

Elementary General Music

K-2

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

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Elementary General Music K-2

Course Description:

Elementary General Music K-2 will establish the students' knowledge base and skill set needed as a prerequisite to Elementary Chorus 3-5. This course is designed to help students develop a basic understanding of musical notation, music history, classroom instruments, vocal technique and performance practice. Students will participate in a variety of multi-sensory experiences designed to develop musical knowledge, appreciation and respect for different musical cultures and styles.

Course Sequence:

Unit 1: *Rhythmic Concepts*: 8 weeks

Unit 2: *Melodic Concepts*: 8 weeks

Unit 3: *Rhythmic Concepts II*: 8 weeks

Unit 4: *Melodic Concepts II*: 8 weeks

Unit 5: *Expressive Markings*: 8 weeks

Prerequisite: none.

Content Area: Music	
Unit Title: Rhythmic Concepts- Unit 1	
Grade Level: K-2	
Core Ideas: In this unit, students will be introduced to age-appropriate rhythmic concepts, using the Kodaly rhythmic syllable system. Students will learn identifying characteristics of a rhythm, using visual, aural and kinesthetic strategies. Students will also learn about a rhythm's relative size in the context of a larger rhythm or song. Students will apply their knowledge of rhythms by writing song compositions and participating in in-class performances.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
Computer Science and Design Thinking	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.4	Break down a task into a sequence of steps.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
	Present culturally diverse musical genres.
Interdisciplinary Connection	
6.1.2. CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2. CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> How does a new rhythm relate to other rhythms in regards to size, appearance and duration? 	<ul style="list-style-type: none"> A song can be broken down into smaller, manageable rhythms.

<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? 	<ul style="list-style-type: none"> • The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources • Musicians' creative choices are influenced by their expertise, context and expressive intent.
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Formative Assessments: Classroom performances, class discussion, worksheets.

Summative/Benchmark Assessment(s): Rhythmic compositions, classroom performances, dictation exercises.

Alternative Assessments: One-on-one discussion or performance.

<p>Resources/Materials:</p> <p>QuaverMusic Online Resources Silver Burnett Making Music K-4 (Books and CDS) Classroom piano, classroom instruments SmartBoard, computer, iPads</p>	<p>Key Vocabulary:</p> <p>Steady beat, rhythm, Kodaly rhythm syllables, long vs. short.</p>
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Introduction to Reading Rhythms	Group performance, SmartBoard activities	1 Class Period
2	Speaking Rhythms Independently	SmartBoard activities, worksheets	1 Class Period
3	Rhythms through Movement	Body Percussion	1 Class Period
4	Playing Rhythms on Instruments	Group instrument instruction	1 Class Period
5	Sound Stories	Create musical responses for verbal cues within a story.	1 Class Period
6	Group Rhythm Performance	Students play rhythms independently of teacher.	1 Class Period
7, 8	Creative Rhythmic Composition	Seasonal Composition, i.e. My Fall Song.	2 Class Periods

Teacher Notes: Rhythmic concepts vary by grade, and are built upon from previous years of music instruction.

Additional Resources: State of New Jersey Department of Education Website

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Modified language use, Google Translate.	Leadership opportunities, added responsibilities, one-on-one discussion.	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Content Area: Music	
Unit Title: Melodic Concepts- Unit 2	
Grade Level: K-2	
Core Ideas: In this unit, students will be introduced to age appropriate melodic concepts, using the Kodaly solfege system. Students will learn identifying characteristics of a solfege syllable, using visual, aural and kinesthetic strategies. Students will also learn about a solfege syllable's relative location in the context of the treble clef staff. Students will apply their knowledge of solfege by writing song compositions and participating in classroom performances.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.
1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
Computer Science and Design Thinking	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.4	Break down a task into a sequence of steps.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
	Present culturally diverse musical genres.
Interdisciplinary Connection	
6.1.2. CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.	Analyze classroom rules and routines and describe how they are designed to benefit the common good.

CivicsPR.3				
Unit Essential Question(s): <ul style="list-style-type: none"> How does this new solfege relate to other solfege in regards to placement on staff lines? How do musicians improve the quality of their creative work? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 		Unit Enduring Understandings: <ul style="list-style-type: none"> Solfege syllables explain relationships between notes. Musicians evaluate and refine their work 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 audience response. 		
Formative Assessments: Guided listening, classroom performances, class discussion, worksheets. Summative/Benchmark Assessment(s): Melodic compositions, classroom performances, dictation exercises, Godwin Holiday Sing-Along. Alternative Assessments: One-on-one discussion or performance.				
Resources/Materials: QuaverMusic Online Resources Silver Burnett Making Music K-4 (Books and CDS) Classroom piano, classroom instruments SmartBoard, computer, iPads		Key Vocabulary: Steady beat, rhythm, Kodaly solfege syllables, high vs. low.		
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
1	Introduction to Solfege Syllables	Center all activities around a Kodaly-based song	1 Class Period	
2	Singing Melodies Independently	SmartBoard activities	1 Class Period	
3	Playing Melodies on Instruments	Use of xylophone, keyboard	1 Class Period	
4	Melodic Composition	My "Solfege Syllable" Song	1 Class Period	
5	Holiday Sing-Along: Lesson 1	Learning movement songs with verbal cues.	1 Class Period	
6	Holiday Sing-Along: Lesson 2	Learning about holidays in different cultures.	1 Class Period	
7	Holiday Sing-Along: Lesson 3	Memorization.	1 Class Period	
8	Group Performance	Singing technique and performance practice.	1 Class Period	
Teacher Notes: Melodic concepts vary by grade, and are built upon from previous years of music instruction.				
Additional Resources: State of New Jersey Department of Education Website				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Modified language use, Google Translate.	Leadership opportunities, added responsibilities, one-on-one discussion.	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Content Area: Music	
Unit Title: Rhythmic Concepts II- Unit 3	
Grade Level: K-2	
Core Ideas: In this unit, students will continue learning about age appropriate rhythmic concepts, using the Kodaly rhythmic syllable system. Students will learn identifying characteristics of new rhythms, using visual, aural and kinesthetic strategies. Students will also learn about a rhythm's relative size in the context of a larger rhythm or song. Students will be able to identify differences in sound, appearance and duration between rhythms. Students will apply their knowledge of rhythms by writing song compositions and participating in in-class performances.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Computer Science and Design Thinking	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.4	Break down a task into a sequence of steps.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

	Present culturally diverse musical genres.			
Interdisciplinary Connection				
6.1.2. CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.			
6.1.2. CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.			
Unit Essential Question(s):		Unit Enduring Understandings:		
<ul style="list-style-type: none"> How does a new rhythm relate to other rhythms in regards to size, appearance and duration? How do musicians improve the quality of their creative work? How do musicians improve the quality of their performance? 		<ul style="list-style-type: none"> A song can be broken down into smaller, manageable rhythms. A song can have multiple layers of rhythm. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria 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 		
Formative Assessments: Classroom performances, class discussion, worksheets.				
Summative/Benchmark Assessment(s): Rhythmic compositions, classroom performances, dictation exercises.				
Alternative Assessments: One-on-one discussion or performance.				
Resources/Materials:		Key Vocabulary:		
QuaverMusic Online Resources Silver Burnett Making Music K-4 (Books and CDS) Classroom piano, classroom instruments SmartBoard, computer, iPads		Steady beat, rhythm, Kodaly rhythm syllables, long vs. short.		
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
1	Introduction to New Rhythms	Group performance, SmartBoard activities	1 Class Period	
2	Speaking Rhythms Independently	SmartBoard activities, worksheets	1 Class Period	
3	Rhythms through Movement	Body Percussion	1 Class Period	
4	Playing Rhythms on Instruments	Group instrument instruction	1 Class Period	
5	Sound Stories	Create musical responses for verbal cues within a story.	1 Class Period	
6	Group Rhythm Performance	Students play rhythms independently of teacher.	1 Class Period	
7, 8	Creative Rhythmic Composition	Seasonal Composition, i.e. My Winter Song.	2 Class Periods	
Teacher Notes: Rhythmic concepts vary by grade, and are built upon from lessons earlier in the school year.				
Additional Resources: State of New Jersey Department of Education Website				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students

Preferential seating, behavioral prompts, consult case managers.	Modified language use, Google Translate.	Leadership opportunities, added responsibilities, one-on-one discussion.	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.
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Content Area: Music	
Unit Title: Melodic Concepts- Unit 4	
Grade Level: K-2	
Core Ideas: In this unit, students will continue learning about age appropriate melodic concepts, using the Kodaly solfege system. Students will learn identifying characteristics of a solfege syllable, using visual, aural and kinesthetic strategies. Students will also learn about a solfege syllable's relative location in the context of the treble clef staff. Students will be able to identify differences in placement on staff lines/spaces between solfege syllables. Students will apply their knowledge of solfege by writing song compositions and participating in in-class performances.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Computer Science and Design Thinking	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.AP.4	Break down a task into a sequence of steps.		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)			
	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds		
	Demonstrate an understanding of the need for mutual respect when viewpoints differ.		
	Present culturally diverse musical genres.		
Interdisciplinary Connection			
6.1.2. CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
6.1.2. CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.		
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> How does this new solfege relate to other solfege in regards to placement on staff lines? How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 		<ul style="list-style-type: none"> Solfege syllables explain relationships between notes. Melodies can be sung or played on certain instruments. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. 	
Formative Assessments: Guided listening, classroom performances, class discussion, worksheets.			
Summative/Benchmark Assessment(s): Melodic compositions, classroom performances, dictation exercises.			
Alternative Assessments: One-on-one discussion or performance.			
Resources/Materials:		Key Vocabulary:	
QuaverMusic Online Resources Silver Burnett Making Music K-4 (Books and CDS) Classroom piano, classroom instruments SmartBoard, computer, iPads		Steady beat, rhythm, Kodaly solfege syllables, high vs. low.	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Introduction to Solfege Syllables	Center all activities around a Kodaly-based song	1 Class Period
2	Singing Melodies Independently	SmartBoard activities	1 Class Period
3	Reading Solfege	SmartBoard activities, textbook	1 Class Period
4	Playing Melodies on Instruments	Use of xylophone, keyboard	1 Class Period
5	Writing on the Staff	SmartBoard activities, worksheets	1 Class Period
6, 7	Melodic Composition	My "Solfege Syllable" Song	2 Class Periods
8	Group Performance	Performance and audience practice.	1 Class Period
Teacher Notes: Melodic concepts vary by grade, and are built upon from lessons earlier in the school year.			
Additional Resources: State of New Jersey Department of Education Website			

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Modified language use, Google Translate.	Leadership opportunities, added responsibilities, one-on-one discussion.	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.

Content Area: Music	
Unit Title: Expressive Markings- Unit 5	
Grade Level: K-2	
Core Ideas: In this unit, students will learn and use appropriate music terminology to describe markings found in musical notation. Students will be able to identify markings within the context of a song. Students will apply their knowledge of music markings to writing song compositions and in-class performances. Students will identify how a music marking can affect a listener's interpretation of a song or sound	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.2A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.

Career Readiness, Life Literacies, and Key Skills			
9.4.2.CT.2	Identify possible approaches and resources to execute a plan		
9.4.2.CI.2	Demonstrate originality and inventiveness in work.		
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. n		
Computer Science and Design Thinking			
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.		
8.1.2.AP.4	Break down a task into a sequence of steps.		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)			
	Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds		
	Demonstrate an understanding of the need for mutual respect when viewpoints differ.		
	Present culturally diverse musical genres.		
Interdisciplinary Connection			
6.1.2. CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.		
6.1.2. CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.		
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> Why do composers use certain expressive markings at specific times in a song? How do we judge the quality of musical work(s) and performance(s)? How do we discern the musical creators' and performers' expressive intent? 		<ul style="list-style-type: none"> Expression enhances the storytelling ability of music. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent 	
Formative Assessments: Guided listening, classroom performances, class discussion, worksheets.			
Summative/Benchmark Assessment(s): Rhythmic compositions, classroom performances, dictation exercises.			
Alternative Assessments: One-on-one discussion or performance.			
Resources/Materials:		Key Vocabulary:	
QuaverMusic Online Resources Silver Burnett Making Music K-4 (Books and CDS) Classroom piano, classroom instruments SmartBoard, computer, iPads		Steady beat, rhythm, Kodaly rhythm syllables, loud vs. soft, repeat sign.	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	Introduction to Expressive Markings	Group performance, SmartBoard activities	1 Class Period
2	Identifying Expressive Markings	Recordings, worksheets	1 Class Period
3	Playing Music with Expressive Markings	Body Percussion, instruments	1 Class Period
4	Playing Instruments Expressively	Group instrument instruction	1 Class Period
5	Writing on the Staff	Worksheet, SmartBoard activities	1 Class Period

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6, 7	Song Composition	My “Spring” Song, using “Expressive Marking”	2 Class Periods	
8	Classroom Performance	Performance and audience practice.	1 Class Period	
Teacher Notes: Rhythmic concepts vary by grade, and are built upon from lessons earlier in the school year.				
Additional Resources: State of New Jersey Department of Education Website				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Preferential seating, behavioral prompts, consult case managers.	Modified language use, Google Translate.	Leadership opportunities, added responsibilities, one-on-one discussion.	Repeat and/or clarify instructions, prompt.	Preferential seating, behavioral prompts, consult 504/IEP.