

Kindergarten Music

Link Community Charter School

UNITS (5/5 SELECTED)

SUGGESTED DURATION

- Unit 1: Instruments *7 lessons*
- Unit 2: World Music and Holidays *7 lessons*
- Unit 3: Cultural Vocal Performance *8 lessons*
- Unit 4: Classical Music and Composers *7 lessons*
- Unit 5: Different Styles of Music *8 lessons*

Unit 1: Instruments

Kindergarten Music - Last Updated on October 30, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) - Music
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.Pr6a:
Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Re7b:
Describe how specific music concepts are used to support a specific purpose in music
1.3A.2.Re8a:
Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Cn11a:
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

Unit 1: Instruments

Kindergarten Music - Last Updated on October 30, 2022

DESIRED RESULTS

Established Goals

In this 7-week unit (mid Sept--mid Nov), students will be introduced to the multiple instruments they will be playing during the year. Students will demonstrate basic playing techniques for Orff instruments or equivalent homemade instruments.

The timing of this unit takes place during the Hispanic Culture Month; therefore, some songs will be focused on this theme. Also, for late October, spooky songs will be performed to celebrate Halloween.

Transfer

Students will be able to independently use their learning to...

Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

Meaning

Big Ideas & Understandings

- Students will understand that...
- The use of rhythm patterns provides an experience of only the rhythmic aspect of the music.
 - ☺ Instruments are not toys, but fragile objects that need care.
 - ☺ Each instrument is unique, has its own

Essential Questions

- Students will keep considering...
- What sound differences exist between the different instruments?
 - ☺ How are musical instruments grouped?
 - ☺ What are the families of instruments?

Acquisition

Knowledge

Skills

Unit 1: Instruments

Kindergarten Music - Last Updated on October 30, 2022

Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • Read basic rhythm notation. <ul style="list-style-type: none"> ☞ Differentiate soft/load, slow-fast. ☞ Play Orff instruments with a proper technique 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Playing a variety of instruments individually and in groups. <ul style="list-style-type: none"> ☞ Accompanying songs and chants with body percussion and instruments. ☞ Playing at the appropriate time an entire song or following a vocal or instrumental introduction or interlude. • ☞ Performing music at a steady beat, using body percussion and instruments. <ul style="list-style-type: none"> ☞ Singing and playing songs by performing expressive qualities of music, including loud/soft and fast/slow, using body percussion and instruments.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): observations formative assessment The unit concludes with a student's concert for peers.
	Other Evidence:

Unit 1: Instruments

Kindergarten Music - Last Updated on October 30, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

The repertoire of songs for this unit is:

- ♫ Aeolian Dance
- ♫ All the Pretty Little Horses
- ♫ Dance to your Daddy
- ♫ Dum Ditty Dum
- ♫ Goodbye Song
- ♫ Harvest Dance
- ♫ Hello Song
- ♫ Hey Lolly, Lolly
- ♫ I had a Little Frog
- ♫ I've been Working on the Railroad
- ♫ Jim Along Josie
- ♫ Leaves are Falling

- ♫ Ran Tin Tinnah
- ♫ Rocketship
- ♫ Sandpiper
- ♫ Saying and Doing
- ♫ Shake those 'Simmons Down
- ♫ Simple Gifts
- ♫ The Crow Song
- ♫ The Earth is Our Mother
- ♫ The Riddle Song
- ♫ The Three Ravens
- ♫ There's a Little Wheel a-Turnin'
- ♫ Tum Balalaika (Russia)
- ♫ Vengan a ver (Argentina)

Unit 1: Instruments

Kindergarten Music - Last Updated on October 30, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

☺ SEL Competencies: Resources found at

<http://www.nj.gov/education/students/safety/sandp/sel/>

☺ Interdisciplinary Connections

☺ 21st Century Skills

Unit 2: World Music and Holidays

Kindergarten Music - Last Updated on October 30, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Visual and Performing Arts (2020) - Music

1.3A.2.Cr1a:

Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

1.3A.2.Pr4a:

Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

1.3A.2.Pr5b:

Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

1.3A.2.Cn11a:

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

Unit 2: World Music and Holidays

Kindergarten Music - Last Updated on October 30, 2022

DESIRED RESULTS

Established Goals

ESTABLISHED

GOALS

In this 8-week unit (mid Nov - Dec), students will learn about different music used and heard in the holiday season around the world as well as world music. The timing of this unit takes place right in the Holiday season. The aim of this unit is to focus primarily on traditions and diverse cultures while building on students' backgrounds around holiday celebrations such as Kwanzaa, Christmas, Hanukkah and others.

Transfer

Students will be able to independently use their learning to...
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.

Meaning

Big Ideas & Understandings

Students will understand that...

- There are different kinds of music that belong to other countries
 - ⊗ Music is diverse and is part of us.
 - ⊗ A tradition is a belief or behavior passed down within a group or society with symbolic meaning or special significance.
 - ⊗ Music can enrich our lives, deepen our background knowledge, and cultivate

Essential Questions

Students will keep considering...

- What kind of music is heard in other countries?
 - ⊗ What is traditional music?
 - ⊗ What distinguishes and characterizes music from different parts of the world?

Unit 2: World Music and Holidays

Kindergarten Music - Last Updated on October 30, 2022

Meaning	
empathy. ☞ World music varies in color and tonality.	

Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none">• Different songs from other countries<ul style="list-style-type: none">☞ Different songs from other cultures	Students will be skilled at... <ul style="list-style-type: none">• Singing individually and in groups a variety of songs<ul style="list-style-type: none">☞ Demonstrating expressive qualities of music, including loud/soft and fast/slow, using the voice.☞ Playing a variety of instruments individually and in groups• ☞ Demonstrating steady beat, using body percussion and instruments.<ul style="list-style-type: none">☞ Performing rhythmic patterns that include sounds and silences, using voice, body percussion, and instruments.☞ Moving at the appropriate time following a vocal or instrumental section.

Unit 2: World Music and Holidays

Kindergarten Music - Last Updated on October 30, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): The unit concludes with a Holiday Concert for peers, school, and families. Observations ☺ Formative Assessment
	Other Evidence: ☺ Teacher Observations ☺ Anecdotal Notes ☺ Exit Tickets

Unit 2: World Music and Holidays

Kindergarten Music - Last Updated on October 30, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

The repertoire of songs for this unit is:

- ♫ Aeolian Dance
- ♫ All the Pretty Little Horses
- ♫ Dance to your Daddy
- ♫ Dum Ditty Dum
- ♫ Goodbye Song
- ♫ Harvest Dance
- ♫ Hello Song
- ♫ Hey Lolly, Lolly
- ♫ I had a Little Frog

- ♫ I've been Working on the Railroad
- ♫ Jim Along Josie
- ♫ Leaves are Falling
- ♫ Ran Tin Tinnah
- ♫ Rocketship
- ♫ Sandpiper
- ♫ Saying and Doing
- ♫ Shake those 'Simmons Down
- ♫ Simple Gifts
- ♫ The Crow Song
- ♫ The Earth is Our Mother
- ♫ The Riddle Song
- ♫ The Three Ravens
- ♫ There's a Little Wheel a-Turnin'
- ♫ Tum Balalaika (Russia)
- ♫ Vengan a ver (Argentina)
- ♫ Duérmete mi niño (Spain)
- ♫ Funga alafia (African-american)
- ♫ Samba lelé (Brazil)
- ♫ Buenas noches los pastores (Chile)
- ♫ Arirang (Korea)

Unit 2: World Music and Holidays

Kindergarten Music - Last Updated on October 30, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

☺ SEL Competencies: Resources found at

<http://www.nj.gov/education/students/safety/sandp/sel/>

☺ Interdisciplinary Connections

☺ 21st Century Skills

Unit 3: Cultural Vocal Performance

Kindergarten Music - Last Updated on October 30, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) - Music
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.Pr4a:
Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
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.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.Pr5e:
Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Pr6a:
Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b:
Perform appropriately for the audience and purpose.
1.3A.2.Cn11a:
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

Unit 3: Cultural Vocal Performance

Kindergarten Music - Last Updated on October 30, 2022

DESIRED RESULTS

Established Goals

In this 8-week unit (Jan-Feb), students will perform a variety of songs as an introduction to basic vocal techniques. At the end of the unit, students will empirically acknowledge that proper vocal production requires an understanding of basic anatomy and the physical properties of sound. The timing of this unit takes place during Black History Month; therefore, the repertory will be focused on this theme.

Transfer

Students will be able to independently use their learning to...
 Demonstrate developmentally appropriate vocal production/vocal placement and breathing techniques.

Meaning

Big Ideas & Understandings

Students will understand that...

- The use of tonal patterns develops a keen and accurate sense of pitch.
 - ☞ Proper vocal production plays a key role in the ability to amplify the desired artistic expression.
 - ☞ Vocal technique allows people to produce a warm, and rich sound that is conducive to achieving a good choral blend.
 - ☞ Dynamics help improve the aesthetic quality of a song.

Essential Questions

Students will keep considering...

What's a tonal pattern?

- ☞ Is there a correct way to breathe in while singing?
- ☞ What are some ways to warm up my voice for singing?
- ☞ What are some ways to prepare my voice to sing in pitch?
- ☞ Can I sing an entire song correctly in tune?
- ☞ What is dynamics in music?

Unit 3: Cultural Vocal Performance

Kindergarten Music - Last Updated on October 30, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• A good vocal emission is healthy and does not damage the throat or the vocal cords.<ul style="list-style-type: none">☺ Breathing helps to project the voice better☺ A good vocal warm up includes the rubber band technique used at the beginning of the class, some simple body movements and vocalization	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Singing preferably in groups a variety of songs, including rounds, songs in harmony, ostinatos or drones.<ul style="list-style-type: none">☺ Performing tonal patterns that include major and minor chords and all their variants.☺ Demonstrating expressive qualities of music, including loud/soft and fast/slow, while singing.☺ Demonstrating steady beats, especially using their voice.☺ Accompanying their vocal performance by playing a variety of instruments individually and in groups.☺ Moving at the appropriate time following a vocal or instrumental section.☺ Matching movements to rhythmic patterns in response to music.

Unit 3: Cultural Vocal Performance

Kindergarten Music - Last Updated on October 30, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): The unit concludes with the visit of professional singers of different styles for an interactive talk with the students Observations ☺ Formative Assessment
	Other Evidence: Teacher Observations ☺ Anecdotal Notes ☺ Exit Tickets

Unit 3: Cultural Vocal Performance

Kindergarten Music - Last Updated on October 30, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Classes meet on a weekly basis.

The repertoire of songs for this unit is:

- ♫ Blow the Wind Southerly
- ♫ Don Alfredo Baila
- ♫ Follow me Down to Carlow
- ♫ Goodbye Song
- ♫ Great Big Stars
- ♫ Happy Puppy, Silly Cat
- ♫ Hello Song
- ♫ Husha My Baby
- ♫ I'm Freezing
- ♫ Jack-in-the-Box
- ♫ Mary Wore a Red Dress
- ♫ May All the Children
- ♫ Mix It Up!
- ♫ Nigun
- ♫ Play Along, Too
- ♫ Pop! Goes the Weasel
- ♫ Ridin' in the Car
- ♫ Roll that Little Ball
- ♫ Spin and Stop
- ♫ Stick Tune
- ♫ The Love Song of Kangding
- ♫ The Tailor and the Mouse
- ♫ Trot to Grandma's House
- ♫ Water Play
- ♫ When the Saints go Marching in

Unit 3: Cultural Vocal Performance

Kindergarten Music - Last Updated on October 30, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

☺ SEL Competencies: Resources found at

<http://www.nj.gov/education/students/safety/sandp/sel/>

☺ Interdisciplinary Connections

☺ 21st Century Skills

Unit 4: Classical Music and Composers

Kindergarten Music - Last Updated on October 30, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) - Music
1.3A.2.Cr1a:
Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
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.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.Pr6a:
Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b:
Perform appropriately for the audience and purpose.
1.3A.2.Re8a:
Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Cn11a:
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

Unit 4: Classical Music and Composers

Kindergarten Music - Last Updated on October 30, 2022

DESIRED RESULTS

Established Goals

In this 8 week unit (March - mid-April), students will be introduced to the elements and principles that govern the creation of works of music: tempo, timbre, dynamics, form and melody. The aim of this unit is to focus primarily on classical music, getting to know famous classical composers such as Mozart, Beethoven, Brahms, Camille Saint-Saens, Clara Schumann, Germaine Tailleferre, Cécile Chaminade and Isabella Leonarda, among others.

Transfer

Students will be able to independently use their learning to...
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form and melody on world famous classical music pieces.

Meaning

Big Ideas & Understandings

Students will understand that...

- A composer is who writes/makes music.
 - Classical music has been composed by musicians who are trained in the art of writing music (composing) and written down in music notation so that other musicians can play it.
 - Each composer has their own style to write music, it can be heard while listening to their pieces.
 - Everyone can compose and perform music; men and women alike.

Essential Questions

Students will keep considering...

- What is a composer?
 - What is classical music?
 - How is classical music different from other styles of music?
 - How are each composer different from one another?
 - What are the basic elements of the music?

Unit 4: Classical Music and Composers

Kindergarten Music - Last Updated on October 30, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Name of famous men and women composers from countries in the western world.<ul style="list-style-type: none">⊕ Titles of famous music pieces written by classical composers.•	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Identifying simple musical elements in response to diverse aural prompts such as tempo, timbre, dynamics, form and melody.<ul style="list-style-type: none">⊕ Singing individually and in groups a variety of songs using simple elements of the music.⊕ Demonstrating expressive qualities of music, including loud/soft and fast/slow, using their voice and instruments.⊕ Playing a variety of instruments individually and in groups, using basic elements of music.⊕ Demonstrating steady beat, using body percussion and instruments.⊕ Performing rhythmic patterns that include sounds and silences, using voice, body percussion, and instruments.⊕ Moving at the appropriate time following a vocal or instrumental section.⊕ Matching movements to rhythmic patterns in response to music.

Unit 4: Classical Music and Composers

Kindergarten Music - Last Updated on October 30, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): The unit concludes with a trip to a concert. <ul style="list-style-type: none">• Observations☺ Formative Assessment
	Other Evidence: Teacher Observations <ul style="list-style-type: none">☺ Anecdotal Notes☺ Exit Tickets

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):
	Other Evidence:

Unit 4: Classical Music and Composers

Kindergarten Music - Last Updated on October 30, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

The repertoire of songs for this unit is:

- ♫ Blow the Wind Southerly
- ♫ Don Alfredo Baila
- ♫ Follow me Down to Carlow
- ♫ Goodbye Song
- ♫ Great Big Stars
- ♫ Happy Puppy, Silly Cat
- ♫ Hello Song
- ♫ Husha My Baby
- ♫ I'm Freezing
- ♫ Jack-in-the-Box
- ♫ Mary Wore a Red Dress
- ♫ May All the Children
- ♫ Mix It Up!
- ♫ Nigun
- ♫ Play Along, Too
- ♫ Pop! Goes the Weasel
- ♫ Ridin' in the Car
- ♫ Roll that Little Ball
- ♫ Spin and Stop
- ♫ Stick Tune
- ♫ The Love Song of Kangding
- ♫ The Tailor and the Mouse
- ♫ Trot to Grandma's House
- ♫ Water Play
- ♫ When the Saints go Marching in
- ♫ Magic Flute (W.A. Mozart)
- ♫ Carnival of Animals (C. Saint-Saens)
- ♫ Lullaby (J. Brahms)
- ♫ 7th Symphony (L.V. Beethoven)
- ♫ 4 characteristics pieces (C. Schumann)
- ♫ Valse Lente (G. Tailleferre)

Unit 4: Classical Music and Composers

Kindergarten Music - Last Updated on October 30, 2022

- ☺ Lolita, Caprice Espagnol (C. Chaminade)
- ☺ Sonata Op. 16 (I. Leonarda)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

- ☺ C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.
- ☺ SEL Competencies: Resources found at <http://www.nj.gov/education/students/safety/sandp/sel/>
- ☺ Interdisciplinary Connections
- ☺ 21st Century Skills

Unit 5: Different Styles of Music

Kindergarten Music - Last Updated on October 30, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) - Music
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.Pr4a:
Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
1.3A.2.Pr5b:
Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr6b:
Perform appropriately for the audience and purpose.
1.3A.2.Cn11a:
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a
1.3A.2.Re7b:
Describe how specific music concepts are used to support a specific purpose in music

Unit 5: Different Styles of Music

Kindergarten Music - Last Updated on October 30, 2022

DESIRED RESULTS

Established Goals

In this 8-week unit (May-June), students will use imagination to create stories based on an art experience (dance, music, theater, visual arts), that communicates an emotion or feeling. The timing of this unit takes place right after Spring Break and includes the World Book Celebration day. Some of the content will be related to literature.

Transfer

Students will be able to independently use their learning to...
Create stories or identify their emotions when listening to music or experiencing other types of arts, such as movement and visual arts.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Music and arts in general can speak without words <ul style="list-style-type: none"> ☞ Music and arts transmit emotions and feelings. ☞ Music and arts can enrich our emotional lives. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is the music trying to say? <ul style="list-style-type: none"> ☞ What does the music tell me to do? ☞ How do I feel when listening to certain music? ☞ How can visual arts, movement and music be related?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • We can use many styles of music to 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Singing individually and in groups a variety of

Unit 5: Different Styles of Music

Kindergarten Music - Last Updated on October 30, 2022

Acquisition

communicate the same feeling.

- ☺ Music can evoke different feelings.
- ☺ Both music, dance, visual arts and reading are artistic forms that help us tell stories and express emotions.

songs

- ☺ Demonstrating expressive qualities of music, including loud/soft and fast/slow, using the voice.
- ☺ Playing a variety of instruments individually and in groups

- ☺ Demonstrating steady beat, using body percussion and instruments.
- ☺ Performing rhythmic patterns that include sounds and silences, using voice, body percussion, and instruments.
- ☺ Moving at the appropriate time following a vocal or instrumental section.
- ☺ Matching movements to rhythmic patterns in response to music.
- ☺ The student will describe the personal feelings evoked by musical experience.

Unit 5: Different Styles of Music

Kindergarten Music - Last Updated on October 30, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): The unit concludes with a student's concert for graduation/moving up and awards ceremony. Observations ☺ Formative Assessment
	Other Evidence: Teacher Observations ☺ Anecdotal Notes ☺ Exit Tickets

Unit 5: Different Styles of Music

Kindergarten Music - Last Updated on October 30, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

The repertoire of songs for this unit is:

- ♫ Bim Bam
- ♫ Brincan y Bailan
- ♫ Cloud Song
- ♫ Dancing with Teddy
- ♫ Doodle
- ♫ Dum Ditty Dum
- ♫ Five Little Mice
- ♫ Frere Jacques
- ♫ Goin' for Coffee
- ♫ Good News
- ♫ Goodbye Song
- ♫ Hello Song
- ♫ Hop Ol' Squirrel
- ♫ Husha my Baby
- ♫ I'm a Bell
- ♫ Jack Be Nimble
- ♫ Jumpin' Josie
- ♫ Pease Porridge Hot
- ♫ Play the Drum
- ♫ Su La Li
- ♫ The Sad Little Puppy
- ♫ Tricks with Sticks
- ♫ Tsakonikos
- ♫ Wiggle
- ♫ William Tell's Ride (G. Rossini)
- ♫ Spring or 4 Seasons (A. Vivaldi)
- ♫ Songs by Enya/Pink Floyd/Jean Michel Jarre
- ♫ Peter and the Wolf by (S. Prokofiev)
- ♫ The Hall of the Mountain King (E. Grieg)

NOTE: "Peter and the Wolf" will be read and heard. Also, students will experience excerpts of the book "Can you hear it?" by William Lach, in association with the

Unit 5: Different Styles of Music

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Metropolitan Museum of Arts.

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

☺ SEL Competencies: Resources found at

<http://www.nj.gov/education/students/safety/sandp/sel/>

☺ Interdisciplinary Connections

☺ 21st Century Skills