

GRADE K Unit 4 Performing Nursery Rhymes

Board Approval

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

Unit Overview

In unit 4, students will learn to:

- read simple music notation
- play Orff instrument properly
- sing nursery rhyme 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 <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 4 Performing Nursery Rhymes				
Unit Vocabulary				
nursery rhyme	Orff	rhythm	solfege	sound waves

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 various nursery rhymes 	<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>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 	<ul style="list-style-type: none"> • presentations with visuals • 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 • student performance of <i>Mary Had a Little Lamb</i> on Orff instruments • student performance on instruments • students reading and playing rhythms on egg shakers • students reading and playing basic rhythmic notation 	<ul style="list-style-type: none"> • N/A

Grade K Unit 4 Performing Nursery Rhymes 6-8 Lessons

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<i>Mary Had a Little Lamb</i> <i>and Hickory Dickory Dock</i> 2 Lessons	<ul style="list-style-type: none"> 1.3A.2.Pr4 1.3A.2.Pr5 1.3A.2.Pr6 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> read music notation using solfege play Orff instruments correctly <p>Anchor Standards:</p> <ul style="list-style-type: none"> Selecting, analyzing, and interpreting work Developing and refining techniques and models or steps needed to create products Conveying meaning through art <p>Artistic Process</p> <ul style="list-style-type: none"> Performing <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. <p>Essential Questions:</p> <ul style="list-style-type: none"> How do we analyze repertoire and improve our performance? <p>Practices:</p> <ul style="list-style-type: none"> Select, Analyze, Interpret Rehearse, Evaluate, Refine Present <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Teacher observation of student responses Student performance of <i>Mary Had a Little Lamb</i> on Orff instruments Student performance on Instruments 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> <i>Mary Had a Little Lamb</i> by Iza Trapani <i>The Usborne Nursery Rhyme Songbook</i> by Caroline Hooper Materials <ul style="list-style-type: none"> Follow the melodic line of <i>Mary Had a Little Lamb</i> using solfege write new lyrics to <i>Mary Had a Little Lamb</i> using different colors "his fleece was blue/red as..." play <i>Mary Had a Little Lamb</i> on "paper" xylophones then graduate to Orff instruments Create music to describe the story of <i>Hickory Dickory Dock</i> in rotating groups

<p><i>Humpty Dumpty, Little Boy Blue, and Itsy Bitsy Spider</i> 2 Lessons</p>	<ul style="list-style-type: none"> • 1.3A.2.Pr4 • 1.3A.2.Pr5 • 1.3A.2.Pr6 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • sing nursery rhymes • read and play rhythms on egg shakers • create instruments • comprehend sound waves <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Selecting, analyzing, and interpreting work • Developing and refining techniques and models or steps needed to create products • Conveying meaning through art <p>Artistic Process</p> <ul style="list-style-type: none"> • Performing <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we analyze repertoire and improve our performance? <p>Practices:</p> <ul style="list-style-type: none"> • Select, Analyze, Interpret • Rehearse, Evaluate, Refine • Present <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Teacher observation of student responses • students reading and playing instruments on egg shakers 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ <i>The Usborne Nursery Rhyme Songbook</i> by Caroline Hooper • Materials <ul style="list-style-type: none"> ○ singing rhymes ○ watching videos - Super Simple Songs ○ creating individual egg shakers with plastic eggs ○ reading and playing rhythms on egg shakers ○ teacher led science experiments explaining sound waves
<p><i>Jack and Jill, Rock a Bye Baby, and Twinkle Twinkle Little</i></p>	<ul style="list-style-type: none"> • 1.3A.2.Pr4 • 1.3A.2.Pr5 • 1.3A.2.Pr6 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • read rhythmic notation • perform rhythmic notation on different instruments, including Orff <p>Anchor Standards:</p>	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ <i>The Usborne Nursery Rhyme Songbook</i> by Caroline Hooper • Materials <ul style="list-style-type: none"> ○ Learn to sing <i>Jack and Jill</i>

<p><i>Star</i> 2 Lessons</p>		<ul style="list-style-type: none"> ● Selecting, analyzing, and interpreting work ● Developing and refining techniques and models or steps needed to create products ● Conveying meaning through art <p>Artistic Process</p> <ul style="list-style-type: none"> ● Performing <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do we analyze repertoire and improve our performance? <p>Practices:</p> <ul style="list-style-type: none"> ● Select, Analyze, Interpret ● Rehearse, Evaluate, Refine ● Present <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Teacher observation of student responses ● students reading and playing basic rhythmic notation 	<ul style="list-style-type: none"> ○ Divide students into groups with beach pails and have them perform rhythms inside of the pails ○ learn to sing <i>Rock A Bye Baby</i> ○ movement exercises with slow tempo ○ Learn to sing <i>Twinkle Twinkle Little Star</i> ○ Super Simple Songs
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