

Branchburg Township Public Schools

Office of Curriculum and Instruction

Kindergarten Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence

Content Area	Music	Course Title/Grade Level:	Kindergarten
---------------------	-------	----------------------------------	--------------

Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u> Sing in tune independently and with others	Throughout the year
<u>Topic/Unit #2</u> Listening/Responding	Throughout the year
<u>Topic/Unit #3</u> Reading Music	November-June
<u>Topic/Unit #4</u> Perform on classroom instruments	Throughout the year
<u>Topic/Unit #5</u> Movement	Throughout the year

Topic/Unit 1 Title	Sing in tune independently and with others	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>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.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>R.L.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>R.I.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear</p> <p>S.L.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Activity: Students listen to books being sung/read and answer questions such as “How do you think this character felt?”, “What do you think will happen next?”</p>		<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>Activity: Discuss the role and expectations of a performer throughout the year and practice being a performer during the grade level concert.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.A.4</p> <p>Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>Activity: Students navigate through google slides and youtube to complete extension lessons.</p>		<p>CRP1 Act as a responsible and contributing citizen and employee</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason</p> <p>CRP12 Work productively in teams while using cultural global competence</p>	

Activity: Practice concert etiquette by watching other classes perform.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

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?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:
 How to appropriately use their singing voice

Students will be able to:
 reproduce sounds in nature and non-musical activities using voice
 Explore, compare, and contrast using speaking, 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

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)

Rubric
 Notes
 Performance at grade level concert

Formative Assessments (Ongoing assessments during the learning period to inform instruction)

Teacher observation
 Anecdotal records
 Checklist

Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

Projects
 Group work
 Aural/visual assessment and observation
 Class performances

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

Pre-assessments and post-assessments will be given. The pre-assessment will focus on any prior knowledge students have about music, as well as concepts that will be introduced over the course of the year.

RESOURCES

Core instructional materials:
 Silver Burdett Music Connections Series

Silver Burdett Making Music Series

Supplemental materials:

songs from iTunes, videos from youtube

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Listening/Responding	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS VPA - Music			
<p>A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.</p> <p>1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>SL.K.1A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion)</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Activity: Students listen to music and then describe how it made them feel (sad, happy, scared, tired, angry, etc). They draw a picture to go with the music and their emotion.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: By listening to music and first answering basic questions (which instruments do you hear, is the music loud or soft, fast or slow), they can then learn to analyze music more deeply as they get older.</p>	
Technology Standards:		Career Ready Practices:	
<p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue</p>		<p>CRP1 Act as a responsible and contributing citizen and employee</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason</p>	

<p>Activity: Students listen to concerts on youtube and critique the performances.</p>	<p>CRP12 Work productively in teams while using cultural global competence</p> <p>Activity: Students will learn how to actively listen during a performance.</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>How does a musician listen to music? How and why does music affect our emotion? How can sounds in nature be used in music?</p>	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know: how to listen and respond to music</p>	<p>Students will be able to: *Classify high and low sounds in nature and in music *Compare performances of songs that are loud and/or /soft as performed live, in recordings, video, or on-line *Compare performances of songs that are fast and/or slow as performed live, in recordings, videos, or on-line *Discuss how the sounds of a piece of unknown music makes them feel or think</p>
<p>ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes Performance at grade level concerts</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Projects Group work Aural/visual assessment and observation Class performances</p>

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any prior knowledge students have about music, as well as concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: songs from iTunes, videos from youtube	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Reading Music	Approximate Pacing	Throughout the year
STANDARDS			

NJSLs VPA - Music

- 1.1.2.B.1** explore the elements of music through verbal and written responses to diverse and aural prompts and printed scores
- 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
- 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
- 1.4.A.4.1** Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

Interdisciplinary Connections:

21st Century Skills:

- RF.K.1A** Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.
- 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.
- K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as "above, below, beside, in front of, behind" and "next to".
- Activity: Students will follow the steady beat "hearts" left to right as we sing songs.

- 9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- Activity: Students tap on steady beat icons as they sing songs which is a precursor to reading notes on a staff.

Technology Standards:

Career Ready Practices:

- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Activity: Students will record themselves tapping out beats as they listen to a piece of music.

- CRP1** Act as a responsible and contributing citizen and employee
- CRP2** Apply appropriate academic and technical skills
- CRP4** Communicate clearly and effectively and with reason
- Activity: Students will self assess while remaining on task in classroom activities.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- What does it mean to "read" music and how is music read?
- How does the steady beat help the music sound good?

STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know: How to read music</p>	<p>Students will be able to: Recognize the steady beat in songs and pieces of music Identify the steady beat in songs and pieces of music projected on board Reproduce the steady of songs and pieces of music by pointing to a visual representation of the beat.</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	Rubric Notes
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	Teacher observation Anecdotal records Checklist
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	Projects Group work Aural/visual assessment and observation Class performances
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any prior knowledge students have about music, as well as concepts that will be introduced over the course of the year.
RESOURCES	
<p>Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series</p>	

Supplemental materials: teacher-created worksheets social media
Modifications for Learners
See appendix

Topic/Unit 4 Title	Perform on classroom instruments	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS VPA - Music			
1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.			

<p>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.</p> <p>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as "above, below, beside, in front of, behind" and "next to".</p> <p>K.G.B.4 Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length)</p> <p>Activity: Students explain similarities and differences in classroom instruments</p>	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: By learning how to successfully play classroom instruments (rhythm sticks, egg shakers, tambourines, etc), students are learning skills needed to play band or orchestra instruments in la</p>
Technology Standards:	Career Ready Practices:
<p>8.2.2.B.1 Identify how technology impacts or improves life.</p> <p>Activity: Students will explore the convenience of having technology available while playing along to songs.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee</p> <p>CRP2 Apply appropriate academic and technical skills</p> <p>CRP4 Communicate clearly and effectively and with reason</p> <p>CRP6 Demonstrate creativity and innovation</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12 Work productively in teams while using cultural global competence</p> <p>Activity: Students will practice cooperation and working as a team while playing instruments as a class to a song.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
How can we add interest to the performance of a song or story using classroom instruments?	

What do I need to do to make a good sound on my instrument? How can I add interest to my performance of a song with a classroom instrument? How do I properly use and care for the classroom instruments?	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: how to play a variety of classroom instruments how to properly use and care for the classroom instruments	Students will be able to: Identify classroom instruments by sight (hand drum, rhythm sticks, triangle, tambourine, shakers, etc) Experiment with producing sounds on classroom instruments Reproduce the proper instrument playing techniques demonstrated by the teacher Perform accompaniment to songs playing the steady beat on classroom instruments Properly handle and put away classroom instruments.
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any prior knowledge students have about music, as well as concepts that will be introduced over the course of the year.

RESOURCES
<p>Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series</p>
<p>Supplemental materials: songs from iTunes social media</p>
Modifications for Learners
See appendix

Topic/Unit 5 Title	Movement	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS VPA - Music			
1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.			
1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.			

<p>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.</p> <p>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>SL K.6 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Activity: Students will express and show their ideas on how to move to music.</p>	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: By being able to move to the steady beat, students are learning to control their body.</p>
Technology Standards:	Career Ready Practices:
<p>8.2.2.B.1 Identify how technology impacts or improve life</p> <p>Activity: Students will dance to music while watching a video and then just being told the directions. Students will discuss which method was easier.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee CRP2 Apply appropriate academic and technical skills CRP4 Communicate clearly and effectively and with reason CRP6 Demonstrate creativity and innovation CRP9 Model integrity, ethical leadership and effective management CRP12 Work productively in teams while using cultural global competence</p> <p>Activity: Students will learn about personal space and how to control their body in a group.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<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>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> - how to add movement to music 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Experiment with ways to safely move in both non-locomotor ways in response to music recordings or performances 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

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any prior knowledge students have about music, as well as concepts that will be introduced over the course of the year.

RESOURCES

<p>Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series</p>
<p>Supplemental materials: John Feierabend's Move It and Move It 2 DVD's youtube social media</p>

Modifications for Learners

See [appendix](#)