

## GRADE K – Unit 2 Responding Through the Elements of Music

### Board Approval

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

### Unit Overview

In unit 2, students will learn to:

- discuss their musical preferences
- move to different patterns of form
- identify instruments by their timbre
- use movement to identify different tempos and dynamics
- learn melodies of different songs

### 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 A

				<i>Ticket 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 2 Responding Through the Elements of Music 6-8 Lessons**

**Unit Vocabulary**

elements	rhythm	timbre	dynamics	form
melody	solfege	tempo		

**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.	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.

CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 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.	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
•	<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><i>*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.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extra time on assessments</li> <li>• Use of a graphic organizer</li> <li>• Use of concrete materials and objects (manipulatives)</li> <li>• Opportunities for cooperative partner work</li> <li>• Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>• Differentiated center-based small group instruction</li> <li>• If a manipulative is used during instruction, allow its use on a test</li> <li>• Provide reteach pages if necessary</li> <li>• Provide several ways to solve a problem if possible</li> </ul>	<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"> <li>• Additional time for assignments</li> <li>• Review of directions</li> <li>• Review sessions</li> <li>• Use of mnemonics</li> <li>• Have student restate</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment projects</li> <li>• Higher-level cooperative learning activities</li> <li>• Provide higher-order questioning and discussion opportunities</li> <li>• Tiered centers</li> <li>• Tiered assignments</li> <li>• Alternate assignments/ enrichment assignments</li> <li>• Provide texts at higher reading level</li> <li>• Extension activities</li> <li>• Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continue practicing vocabulary</li> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to tests</li> <li>• Clarify test directions, read test questions</li> <li>• Read test passages aloud (for comprehension assessment)</li> </ul>

<ul style="list-style-type: none"> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<ul style="list-style-type: none"> <li>● information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> <li>● Work in progress check</li> <li>● Personalized examples</li> <li>● No penalty for spelling errors or sloppy handwriting</li> </ul>		
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**Individualized Learning Opportunities**

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>● Anecdotal notes during whole group, small group and individual conferences</li> <li>● Sharing strategies</li> <li>● Turn and talk</li> <li>● Stop and Jots</li> <li>● Graphic organizers</li> <li>● Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>● Common Summative Assessments</li> <li>● Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>● students reading rhythms</li> <li>● teacher observation of student responses</li> <li>● observation of solfege scale</li> <li>● pitch accuracy on songs</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

**Grade K – Unit 2 Responding Through the Elements of Music 6-8 Lessons**

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Rhythm 2 Lessons	<ul style="list-style-type: none"> <li>● 1.3A.2.Re7</li> <li>● 1.3A.2.Re8</li> <li>● 1.3A.2.Re9</li> </ul>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> <li>● Read eighth notes, quarter notes, and quarter rests</li> </ul> <p>Anchor Standards:</p> <ul style="list-style-type: none"> <li>● Perceiving and analyzing products</li> <li>● Interpreting intent and meaning</li> <li>● Applying criteria to evaluate products</li> </ul> <p>Artistic Process</p> <ul style="list-style-type: none"> <li>● Responding</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Individual's selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e. social, cultural, historical) and how creators or performers manipulate the elements of music.</li> <li>● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How does understanding the structure and context of music inform a response?</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>● Select, Analyze</li> <li>● Evaluate</li> <li>● Interpret</li> </ul> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> <li>● students reading rhythms</li> <li>● teacher observation of student responses</li> </ul>	<ul style="list-style-type: none"> <li>● Texts                             <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Materials                             <ul style="list-style-type: none"> <li>○ <i>Pass the Pumpkin</i> song and game: students passing pumpkin in a circle, when the music stops the person holding the pumpkin will read a rhythm, students playing borduns to the beat on Orff instruments</li> <li>○ <i>Five Little Pumpkins</i> chant</li> <li>○ <i>Hayride Song, Music K-8 Magazine</i></li> <li>○ Reading rhythms of songs before learning melodies</li> </ul> </li> </ul>
Melody, Dynamics, Tempo 3 Lessons	<ul style="list-style-type: none"> <li>● 1.3A.2.Re7</li> <li>● 1.3A.2.Re8</li> </ul>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> <li>● sing melodies</li> <li>● demonstrate and identify different dynamics by movement</li> <li>● demonstrate and identify different tempos by movement</li> </ul> <p>Anchor Standards:</p>	<ul style="list-style-type: none"> <li>● Texts                             <ul style="list-style-type: none"> <li>○ <i>One Little, Two Little, Three Little Pilgrims</i> by B. G. Hennessy</li> </ul> </li> <li>● Materials                             <ul style="list-style-type: none"> <li>○ Songs: <i>Old Brass Wagon, Turkey in the Straw</i></li> <li>○ Tempo and Dynamic Games</li> <li>○ Movement activities with scarves and</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Perceiving and analyzing products</li> <li>● Interpreting intent and meaning</li> </ul> <p>Artistic Process</p> <ul style="list-style-type: none"> <li>● Responding</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Individual's selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e. social, cultural, historical) and how creators or performers manipulate the elements of music.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How does understanding the structure and context of music inform a response?</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>● Select, analyze</li> <li>● Evaluate</li> <li>● Interpret</li> </ul> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> <li>● Teacher observation of student responses</li> <li>● Observation of solfege scale</li> <li>● pitch accuracies on songs</li> </ul>	parachute
Form and Timbre 3 Lessons	<ul style="list-style-type: none"> <li>● 1.3A.2.Re7</li> <li>● 1.3A.2.Re8</li> <li>● 1.3A.2.Re9</li> </ul>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> <li>● identify different sections of music</li> <li>● identify different timbres of instruments</li> </ul> <p>Anchor Standards:</p> <ul style="list-style-type: none"> <li>● Perceiving and analyzing products</li> <li>● Interpreting intent and meaning</li> <li>● Applying criteria to evaluate products</li> </ul> <p>Artistic Process</p> <ul style="list-style-type: none"> <li>● Responding</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Individual's selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e. social, cultural, historical) and how creators or performers manipulate the elements of music.</li> <li>● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How does understanding the structure and context of</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ <i>Adventures with the Orchestra</i> by Artie Almeida</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Listening activities with listening maps for <i>Sleigh Ride</i>, <i>Syncopated Clock</i>, <i>Bugler's Holiday</i>, and <i>The Typewriter</i></li> <li>○ Instrument identification activities</li> <li>○ Placing instrument cards on posters of respective family</li> </ul> </li> </ul>

		<p>music inform a response?</p> <p>Practices:</p> <ul style="list-style-type: none"><li>● Select, Analyze</li><li>● Evaluate</li><li>● Interpret</li></ul> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"><li>● instrument identification by families using games</li><li>● teacher observation of students identifying different sections of music by following listening maps</li></ul>	
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