

MUSIC – Kindergarten

Standard 1: 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 synthesis 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.

The standards in this document reflect and are aligned to the 2014 NJ Student Learning Standards for Visual and Performing Arts

Stage 1 – Desired Results

<p>NJSLS: 1.1, 1.3, 1.4</p>	<p>Unit #1/Big Idea: Music is a form of communication and self-expression that permeates all aspects of life.</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ● Music is a form of communication and self-expression. ● Music is embedded in all aspects of life. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can you communicate using music? ● Why communicate using music? ● Where do you hear music? ● Why is music an important part of life?
<p>Students will know...</p> <ul style="list-style-type: none"> ● Each art form and the artists who create them have distinct characteristics. ● Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound. ● Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments. (<i>e.g., hand drums, xylophone, metallophone, wood blocks, triangles</i>). ● Ear training and listening skills are prerequisites for musical literacy. (<i>e.g., rhythm, timbre, dynamics, form and melody</i>) ● Contextual clues are embedded in works of art and provide insight into artistic intent. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art. ● 1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement, and breathing technique. ● 1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments. ● 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. ● 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning 	<p>Integration of 21st Century Themes and Skills:</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP6. Demonstrate creativity and innovation. ● CRP4. Communicate clearly and effectively and with reason.

<p>or tone.</p> <ul style="list-style-type: none"> ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity.
Stage 2 – Assessment Evidence	
<p>Suggested Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Discuss essential questions as an introduction to the class. ● Students will perform expressive movements to a song. ● Students will discuss where their families play and/or hear music. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Informal assessment of vocal development through call and response songs. ● Informal assessment of steady beat through folkdances and action songs.
Stage 3 – Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● While singing the hello song in a circle, students will sing and create a movement for their name within the context of the song. ● Students will sing call and response songs, such as <i>Down By The Bay</i>, using correct vocal technique. ● Using picture prompts, students will play an appropriate response (ex. Showing a picture of a lion and a lamb). 	<ul style="list-style-type: none"> ● Students will warm up their voices using whale sounds. ● Listen to <i>Whale Songs</i> by Hovhaness and identify the patterns.
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> ● Quaver Music Program ● You Tube (music samples) ● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, and Internet 	

Modifications

Special Education:

- Develop target vocabulary
- Scaffold comprehension
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Teach key aspects of a topic. Eliminating nonessential information.
- Allow performances to demonstrate student's learning
- Provide opportunities for practice

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Allow Varied Responses
- Target vocabulary
- Scaffold comprehension
- Scaffold content-literacy reading
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Allow performances to demonstrate student's learning

Students at Risk of School Failure:

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Use flexible grouping
- Give individual performance
- Differentiate performance assignments
- Offer student choice
- Use multiple intelligence options
- Focus on Habits of Mind
- Focus on Webb's Depth of Knowledge - Emphasis on Level 4

