

## Pine Hill Public Schools Curriculum

Content Area:		<b>Related Arts</b>	
Course Title/ Grade Level:		Music / Grade K	
Unit 1:	<b>Into to Fundamentals of Music</b>	Month:	<b>September</b>
Unit 2:	<b>Tone and Rhythm</b>	Month:	<b>October</b>
Unit 3:	<b>Holidays</b>	Month:	<b>November / December</b>
Unit 4:		Month:	<b>January</b>
Unit 5:		Month:	<b>February / March</b>
Unit 6:		Month:	<b>March / April / May</b>
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Into to Fundamentals of Music		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> Music - Kindergarten		<b>Length of Time:</b> 5 weeks
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<p>How can we match pitch and discover high/low range in our singing voice?            What is a steady beat and how do we find it in music?            How do underlying structure and composers guide the creation of musical works?</p>	
<b>Content</b>	<p>Tonal and Rhythmic development            Vocal exploration            Movement exploration            Instrument play            Musical instruments have unique qualities            Suite</p>	
<b>Skills</b>	<p>Echo sing short melodic patterns using various simple diatonic tonal patterns using a neutral syllable            Echo clap/say simple rhythmic patterns in duple and triple meter using neutral syllable            Sing in tune, keep a steady beat            Move in activities to music with different tonalities and rhythms and time periods            Accompany songs and chants with various rhythm instrument            Use voice to produce sound throughout the vocal range            Identify a Suite as separate pieces of music that form a larger work and tells a story            Identify differences in timbre of various instruments</p>	
<b>Assessments</b>	<p>Teacher observation of performance of tonal and rhythmic patterns            Observation of performance in listening, movement, chanting/singing and instrument play activities            Respond to questions            Solo singing            Appropriate movement response to varying timbres</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student modeling</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Geography</li> <li>• Art</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Instrument, pitch exploration pathways and stories, Gordon songs and chants, Gordon tonal unit 1, Ravel's Mother Goose Suite, recorded music from various sources and periods, Puppets, Streamers/scarves, ball, holiday songs, evaluation sheets</li> </ul>	
<b>2009 NJCCCS</b>		
<p><b>Standard:</b> 1.1 The Creative Process            1.2 History of Arts and Culture            1.3 Performance            1.4 Aesthetic Response &amp; Critique Methodologies</p>		

**Strand(s):** B. Music

A. History of Arts and Culture

A. Aesthetic Response

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Explore the <a href="#">elements of music</a> through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
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.	1.1.2.A.1
Proper vocal production/ <a href="#">vocal placement</a> requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the <a href="#">home tone</a> of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Identify aesthetic qualities of <a href="#">exemplary works</a> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

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<b>Unit Title:</b> Tone and Rhythm		<b>Unit #: 2</b>
<b>Course or Grade Level: Grade K</b>		<b>Length of Time: October</b>
<b>Pacing</b>		
<b>Essential Questions</b>	Review: What is a Suite? What is a symphonic poem? Who is composer Saint Saaens? What are seasonal songs in October? What is a violin and xylophone?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Tonal and Rhythmic development</li> <li>• Danse Macabre and composer Saint Saaens</li> <li>• Highlight the violin and xylophone used in a symphonic poem</li> <li>• Halloween and Autumn Songs</li> <li>• Various movement activities, singing games, songs and chants in different tonalities and meters</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Echo sing short melodic tonal patterns</li> <li>• Echo clap short rhythmic patterns in duple and triple meter</li> <li>• Know what a symphonic poem is and act out the poem through a listening activity</li> <li>• Sing songs using correct pitch</li> <li>• Respond to changes in tempo through movement</li> <li>• Know that music evokes emotion and mood through the use of instrumental timbres</li> </ul>	
<b>Assessments</b>	Sing and perform tonal and rhythmic patterns, participate in listening activities, act out song by moving with scarves and respond to pictures portraying moods of the music, sing holiday songs	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student modeling</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Geography</li> <li>• Art</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Percussion Instruments, Three Bears Story, Mother Goose Suite by Ravel audio, Impressionist art, instrument photos, evaluation sheet, Pitch exploration and story charts, Froseth: Movement to Music CD, Scarves, puppets</li> </ul>	

<p><b>Standard:</b> 1.1 The Creative Process  1.2 History of Arts and Culture  1.3 Performance  1.4 Aesthetic Response &amp; Critique Methodologies</p>	
<p><b>Strand(s):</b> B. Music  A. History of Arts and Culture  A. Aesthetic Response</p>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Explore the <a href="#">elements of music</a> through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
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.	1.1.2.A.1
Proper vocal production/ <a href="#">vocal placement</a> requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the <a href="#">home tone</a> of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Identify aesthetic qualities of <a href="#">exemplary works</a> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

**Pine Hill Public Schools  
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<b>Unit Title:</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: Grade K</b>		<b>Length of Time: November / December</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<p>What are seasonal and holiday songs in November and December?            What is the meaning of Thanksgiving Day?            Review: What is Ballet?            What is a celeste?            What are variations of a theme?            What is ABA form?</p>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Tonal and Rhythmic development</li> <li>• Nutcracker Suite and puppet video</li> <li>• Fall/Winter and Holiday Songs</li> <li>• Mozart-Twinkle Variations</li> <li>• Form ABA in Twinkle Song</li> <li>• Various movement activities, singing games, songs and chants in different tonalities and meters</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Echo sing short melodic tonal patterns</li> <li>• Echo clap short rhythmic patterns in duple and triple meter</li> <li>• Know the story about Thanksgiving</li> <li>• Identify different themes in the Nutcracker Suite</li> <li>• Sing and move to various holiday songs</li> <li>• Demonstrate understand of ABA form</li> </ul>	
<b>Assessments</b>	<p>Sing and perform tonal and rhythmic patterns, participate in listening activities, view a ballet, sing songs, movement to music</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student modeling</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Geography</li> <li>• Art</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Percussion Instruments, Three Bears Story, Mother Goose Suite by Ravel audio, Impressionist art, instrument photos, evaluation sheet, Pitch exploration and story charts, Froseth: Movement to Music CD, Scarves, puppets</li> </ul>	
<b>2009 NJCCCS</b>		
<p><b>Standard:</b> 1.1 The Creative Process            1.2 History of Arts and Culture</p>		

1.3 Performance 1.4 Aesthetic Response & Critique Methodologies	
<b>Strand(s):</b> B. Music A. History of Arts and Culture A. Aesthetic Response	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Explore the <a href="#">elements of music</a> through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
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.	1.1.2.A.1
Proper vocal production/ <a href="#">vocal placement</a> requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the <a href="#">home tone</a> of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Identify aesthetic qualities of <a href="#">exemplary works</a> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

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<b>Unit Title:</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: Grade 1</b>		<b>Length of Time: January</b>
<b>Pacing</b>		
<b>Essential Questions</b>	What is a round? Who are Martin Luther King Jr., Abraham Lincoln, and George Washington? Who is Debussy and what is impressionistic music? What is a melody? How can we show ABA form in a song?	
<b>Content</b>	Music honoring Martin Luther King Jr., Abraham Lincoln and George Washington Round Tonal and rhythmic development Movement activities and singing games Children's Corner Suite Composer Debussy Melody ABA Form	
<b>Skills</b>	Through song, become aware of important contributions in our American history made by Washington, Lincoln and King Jr. Sing a melody against other parts in a round form Echo short tonal and rhythmic patterns Move and sing to various tonalities and rhythms Play a melody on the bells Identifying ABA form through hand movement Know that Debussy is an impressionistic composer	
<b>Assessments</b>	Sing songs, perform rhythms, play on instrument, various movement activities to selected musical pieces	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b>		
<b>Strand(s):</b>		



<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>

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<b>Unit Title:</b>		<b>Unit #:</b> 5
<b>Course or Grade Level: Grade 1</b>		<b>Length of Time: February / March</b>
<b>Pacing</b>		
<b>Essential Questions</b>	What are seasonal songs in February? What is Ground Hog Day? What is a beat and how is sound represented by symbols? What is a rhythm band? What are the names of the different classroom percussion instruments and how are they played? What is good vocal production? Why is rehearsal important for a finished presentation? Why is practice essential for improving performance?	
<b>Content</b>	Ground Hog songs and activities Valentine songs and activities Rhythm band activities Tonal and rhythmic development Movement activities and singing games Continue Children's Corner Suite Work on material related to spring concert	
<b>Skills</b>	Sing a song about Ground Hog Day Sing a Valentine Day Song with expression Read percussion symbols from a musical chart and play like a rhythm band keeping a steady beat while listening to a CD accompaniment Name the various classroom percussion instruments know how to play them correctly Echo short tonal and rhythmic patterns Music appreciation activities Sing with good vocal production Aware that practice is essential for improving performance Know that rehearsal is important for a finished presentation	
<b>Assessments</b>	Sing songs with good vocal production, rehearsal for spring concert, perform rhythms correctly while reading from a music chart, identify percussion instruments and play them correctly, participation in listening activities	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<b>Standard:</b>	
<b>Strand(s):</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>

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<b>Unit Title:</b>		<b>Unit #:</b> <b>March / April / May</b>
<b>Course or Grade Level: Grade 1</b>		<b>Length of Time:</b>
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<p>Why is practice essential for improving performance?          Why is rehearsal important for a finished presentation?          What do the musical terms, tempo and dynamics mean and how do we use them in music?          What is a quarter note, half note and quarter rest and what do they represent in music?          What is Irish Music?          What is a bagpipe?          What is solo singing?</p>	
<b>Content</b>	<p>Good vocal production          Aware that practice and rehearsals are essential for improvement and a finished presentation          Understand proper music terms for speed and volume in music          Understand and demonstrate note values for quarter, half and whole notes and quarter rest          Irish dance music          American Folk Songs and Dance          Continue selections from Children’s Corner Suite          Tonal and rhythmic development</p>	
<b>Skills</b>	<p>Skills with good vocal production          Practice and rehearse with improvement shown          Name and demonstrate understanding of note values by playing them correctly          Describe speed and volume of music with proper terms when listening to music          Respond to terms correctly when performing          Learn about Irish music and why it is important to Irish culture through story, dance and singing activities          Tonal and rhythmic development          Continue to learn different meters and tonalities in songs and chants through singing, movement, and instruments</p>	
<b>Assessments</b>	<p>Spring concert rehearsal and performance, singing songs, participate in listening activities, dance and movement to various types of meters and tonalities, perform rhythms</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<b>Lesson resources / Activities</b>	•
<b>2009 NJCCCS</b>	
<b>Standard:</b>	
<b>Strand(s):</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>