

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
HILLSBOROUGH, NJ 08844

 NEW X REVISED CURRICULUM

DATE: JULY 2013

CONTENT AREA: FINE & PERFORMING ARTS – ELEMENTARY – GENERAL MUSIC,
GRADE K

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Lisa Reifschneider
	Megan Jadro

WHY WAS THIS CURRICULUM REVISION COMPLETED?

Revise and update to 2009 NJ Core Curriculum Content Standards

HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?

 As scheduled on the five-year curriculum revision cycle

 X Other

WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?

 X Yes

 No (please explain) _____

OTHER COMMENTS: _____

APPROVAL DATES:

3.25.14 *LM* Approved by Assistant Superintendent

3/24/14 *JL* Approved by Curriculum Committee Chairperson

1 of Education

Board of Educ. Approved
3/24/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
FINE & PERFORMING ARTS

GENERAL MUSIC
GRADE K

JULY 2013

Course Overview

General Music - Kindergarten is a year-long course for all district Kindergarten students. The class meets for 40 minutes once every six days for a total of 30 classes per year.

The Kindergarten General Music Curriculum provides youngsters with an entry level music experience which includes a strong focus in the areas of Vocal Use/Singing, Listening/Responding, Classroom Instruments, Movement, and Reading Music. Instructional materials and literature are selected to specifically develop beginning skills and solidify understandings.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **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 Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and 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 interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

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<p>Enduring Understandings</p>	<ol style="list-style-type: none"> 1. Music gives us a way to communicate and express ourselves. 2. Humans can make music in a variety of ways. 3. A person needs to listen carefully in order to understand music. 4. Singing, moving and playing instruments are vehicles for enjoying and learning about music. 5. Participating with care and respect are necessary to learning.
<p>Days</p>	<p style="text-align: center;">Unit/Skill: Vocal Use/Singing</p> <p style="text-align: center;">10</p>
<p>NJCCCS</p>	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
<p>NJCCCS CPI</p>	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
<p>Essential Questions</p>	<p>Why do people sing? How can I use my voice to make sounds and music? How can I change the sound of my voice to match the sounds I hear in music?</p>
<p>Skills The Student Will...</p>	<p>Reproduce sounds in nature and non-musical activities using voice. Explore, compare and contrast using speaking, singing, whispering and shouting voices in poems and songs. Reproduce high and low pitches with voices in songs and poems. Experiment singing songs using loud and soft dynamics.</p>
<p>Assessment</p>	<p>Identification and performance of the different uses of the voice (whisper, speak, sing and shout) observed and recorded by teacher. Reproduction of high and low pitches with voices in songs and poems observed by teacher. Reproduction of loud and soft dynamics using their voice as observed by teacher.</p>
<p>Literacy Integration Mathematics Integration</p>	<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>
<p>Science Integration</p>	<p>5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.</p>

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Social Studies Integration	6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
World Language Integration	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
21 st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

	Unit/Skill: Listening/Responding
Days	6
NJCCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theater and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theater and visual art.</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>
Essential Questions	<p>How does a musician listen to music?</p> <p>How and why does music affect our emotions?</p> <p>How can sounds in nature be used in music?</p>
Skills The Student Will...	<p>Classify high and low sounds in nature and in music.</p> <p>Compare performances of songs that are loud and/or soft as performed live, in recordings, videos or on-line.</p> <p>Compare performances of songs that are fast and/or slow as performed live, in recordings, videos or on-line.</p> <p>Discuss how the sounds of a piece of unknown music makes them feel or think.</p>
Assessment	<p>Student participation in “High & Low” game as observed by teacher.</p> <p>Student participation in discussions of dynamics and tempo as observed by teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Mathematics Integration	K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
Science Integration	5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.
Social Studies Integration	6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
World Language Integration	<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources</p>

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	related to targeted themes.
Technology Integration	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

	Unit/Skill: Classroom Instruments
Days	4
NJCCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre and visual art.</p>
Essential Questions	<p>How can we add interest to the performance of a song or story using classroom instruments?</p> <p>What do I need to do to make a good sound on my instrument?</p> <p>How can I add interest to my performance of a song with classroom instruments?</p>
Skills The Student Will...	<p>Identify classroom instruments by sight (hand drum, rhythm sticks, triangle, tambourine, sand blocks, wood blocks, shakers, etc.).</p> <p>Experiment with producing sounds on classroom instruments.</p> <p>Reproduce the proper instrument playing techniques demonstrated by the teacher.</p> <p>Perform accompaniment to songs playing the steady beat on classroom instruments.</p>
Assessment	<p>Student identification of classroom instruments by sight as observed by teacher.</p> <p>Student identification of classroom instruments by their sound as in Tone Color game observed by teacher.</p> <p>Student's ability to perform instrumental accompaniment as observed and recorded by the teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Mathematics Integration	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Health & Phys. Ed Integration	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

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Science Integration	5.1.4.B.3 Formulate explanations from evidence.
Social Studies	6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
World Language	7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
21 st Century Life & Careers	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
	Unit/Skill: Movement
Days	8
NJCCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theater and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theater and visual art.</p>
Essential Questions	<p>What is the best way to move around the room with other students? How does movement help show what is heard in music?</p>
Skills	<p>Experiment with ways to safely move in both non-locomotor and locomotor ways in response to music recordings or teacher performance of music. Distinguish the steady beat of songs and music by using body movements. Reproduce teacher led movement routines that reflect expressive qualities of a piece of music.</p>
Assessment	<p>Student participation in movement activities as observed by the teacher. Student identification of the steady beat in musical examples as observed by teacher. Student success moving expressively as observed and discussed by peers and the teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Health & Phys. Ed	2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
Science Integration	5.1.4.B.3 Formulate explanations from evidence.

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Social Studies Integration	6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
21st Century Life & Careers	9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
Days	2
NJCCS	<p>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, theater and visual art.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p>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, theater and visual art.</p>
NJCCCS CPI	<p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.3.2.B.1 Clap, sing or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics and tempo.</p> <p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p>
Essential Questions	<p>What does it mean to “read” music and how is music read?</p> <p>How does the steady beat help music sound good?</p>
Skills The Student Will...	<p>Recognize the steady beat in songs and pieces of music.</p> <p>Identify the steady beat in songs and pieces of music projected on board.</p> <p>Reproduce the steady beat of songs and pieces of music by pointing to a visual representation of the beat.</p>
Assessment	<p>Recognize and perform the steady beat using iconic symbols as observed by teacher.</p> <p>Identify sounds as having a steady beat or no beat using hand signs or pictures as observed by teacher.</p>
Literacy Integration	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
Mathematics Integration	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Science Integration	5.1.4.D.1 Actively participate i discussions about student data, questions, and understandings.
Technology Integration	8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.
21st Century Life & Careers	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

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