

GRADE K Unit 5 Performing: Vocal Production/Singing Games

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

Unit Overview
<p>In unit 5, students will learn to:</p> <ul style="list-style-type: none"> ● demonstrate proper vocal production ● breathe correctly when singing ● have correct singing posture

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 5 Performing: Vocal Production/Singing Games

Unit Vocabulary

vocal production	singing	breathing	posture	

Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>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.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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>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 Use of word processor 	<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 presentations with visuals 	<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"> • Allow for redos/retakes 	<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 • student demonstration of proper breathing, posture, and vocal production 	<ul style="list-style-type: none"> • N/A

Grade K Unit 5 Performing: Vocal Production/Singing Games 6-8 Lessons

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Vocal Production and Singing Games 6-8 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"> ● demonstrate proper vocal production and singing posture ● demonstrate proper breathing techniques <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 demonstration of proper breathing, posture, and vocal production 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ <i>The Book of Beginning Circle Games</i> by John Feierabend ● Materials <ul style="list-style-type: none"> ○ students will learn various songs/singing games ○ this unit will be built on scope and sequence: students will learn new songs connected with musical concepts which will be repeated and rotated through the weeks ○ songs that are included but no limited to: <i>Hickety Pickety, Black Snake, Button You Must Wander, One Elephant, Franciso, Our Gallant Ship, Jump Jim Along, Looby Loo</i>

