.	2 nd Grade Musical Nutcracker Where The Wild Things	Perform music with accuracy and expression. View music performed with	Relate performance to presenting in other classes and media performances.	Communication and Media Fluency	Written/Aural/ Performanc e Unit Test	Keyboard, CD Player, Percussion Instruments , Activity Props, Projector (if	1-3 weeks

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	Are	accuracy and expression.				needed)	
7. Perceive and analyze artistic work.	Dynamics - accent Tempo - Fast/Slow	Describe how specific music concepts are used to support a specific purpose in music.	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments , Activity Props, Projector (if needed)	1-3 weeks
8. Interpret intent and meaning in artistic work.	Steady Beat -with and without Instruments Rhythm - quarter, half,	Demonstrate knowledge of music concepts. *Written/Aural Demonstration	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments , Activity Props, Projector (if	1-3 weeks

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	eighth, dotted half					needed)	
9. Apply criteria to evaluate artistic work.	2 nd Grade Musical Orff Instruments	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Relate to starting and finishing a reading/writing.	Communication and Media Fluency	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)	1-3 weeks
10. Synthesize and relate knowledge and personal experiences to	Dynamics - forte, piano Tone Color - brass, woodwind	Demonstrate understanding of expressive qualities (such as dynamics, timbre and	Relate to operations in math.	Critical Thinking and Problem Solving	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments, Activity Props,	1-3 weeks

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make art.		tempo) and how creators use them to convey expressive intent.				Projector (if needed)	
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Formations - line dance/circle dance Nutcracker Ballet	Demonstrate understanding of relationships between music and other arts.	Relate performance to presenting in other classes and media performances.	Collaboration, Teamwork, and Leadership	Written/Aural/ Performance Unit Test	Keyboard, CD Player, Percussion Instruments , Activity Props, Projector (if needed)	1-3 weeks

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