

GRADE K - Unit 1 Creating with Musical Instruments

Board Approval

June 11, 2024 (First Reading) July 9, 2024 (Second Reading)

Unit Overview

In unit 1, students will learn to:

- identify different instruments by sight and sound
- name the instrument families
- create their own animal story with music

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Creating with Musical Instruments	6-8 Lessons	1.3A.2.Cr1a 1.3A.2.Cr2a 1.3A.2.Cr3a	Students will be able to identify several musical instruments by sight and/or sound.	WALT identify instruments by sight and sound. WALT create with musical instruments.
Unit 2 Responding Through the Elements of Music	6-8 Lessons	1.3A.2.Re7a 1.3A.2.Re8a 1.3A.2.Re9a	Students will respond to the elements of music.	WALT differentiate different dynamics and tempos. WALT read basic rhythms.
Unit 3 Connecting With Jazz	6-8 Lessons	1.3A.2.Cn10a 1.3A.2.Cn11a	Students will have a basic knowledge and appreciation of Jazz music.	WALT define syncopation, improvisation, blues, and scat singing WALT identify and perform <i>A Tisket a Tasket</i> by Ella Fitzgerald

Unit 4 Nursery Rhymes	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5a 1.3A.2.Pr6a	Students will be able to sing Nursery Rhymes and have a basic Orff foundation.	WALT read music notation using solfege WALT play Orff instruments and percussion instruments correctly
Unit 5 Performing: Vocal Production/Singing Games	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5b 1.3A.2.Pr6b	Students will have a foundation of proper vocal production.	WALT demonstrate proper vocal production and singing posture WALT demonstrate proper breathing techniques

Grade K - Unit 1 Creating with Musical Instruments 6-8 Lessons

Unit Vocabulary

brass	woodwind	percussion	strings	flute
piccolo	clarinet	oboe	bassoon	trumpet
tuba	French Horn	trombone	cello	violin
viola	double bass	bass drum	timpani	snare drum
xylophone	glockenspiel			

Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
---	--

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connection <i>Carnival of the Animals</i> by Camille Saint-Saens <i>In the Tall Tall Grass</i> by Denise Fleming 	<i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i>	•	•	•	•	•

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<p>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Extra time on assessments Use of a graphic organizer Use of concrete materials and objects (manipulatives) Opportunities for cooperative partner work Assign fewer problems at one time (e.g., assign only odds or evens) Differentiated center-based small group instruction If a manipulative is used during instruction, allow its use on a test Provide reteach pages if necessary Provide several ways to solve a problem if possible Provide visual aids and anchor charts Tiered lessons and assignments Highlight key directions Test in alternative site 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines Concrete examples Support auditory 	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers Tiered assignments Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests Clarify test directions, read test questions Read test passages aloud (for comprehension assessment)

<ul style="list-style-type: none"> • Use of word processor • Allow for redos/retakes 	<p>presentations with visuals</p> <ul style="list-style-type: none"> • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> • Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses 	<ul style="list-style-type: none"> • teacher observation of student responses • identification of instruments • creation of musical animal composition 	<ul style="list-style-type: none"> • Listening to <i>Carnival of the Animals</i> by Camille Saint-Saens • Creating a story with musical instruments

Grade K Unit 1 Creating With Musical Instruments 6-8 Lessons

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Instruments of the Orchestra 6 Lessons	<ul style="list-style-type: none"> ● 1.3A.2.Cr1 ● 1.3A.2.Cr2 ● 1.3A.2.Cr3 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● name the instrument families ● identify different instruments by sight and sound <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Generating and Conceptualizing ideas ● Organizing and Developing Ideas ● Refining and Completing products <p>Artistic Process</p> <ul style="list-style-type: none"> ● Creating <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 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 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the specific timbres of musical instruments? ● How do musicians make creative decisions when listening to and choosing a musical instrument to play? <p>Practices:</p> <ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate, Refine <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher observation of student responses ● students identifying different instruments 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ <i>Carnival of the Animals</i> by Camille Saint-Saens ○ <i>Instruments of the Orchestra</i> by Artie Almeida ● Materials <ul style="list-style-type: none"> ○ Students can move and act as different animals in the story when the year and identify the instruments symbolizing the animals ○ students will discuss the instruments they hear and identify the instrument families they belong in ○ instrument posters, manipulatives ○ <i>Music K-8</i> Magazines
Creating a Story with Music 2 Lessons	<ul style="list-style-type: none"> ● 1.3A.2.Cr1 ● 1.3A.2.Cr2 ● 1.3A.2.Cr3 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● choose an instrument and relate it to an animal by its sound <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Generating and Conceptualizing ideas ● Organizing and Developing Ideas 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ <i>In the Tall Tall Grass</i> by Denise Fleming ○ <i>Mallet Madness</i> by Artie Almeida ○ <i>Mallet Madness Strikes Again!</i> by Artie Ameida ● Materials

		<ul style="list-style-type: none"> ● Refining and Completing products <p>Artistic Process</p> <ul style="list-style-type: none"> ● Creating <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● 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 ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the specific timbres of musical instruments? ● How do musicians make creative decisions when listening to and choosing a musical instrument to play? <p>Practices:</p> <ul style="list-style-type: none"> ● Imagine ● Plan, Make ● Evaluate Refine <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● creation and performance of students' animal compositions 	<ul style="list-style-type: none"> ○ Students can choose their own animal, create a short story, and choose what instrument they would use to describe it
--	--	--	--