

COURSE TITLE:

VOCAL/GENERAL MUSIC K-3

LENGTH:

FULL YEAR

SCHOOLS:

KINDERGARTEN CENTER
LINCOLN SCHOOL
WASHINGTON SCHOOL

RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

“Life without music would be a mistake.”

Friedrich Nietzsche (1844-1900)

Music is a subject that touches every aspect of life and learning. The purpose of K-3 music class is to help children develop an understanding of music through acquisition of age-appropriate musical knowledge and skill. This is accomplished through performing, creating, and responding to music. Students in the K-3 age group learn primarily by doing. Students experience music through singing, playing instruments, moving to music, and creating music. Listening to, analyzing, and evaluating music are also important building blocks of musical learning. Further, to participate fully in a diverse, global society, students are required to understand their own historical and cultural heritage as well as those of others from within and beyond their local communities.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS; FOR VISUAL AND PERFORMING ARTS WITH CORRESPONDING CLASSROOM SKILLS AND CONTENT OBJECTIVES

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD 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.

STANDARD 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.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 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.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2****CAREER AWARENESS, EXPLORATION, AND PREPARATION:**

Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 5.

K-3 CLASSROOM OBJECTIVES FOR STANDARD 1.1 (ELEMENTS AND PRINCIPLES)**Skills**

Students will demonstrate an age appropriate understanding of music concepts and elements (melody, rhythm, timbre, dynamics, and form).

Content

1. Students will learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
2. Students will examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.

3. Students will examine and discuss various musical styles.

K-3 CLASSROOM OBJECTIVES FOR STANDARD 1.2 (HISTORY/CULTURE)

Skills

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Content

1. Students will sing, listen to, and describe music representative of a variety of world cultures and historical periods.
2. Students will listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
3. Students will examine how music is used in the home, school, and community.

K-3 CLASSROOM OBJECTIVES FOR STANDARD 1.3 (CREATION AND PERFORMANCE)

Skills

Students will demonstrate the ability to perform music.

Content

1. Students will develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
2. Students will develop appropriate behavior both as performers and audience in a concert.
3. Students will experiment with musical sound by creating their own music on age-appropriate musical instruments.
4. Students will create music in response to selected mood and atmosphere.

**K-3 CLASSROOM OBJECTIVES FOR STANDARD 1.4 (CRITIQUE)
(AESTHETICS)****Skills**

Students will demonstrate the ability to perceive music aesthetically and make appropriate artistic judgments.

Content

1. Students will use a single word to verbalize how selected music “makes me feel.”
2. Students will use musical vocabulary when discussing musical characteristics as they relate to the listener’s feelings and preferences.
3. Students will discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
4. Students will realize and appreciate the value of a critique.
5. Students will develop enjoyment through listening to, singing, and performing music.
6. Students will develop personal preference and opinions about various music styles.
7. Students will develop respect for their own music and music of their classmates.
8. Students will express their feelings and individuality both verbally and musically.

3. PROFICIENCY LEVELS

The course is designed for all students grades K-3. Students are expected to build upon previous musical knowledge and skills, and develop an appreciation of music through various styles and cultures.

4. METHODS OF ASSESSMENT

- **Student assessment** - the teacher will provide a variety of student assessments.
 - Teacher observation
 - Classroom participation
 - Singing in unison and harmony
 - Playing age-appropriate instruments
 - Participation in various in-class performance activities
 - Participation in the concert

- **Teacher/Curriculum Assessment**

There will be both an ongoing self and department assessment to determine the effectiveness of all aspects of the music program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Performances
- Self evaluation/PDP
- Supervisor/principal evaluations
- Suggestions for changes to area supervisor

5. GROUPING

Music is part of the standard curriculum for all students grades K-3 in the Rutherford School District.

6. ARTICULATION/SCOPE & SEQUENCE

All students receive instruction in music during grades K-3.

7. RESOURCES

Texts: Music Connection, Silver Burdett-Ginn, 1995, and assorted content appropriate songbooks.

Supplemental materials: CD's, DVD's, and videos

8. METHODOLOGIES

1. Teacher demonstration
2. Teacher presentation of material
3. Exposure to various styles of music
4. Group activities

9. SUGGESTED ACTIVITIES

- Echo singing
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

Coordinate with the classroom teachers to develop lessons that coincide with their curriculum in:

- Social Studies
- Math
- Science
- Language Arts
- Physical Education
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – MUSIC K-3

Class	September	October	November	December	January
Kindergarten Music	<ul style="list-style-type: none"> -Introduce beat and rhythm -Clap and tap repeating beat -Listen to music for steady beat and rhythm 	<ul style="list-style-type: none"> -Review beat and rhythm -Introduce long and short sounds -Do echo clapping and body movement to steady a beat -Listen to music for beat changes 	<ul style="list-style-type: none"> -Introduce melody -Use echo songs for melodic line -Explore up and down melodic motion -Listen to simple, familiar examples 	<ul style="list-style-type: none"> -Introduce basic vocal technique -Do basic warm up exercises -Listen, then sing with CD following melodic line 	<ul style="list-style-type: none"> -Introduce music theory -Introduce quarter notes and rests -Have students clap examples of basic rhythmic patterns -Continue melodic motion examples

Class	February	March	April	May	June
Kindergarten Music	<ul style="list-style-type: none"> -Introduce melody and harmony -Sing melodies alone then add harmony on CD -Reinforce rhythmic reading -Reinforce melodic recognition 	<ul style="list-style-type: none"> -Introduce dynamics -Respond to loud and soft music -Use body movement to distinguish changes in dynamics -Continue to review melody and rhythm 	<ul style="list-style-type: none"> -Introduce additional theory -Add eighth notes -Add half notes and rests 	<ul style="list-style-type: none"> -Introduce tone color and instruments -Play different instrument sounds and respond to them -Play them separately and combined 	<ul style="list-style-type: none"> -Introduce basic form -Introduce music with basic ABA form -Use body movement to respond to differing parts of music

Class	September	October	November	December	January
Music: Grade 1	<ul style="list-style-type: none"> -Identify beat vs. no beat in listening activities -Move to steady beat -Perform steady beat on classroom instruments -Introduce tempo terms -Identify high sounds and low sounds -Identify loud sounds and soft sounds 	<ul style="list-style-type: none"> -Reinforce steady beat movement -Identify long and short sounds -Perform quarter note and eighth note patterns -Identify and experiment with different uses of the voice - Use age-appropriate singing technique -Sing “sol- mi” patterns in appropriate range 	<ul style="list-style-type: none"> - Perform quarter note and eighth note and quarter rest patterns -Sing songs that use sol mi intervals -Play sol mi patterns on pitched instruments -Identify percussion family instruments -Respond to music with emotional reactions with movement words and pictures 	<ul style="list-style-type: none"> -Identify and perform accented beats -Identify, sing and play do and la -Sing songs that use sol, mi and la -Explore and identify the performance form of ballet -Identify woodwind family instruments 	<ul style="list-style-type: none"> -Reinforce performance of rhythm patterns by ear -Read and play quarter notes and eighth notes -Identify rhythm patterns in listening activities -Sign songs and patterns using do, mi, sol and la -Identify brass family instruments -Follow and create a story based on listening experiences

Class	February	March	April	May	June
Music: Grade 1	<ul style="list-style-type: none"> -Perform rhythmic ostinato on various instruments - Introduce half note -Introduce terms "meter" and "measure" -Read and sing sol mi patterns on the staff -Introduce re into singing patterns -Rhythmic dictation of quarter note and eighth note patterns -Identify string family 	<ul style="list-style-type: none"> - Rhythmic dictation of quarter note, eighth note and eighth rest patterns -Read sol mi la patterns on the staff - Music is all around us - Identify the sound and instruments of an orchestra - Distinguish between two different sections of music 	<ul style="list-style-type: none"> -Reinforce reading, playing and singing rhythmic and melodic patterns -Prepare songs for performance -Develop an understanding of proper audience and performance behavior -Review appropriate singing technique -Introduce terms "conductor" and "ensemble" 	<ul style="list-style-type: none"> -Use familiar pitch and rhythm patterns to create compositions -Listen and identify similarities and differences from various styles of music 	<ul style="list-style-type: none"> -Use familiar songs as a base for improvisation on instruments -Use familiar songs as a base for vocal improvisation -Review musical elements -Review notes and rhythms

Class	September	October	November	December	January
Music: Grade 2	<ul style="list-style-type: none"> -Review all rhythm patterns learned in 1st grade -Introduce 4/4 and 6/8 meter -Introduce ties -Review notes from 1st grade -Introduce do and re on the staff -Music around the world 	<ul style="list-style-type: none"> -Pulse in 2 or 4 vs. 3 -Review tempo terms -Read and write rhythms learned - Sing and read do and re patterns with hand signs -Review proper singing technique -Introduce Moveable do -Music around the world (Cont.) 	<ul style="list-style-type: none"> -Moving in meter in 3 - Demonstrating tempo changes -Continue rhythm pattern work -Sing and read sol mi do patterns with hand signs -Reinforce moveable do -Introduce opera 	<ul style="list-style-type: none"> -Identify the term “conducting” -Conduct in 2 -Distinguish between meter in 2 or 3 by listening and by moving -Sing and read la sol mi -Do patterns with hand signs -Introduce dynamics 	<ul style="list-style-type: none"> -Read and play rhythms with half notes -Read and play rhythms with ties -Introduce the note fa -Sing and read la sol fa mi do patterns with hand signs -Prepare songs for performance -Review dynamics

Class	February	March	April	May	June
Music: Grade 2	<ul style="list-style-type: none"> -Introduce dotted rhythms -Introduce fermatas -Conduct in 4 -Sing and read la sol fa mi re do patterns with hand signs -Review proper audience and performer behavior -Identify and describe the mood of listening selections 	<ul style="list-style-type: none"> - Play eighth notes correctly when separated or barred -Read and write rhythm patterns learned -Introduce the note ti -Sing and read patterns using all notes with hand signs -Identify simple forms in performance and listening selections 	<ul style="list-style-type: none"> -Introduce sixteenth notes - Sing and read la sol fa mi re do patterns with hand signs -Introduce letter names for notes -Review ballet and opera -Introduce musical theatre 	<ul style="list-style-type: none"> -Reinforce reading and playing/singing of rhythmic and melodic patterns -Use rhythm and melodic patterns to create and perform compositions 	<ul style="list-style-type: none"> -Use rhythm and melodic patterns to improvise upon familiar songs -Review elements and concepts learned -Listen to and identify music of varying styles

Class	September	October	November	December	January
Music: Grade 3	<ul style="list-style-type: none"> -Review rhythmic learning from grade 2 -Review melodic learning from grade 2 -Introduce letter names on staff -Review dynamics and tempo -Identify and apply repeat signs, coda and introduction 	<ul style="list-style-type: none"> -Introduce whole note -Review duple vs. triple meter -Read, sing and sign the major scale in a single octave -Introduce the wind family and the recorder -Introduce breathing technique -Introduce recorder notes B, A and G -Terms: "conductor" and "ensemble" 	<ul style="list-style-type: none"> -Introduce symbols for 4/4 and 3/4 -Read and perform dotted rhythms -Read sing and sign low sol -Practice reading treble clef -Introduce melodic shape -Recorder notes E and D 	<ul style="list-style-type: none"> -Introduce 2/4 meter -Conduct in 4/4, and 2/4 -Read and perform sixteenth notes -Read, sing and sign low la -Introduce dynamic terms -Recorder notes F#, high D, high C -Opera 	<ul style="list-style-type: none"> -Conduct in 3/4 -Reinforce rhythmic reading -Read, sing and sign high do -Introduce tempo markings -Phrasing -Style

Class	February	March	April	May	June
Music: Grade 3	<ul style="list-style-type: none"> -Introduce 6/8 meter -Introduce AB and ABA form -Read, sing and sign high re -Review performance and audience behavior -Concert preparation 	<ul style="list-style-type: none"> -Sixteenth/eighth note rhythm patterns -Sixteenth/eighth rests -Read sing and sign low ti -Introduce articulation -Introduce harmony 	<ul style="list-style-type: none"> -Review instruments in an orchestra -Read, sign and sing in two octaves -Introduce bass clef -Composers unit 	<ul style="list-style-type: none"> -Review instruments in the concert band -Reinforce reading and playing/singing of rhythmic and melodic patterns -Use rhythm and melodic patterns used to create and perform compositions for the recorder 	<ul style="list-style-type: none"> -Review elements and concepts learned -Use rhythm and melodic patterns used to improvise with the recorder -Listen to and identify music from various time periods