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
## Anchor Standard

### Essential Questions

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?

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?

### Activities, including differentiation & *modifications

1. Generate and conceptualize artistic ideas and work.
   - 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.)

2. Organize and develop artistic ideas and work.
   - Improvise and notate 4 beat rhythmic and melodic patterns; Create notation; Learn standard notation; Listening lessons *See Anchor Standard 1

### Interdisciplinary Connections

- **Phys. Ed.** - large/small body movement
- Language Arts - word wall
- Art - drawing
- Social Studies - multicultural, Math-counting

### 21st Century Skills Integration

- 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

### Benchmark Assessments

- Teacher observation, Self-assessment

### Instructional Materials

- CD player, teacher keyboard, videos, pitched/non-pitched percussion, scarves

### Timeframe

- All year
- Periodically throughout the year

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

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<tr>
<td>4. Select, analyze, and interpret artistic work for presentation. (MU:Pr4.1.K.a, MU:Pr4.2.K.a, MU:Pr4.3.K.a)</td>
<td>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</td>
<td>PhysEd-large/small body movement Art-drawing Social Studies-multicultural music Math-counting Language Arts-compare and</td>
<td>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</td>
<td>Teacher observation, Self-assessment, SGO- rhythm</td>
<td>Scarves, teacher keyboard, crayons, paper, white boards, markers, parachute, other</td>
<td>All year</td>
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Board approval date: January 22, 2015
## MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ  08210
CURRICULUM GUIDE

**DISCIPLINE:** Music  
**GRADE LEVEL/COURSE:** Kindergarten

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<tr>
<td>5. Develop and refine artistic techniques and work for presentation. (MU:Pr5.1.K.a, PR5.1.K.b.)</td>
<td>What do good performers do? What did you enjoy about that performance? What could have been better?</td>
<td>End of year concert; informal class presentations; different performance groups within a song (instruments, singing, dancing) *See Anchor Standard 1</td>
<td>PhysEd-large/small body movement Health-anatomy of singing/posture Language Arts-critical thinking, articulating thoughts</td>
<td>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</td>
<td>Teacher observation, Self-assessment,</td>
<td>CD player, teacher keyboard, pitched/non-pitched percussion, choral risers, various props</td>
<td>Concert-April thru June; other- all year</td>
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<tr>
<td>7. Perceive and analyze artistic work. (MU:Re7.1.K.a, MU:Re7.2.K.a)</td>
<td>Why do you like this music (with connections, compare and contrast)? How do the elements of music apply to this selection?</td>
<td>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</td>
<td>Language Arts-critical thinking and responding, writing Art- drawing</td>
<td>9.1.4.A.5 9.1.4.C.1</td>
<td>Teacher observation, Self-assessment</td>
<td>CD player, teacher keyboard, crayons, paper</td>
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<td>Wolf, Nutcracker.</td>
<td>Do you like this music? Why or why not? Does this music relate to its purpose (holiday, event, etc.)?</td>
<td>Discussion about listening lessons/songs that have been sung; Drawing as response to music</td>
<td>Art- drawing Social Studies-cultural celebrations Language Arts-writing and responding</td>
<td>9.1.4.A.5 9.1.4.C.1 9.1.4.D.3</td>
<td>Teacher observation, Self-assessment</td>
<td>CD player, crayons, paper, teacher keyboard</td>
<td>Periodically throughout the year</td>
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<tr>
<td>9. Apply criteria to evaluate artistic work. (MU:Re9.1.K.a)</td>
<td>What do you know about this music? What connections can you</td>
<td>Discussion about and participation in songs/dances and listening assignments; Relating back to Language Arts-making connections, critical thinking</td>
<td>9.1.4.A.5 9.1.4.B.1 9.1.4.D.1</td>
<td>Teacher observation, Self-assessment</td>
<td>CD player, teacher keyboard</td>
<td>All year</td>
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**Modifications for ELL, Special Education, Title I, and Gifted**

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## DISCIPLINE: Music  GRADE LEVEL/COURSE: Kindergarten

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<td>(MU:Cn10.1.K.a)</td>
<td>make?</td>
<td>prior knowledge *See Anchor Standard 1</td>
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<tr>
<td>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (MU:Cn11.1.K.a)</td>
<td>What would this music look like? Music history lessons</td>
<td>Music history lessons; singing folk songs; drawing/coloring as responses to music; folk dances; singing games *See Anchor Standard 1</td>
<td>Art- drawing PhysEd-large/small body movement Social Studies-folk songs/activities</td>
<td>9.1.4.B.1 9.1.4.D.3</td>
<td>Teacher observation, Self-assessment</td>
<td>CD player, teacher keyboard, crayons, paper, other props</td>
<td>All year</td>
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<tr>
<td>1. Generate and conceptualize artistic ideas and work. (MU:Cr1.1.1.a MU:Cr1.1.1.b)</td>
<td>Is it major or minor? Duple or triple? What does this music make you think of? Music theory</td>
<td>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.)</td>
<td>Math- counting</td>
<td>Math &amp; social studies</td>
<td>Language Arts- word wall</td>
<td>Social Studies- multicultural, historical periods</td>
<td>Teacher observation, Self-assessment</td>
</tr>
<tr>
<td>2. Organize and develop artistic ideas</td>
<td>How does music make you feel?</td>
<td>Improvise and notate 4 beat rhythmic and melodic patterns;</td>
<td>Language Arts- writing, word</td>
<td>9.1.4.A.2</td>
<td></td>
<td></td>
<td>Teacher observation, Self-</td>
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*Modifications for ELL, Special Education, Title I, and Gifted

Board approval date: January 22, 2015
## DISCIPLINE: Music   GRADE LEVEL: Grade 1

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<td>3. Refine and complete artistic work. (MU:Cr3.1.1.a, MU:Cr3.1.2.a)</td>
<td>What do good performers do? What did you enjoy about that performance? What could have been</td>
<td>End of year concert; informal class presentations; different performance groups within a song (instruments, singing, dancing) *See Anchor Standard</td>
<td>wall Art- drawing Social Studies- multicultural, Math-counting</td>
<td>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</td>
<td>Teacher observation, Self-assessment,</td>
<td>CD player, teacher keyboard, pitched/non-pitched percussion, choral risers, various props</td>
<td>Concert-April thru June; other- all year</td>
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**Modifications for ELL, Special Education, Title I, and Gifted**

Board approval date: January 22, 2015
**MODIFICATIONS FOR ELL, SPECIAL EDUCATION, TITLE I, AND GIFTED**

Board approval date: *January 22, 2015*
## Discipline: Music  Grade Level: Grade 1

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<tr>
<td>5. Develop and refine artistic techniques and work for presentation. (MU:Pr5.1.1.a, MU:Pr5.1.1.b,)</td>
<td>What do good performers do? What did you enjoy about that performance? What could have been better? *See Anchor Standard 1</td>
<td>End of year concert; informal class presentations; different performance groups within a song (instruments, singing, dancing)</td>
<td>PhysEd- large/small body movement Health- anatomy of singing/posture Language Arts- critical thinking, articulating thoughts</td>
<td>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</td>
<td>Teacher observation, Self-assessment,</td>
<td>CD player, teacher keyboard, pitched/non-pitched percussion, choral risers, various props</td>
<td>Concert- April thru June; other- all year</td>
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<td>6. Convey meaning through the presentation of artistic work. (MU:Pr6.1.1.a, MU:Pr6.1.1.b,)</td>
<td>What do good performers do? What does this music make</td>
<td>Holiday and seasonal listening lessons; sing holiday and seasonal songs; Social Studies- multiculturalism</td>
<td>Science- weather Social Studies- multiculturalism</td>
<td>9.1.4.B.1 9.1.4.C.1 9.1.4.D.1</td>
<td>Teacher observation, Self-assessment,</td>
<td>CD player, teacher keyboard, videos, choral risers, other</td>
<td>Periodically throughout the year</td>
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<td>MU:Pr6.1.1.b)</td>
<td>you think of?</td>
<td>end of year perf.</td>
<td></td>
<td>9.1.4.F.2</td>
<td>props</td>
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<td></td>
<td>*See Anchor Standard 1</td>
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<td>7. Perceive and analyze artistic work. (MU:Re7.1.1.a, MU:Re7.2.1.a)</td>
<td>Why do you like this music? What connections can you make? How do the elements of music apply to this selection?</td>
<td>Listening lessons and singing songs revolving around elements of music (contour, high/low, meter); applying life experience to music class activities</td>
<td>Language Arts- critical thinking and responding, writing Art- drawing</td>
<td>9.1.4.A.5 9.1.4.C.1</td>
<td>Teacher observation, Self-assessment</td>
<td>CD player, teacher keyboard, crayons, paper</td>
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### Anchor Standard

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<td>9. Apply criteria to evaluate artistic work. (MU:Re9.1.1.a)</td>
<td>Do you like this music? Why or why not? Does this music relate to its purpose (holiday,</td>
<td>Discussion about listening lessons/songs that have been sung; Drawing as response to music</td>
<td>Art: drawing Social Studies: cultural celebrations Language Arts: writing and responding</td>
<td>9.1.4.A.5 9.1.4.C.1 9.1.4.D.3</td>
<td>Teacher observation, Self-assessment</td>
<td>CD player, crayons, paper, teacher keyboard</td>
<td>Periodically throughout the year</td>
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<td>*See Anchor Standard 1</td>
<td>event, etc.?)?</td>
<td>Standard 1</td>
<td>Discussion about and participation in songs/dances and listening assignments; Relating back to prior knowledge</td>
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<tr>
<td>10. Synthesize and relate knowledge and personal experiences to make art. (MU:Cn10.1.1.a)</td>
<td>What do you know about this music? What connections can you make?</td>
<td>Language Arts-making connections, critical thinking</td>
<td>9.1.4.A.5</td>
<td>9.1.4.B.1</td>
<td>9.1.4.D.1</td>
<td>Teacher observation, Self-assessment</td>
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## Anchor Standard
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (MU:Cn11.1.1.a)

## Essential Questions
What would this music look like? Music history lessons

## Activities for Differentiation & Modifications
- Music history lessons; singing folk songs; drawing/coloring as responses to music; folk dances; singing games
- *See Anchor Standard 1

## Interdisciplinary Connections
- Art: drawing
- PhysEd: large/small body movement
- Social Studies: folk songs/activities

## 21st Century Skills Integration
- 9.1.4.B.1
- 9.1.4.D.3

## Benchmark Assessments
Teacher observation, Self-assessment

## Instructional Materials
- CD player, teacher keyboard, crayons, paper, other props

## Timeframe
All year

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<tr>
<td>1. Generate and conceptualize artistic ideas and work.</td>
<td>Tonality - major/minor</td>
<td>Generate musical patterns and ideas within</td>
<td>Relate to operations in math.</td>
<td>Collaboration, Teamwork, and Leadership</td>
<td>Written/Aural/Performance Unit Test</td>
<td>Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)</td>
<td>1-3 weeks</td>
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<tr>
<td></td>
<td>Meter - duple/triple</td>
<td>the context of a given tonality (major and minor) and meter (duple and triple).</td>
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<td>Generate musical patterns and ideas within</td>
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<td>Relate to operations in math.</td>
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<td>Critical Thinking and Problem Solving</td>
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<td>2. Organize and develop artistic ideas and work.</td>
<td>Pitch - higher/middletier/lower</td>
<td>Use standard notation to combine, sequence, and document personal ideas.</td>
<td>Relate to operations in math.</td>
<td>Critical Thinking and Problem Solving</td>
<td>Written/Aural/Performance Unit Test</td>
<td>Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)</td>
<td>1-3 weeks</td>
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<td>Use standard notation to combine, sequence, and document personal ideas.</td>
<td>Relate to operations in math.</td>
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*Modifications for ELL, Special Education, Title I, and Gifted

Board approval date: January 22, 2015
**Anchor Standard**

3. Refine and complete artistic work.

**Essential Questions**

- How does this music make you feel?
- How would you reflect on the piece of music?

**Activities for Differentiation & *Modifications**

- Convey expressive intent for a piece after performing.
- *Written/Aural responses

**Interdisciplinary Connections**

- Relate to starting and finishing a reading/writing.

**21st Century Skills Integration**

- Cross-Cultural Understanding and Interpersonal Communication

**Benchmark Assessments**

- Written/Aural/Performance Unit Test

**Instructional Materials**

- Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)

**Timeframe**

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

**Instructional Materials**

- Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)

**Timeframe**

1-3 weeks

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

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### Anchor Standard

**5. Develop and refine artistic techniques and work for presentation.**

- **Essential Questions:** Form - AB, ABA, Rondo
  - Dynamics - crescendo/decrescendo

- **Activities for Differentiation & Modifications:** Rehearse, identify and apply strategies to address performance and challenges in music

- **Interdisciplinary Connections:** Relate to operations in math.

- **21st Century Skills Integration:** Critical Thinking and Problem Solving

- **Benchmark Assessments:** Written/Aural/Performance Unit Test

- **Instructional Materials:** Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)

- **Timeframe:** 1-3 weeks

### Anchor Standard

**6. Convey meaning through the presentation of artistic work.**

- **Essential Questions:** 2nd Grade Musical Nutcracker, Where The Wild Things

- **Activities for Differentiation & Modifications:** Perform music with accuracy and expression.

- **Interdisciplinary Connections:** Relate performance to presenting in other classes and media performances.

- **21st Century Skills Integration:** Communication and Media Fluency

- **Benchmark Assessments:** Written/Aural/Performance Unit Test

- **Instructional Materials:** Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)

- **Timeframe:** 1-3 weeks

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

Board approval date: **January 22, 2015**
**Anchor Standard** | **Essential Questions** | **Activities for Differentiation & *Modifications** | **Interdisciplinary Connections** | **21st Century Skills Integration** | **Benchmark Assessments** | **Instructional Materials** | **Timeframe**
---|---|---|---|---|---|---|---
7. Perceive and analyze artistic work. | Dynamics - accent<br>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/Performanc e 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<br>Rhythm - quarter, half, *Written/Aural Demonstration | Demonstrate knowledge of music concepts. | 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

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

Board approval date: January 22, 2015
## Anchor Standard

**9. Apply criteria to evaluate artistic work.**

**2nd 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

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

Board approval date: January 22, 2015
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<th>Anchor Standard</th>
<th>Essential Questions</th>
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<td>make art.</td>
<td>tempo) and how creators use them to convey expressive intent.</td>
<td>Demonstrate understanding of relationships between music and other arts.</td>
<td>Relate performance to presenting in other classes and media performances.</td>
<td>Collaboration, Teamwork, and Leadership</td>
<td>Written/Aural/Performanc e Unit Test</td>
<td>Keyboard, CD Player, Percussion Instruments, Activity Props, Projector (if needed)</td>
<td>1-3 weeks</td>
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<td>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</td>
<td>Formations - line dance/circle dance Nutcracker Ballet</td>
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