

Oradell Public School District  
General Music Curriculum  
K-2



Grades K-2

# General Music Curriculum

with Dance Integration

Oradell Public School District

Oradell, NJ  
2023

# Oradell Public School District

## **Grades K-2 General Music Curriculum Committee Credits:**

Amy Brancato, Director of Curriculum and Instruction

Erin Riesebieter, Music Teacher

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## **Board Policy**

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

## **Affirmative Action**

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or

physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent  
Michelle Hawley, Principal

# Oradell Public School District General Music Curriculum Grades K-2

## **Introduction**

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and

well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

Through our general music program at Oradell Public School, we will empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. All students will have equitable access to a quality arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Taken from NJDOE Visual and Performing Arts Vision

This curriculum was developed to include a spiraling of the performance expectations throughout the year. Students are immersed in learning with different genres of music and dance with the goal of full exposure and deeper levels of understanding at the culmination of the program. Students learn about various cultures and elements of dance and music through read aloud experiences of children's literature.

**Visual and Performing Arts**  
**1.3A General Music with 1.1 Dance**  
**By the end of Grade 2**

K-2 General Music Curriculum Scope and Sequence			
Month(s)	Topic/Skill	Description	Anchor Standards
September/ October	<b>Kindergarten</b>		
	Rhythm	Beat Experience- fast/slow	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Vocal Exploration-high/low	Anchor Standard 2: Organizing and developing ideas.
	Singing	Introduce echos. Differentiate between the four voices (singing, speaking, whispering, calling)	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Movement	Explore locomotor and nonlocomotor movements with and without music.	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Listening	Musical sounds can be the same and different. Ex. Loud/soft, fast/slow, high/low. Explore unpitched percussion.	Anchor Standard 6: Conveying meaning through art.  Anchor Standard 9: Interpreting intent and meaning.  Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.  Anchor Standard 11: Relating artistic

			<p>ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b> Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p>
<b>Grade 1</b>			
Rhythm	Introduce beat versus rhythm. Review quarter notes, barred eighth notes, and rests.		<p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p>
Melody	Review sol and mi. Explore melodic lines. Introduce la.		
Singing	Group singing experiences. Explore different vocal timbres.		
Movement	Review locomotor and nonlocomotor movements. Explore musical qualities through movement- heavy, light, staccato, smooth.		
Listening	Experience music from various cultures, focusing on Central and South America. Review Dynamics		

			<p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b></p> <p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p>
	<b>Grade 2</b>		
	Rhythm	Review ta, ti ti, and rest. Review 2/4, 3/4, &	Anchor Standard 1: Conceptualizing

		4/4/ meter	and generating ideas.
	Melody	Review Sol, La, Mi, & low Do both aurally and on the staff	Anchor Standard 2: Organizing and developing ideas.
	Singing	Practice tuneful singing through echos, solo singing	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Movement	Explore dances from various Central and South American cultures	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Listening	Introduce music from Central and South America, explore textures and instruments from those regions.	Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. <b>Dance:</b> Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.



			<p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>
November/ December	<b>Kindergarten</b>		
	Rhythm	Continue with steady beat exploration. Long/short sounds	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Explore high/low (Sol and Mi)	Anchor Standard 2: Organizing and developing ideas.
	Singing	Tuneful singing(students echo teacher)	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Movement	Continue exploring locomotor and nonlocomotor movements with and without music.	Anchor Standard 6: Conveying meaning through art.
	Listening	Continue listening for same and different-high/low, fast/slow, loud/quiet	<p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to</p>

			<p>deepen understanding.</p> <p><b>Dance:</b> Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p>
<b>Grade 1</b>			
Rhythm	Introduce meter- 2/4 and 4/4.		Anchor Standard 1: Conceptualizing and generating ideas.
Melody	Continue working on la in addition to sol and mi.		Anchor Standard 2: Organizing and developing ideas.
Singing	Continue exploring group singing, call and response, and echo songs.		Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
Movement	Folk dances and other cultural dances.		Anchor Standard 5: Selecting, analyzing, and interpreting work.
Listening	Programmatic music listening experience Review Dynamics Introduce instruments of the orchestra		Anchor Standard 6: Conveying meaning through art.  Anchor Standard 7: Perceiving and analyzing products.  Anchor Standard 8: Applying criteria to evaluate products.

			<p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b></p> <p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p>
	<b>Grade 2</b>		
	Rhythm	Introduce long ta- half notes and whole notes	Anchor Standard 1: Conceptualizing and generating ideas.

	Melody	Introduce high Do, continue reviewing S, L, M, low D.	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b></p> <p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p>
	Singing	Introduce rounds/canons	
	Movement	Introduce rounds and canons through movement	
	Listening	Listen to holiday music from various cultures and religions	

			<p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p>
January/ February	<b>Kindergarten</b>		
	Rhythm	Label beat (heartbeat). Introduce pre-notation for long and short sounds, and rests (silence)	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Continue high/low (sol and mi)	Anchor Standard 2: Organizing and developing ideas.
	Singing	Continue work on tuneful singing/echoing	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Movement	Introduce imitation/mime.	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Listening	Different timbres of voices, Introduce Dynamics, Listen to music written and performed by a wealth of Black composers and musicians	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal</p>

			<p>experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b> Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
<b>Grade 1</b>			
Rhythm	Introduce $\frac{3}{4}$ meter, review $\frac{2}{4}$ and $\frac{4}{4}$ meter.		Anchor Standard 1: Conceptualizing and generating ideas.
Melody	Introduce low do. Learn songs for 1st grade musical		Anchor Standard 2: Organizing and developing ideas.
Singing	Introduce solo singing through singing games. Learn songs for 1st grade musical		Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
Movement	Respond to different musical textures through movement. Choreography for 1st grade musical		Anchor Standard 5: Selecting, analyzing, and interpreting work.

	Listening	<p>Explore different musical textures, continue instruments of the orchestra</p> <p>Listen to music written and performed by a wealth of Black composers and musicians</p>	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b></p> <p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>
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		<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
<b>Grade 2</b>		
Rhythm	Review meter.	Anchor Standard 1: Conceptualizing and generating ideas.
Melody	Introduce r, f, t	Anchor Standard 2: Organizing and developing ideas.
Singing	Continue work on rounds/canons	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
Movement	Introduce specific dance styles- salsa, tango, ballet, etc.	Anchor Standard 5: Selecting, analyzing, and interpreting work.
Listening	<p>Review instruments of the orchestra</p> <p>Begin study of Peter and the Wolf</p> <p>Listen to music written and performed by a wealth of Black composers and musicians</p>	<p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal,</p>



			<p>cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b> Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
March/ April	<b>Kindergarten</b>		

	Rhythm	Introduce quarter and barred eighth notes. (ta, titi)	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Introduce pre-notation on two lines for sol-mi., Introduce bordun- accompaniments	Anchor Standard 2: Organizing and developing ideas.
	Singing	Singing games to continue vocal development/aural skills.	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Movement	Introduce folk dancing- choreography through form.	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Listening	Introduce form- same, different, repetition. Continue using correct dynamics terms.	Anchor Standard 7: Perceiving and analyzing products.  Anchor Standard 9: Interpreting intent and meaning.  Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.  Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
			<b>Dance:</b> Anchor Standard 1: Conceptualizing and generating ideas.  Anchor Standard 2: Organizing and developing ideas.  Anchor Standard 3: Refining and completing products.  Anchor Standard 4: Developing and

			<p>refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p>
<b>Grade 1</b>			
Rhythm	Compose simple rhythms using ta, titi, and rest.		Anchor Standard 1: Conceptualizing and generating ideas.
Melody	Review Sol, Mi, La, and low Do		Anchor Standard 2: Organizing and developing ideas.
Singing	Continue with singing games. Continue work on 1st grade musical		Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
Movement	Continue responding to musical texture through movement. Learn creative movements responding to the Carnival of the Animals. Continue work on 1st grade musical.		<p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p>
Listening	Listen to music from various genres and cultures, continue work on instruments of the orchestra by studying Carnival of the Animals		<p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>

			<p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b> Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p>
	<b>Grade 2</b>		
	Rhythm	Compose rhythms using ta, titi, rest, and long ta (half notes and whole notes)	Anchor Standard 1: Conceptualizing and generating ideas.

	Melody	Continue working on solfege- echos, notation	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b></p> <p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p>
	Singing	Build a repertoire of American songs, patriotic and folk	
	Movement	Introduce American square dancing and English contra dancing.	
	Listening	Explore various folk songs used for dance and games- ie, jumprope, hand clapping, etc.	

			<p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p>
May/June	<b>Kindergarten</b>		
	Rhythm	Continue labeling/reading ta, titi and rest.	Anchor Standard 1: Conceptualizing and generating ideas.
	Melody	Continue labeling sol/mi	Anchor Standard 2: Organizing and developing ideas.
	Singing	Learn songs from various cultures/in various languages.	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
	Movement	Continue learning folk dances from around the world, mirroring, imitating, responding.	Anchor Standard 5: Selecting, analyzing, and interpreting work.
	Listening	Explore music from various AAPI cultures and musicians.	<p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p>

			<p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b></p> <p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to</p>
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		deepen understanding.
<b>Grade 1</b>		
Rhythm	Create a rhythm to go along with a storybook, review meters	Anchor Standard 1: Conceptualizing and generating ideas.
Melody	Create a simple melody to go along with a storybook, review Sol, La, Mi, & low Do	Anchor Standard 2: Organizing and developing ideas.
Singing	Continue singing games, review solo singing	Anchor Standard 3: Refining and completing products.
Movement	Introduce contra dancing	Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
Listening	Experience music from various AAPI cultures and musicians.	Anchor Standard 5: Selecting, analyzing, and interpreting work.  Anchor Standard 7: Perceiving and analyzing products.  Anchor Standard 8: Applying criteria to evaluate products.  Anchor Standard 9: Interpreting intent and meaning.  Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.  Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.  <b>Dance:</b>



			<p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
<b>Grade 2</b>			
	Rhythm	Review all previously learned rhythms	<p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and</p>
	Melody	Review solfege learned	
	Singing	Continue building a repertoire of songs from various cultures, continue work on rounds and canons	
	Movement	Continue work on line dancing through American square dancing, English Contra	

		dancing, and dances from other cultures	refining techniques and models or steps needed to create products.
	Listening	Listen to music from various AAPI cultures and musicians.	<p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 9: Interpreting intent and meaning.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p><b>Dance:</b></p> <p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or</p>

			<p>steps needed to create products.</p> <p>Anchor Standard 5: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>
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Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific Islander Legislation related activities.

**General Music: Grades K-2**

<b>Anchor Standard 1</b>	Generating and conceptualizing ideas.
<b>Enduring Understanding</b>	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
<b>Essential Question</b>	How do musicians generate creative ideas?
<b>Practice</b>	Imagine

- Performance Expectations**
- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- Dance**
- 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.Cr1b: Combine movements using the elements of dance to solve a movement problem.

<b>Key Vocabulary</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Steady Beat High/Low Fast/Slow Loud/Quiet Singing/Talking/Shouting/Whisper  <b>Dance</b> Fast/Slow Heavy, light Moving/Non-moving	Quarter Note (ta) Quarter Rest (sh) Eighth Notes (ti ti) Mi, So, and La, Do Forte/Piano Largo/Presto  <b>Dance</b> Fast/Slow Heavy, light Moving/Non-moving	Half (ta-a) Whole (ta-a-a-a) Half Rest Whole Rest Tempo Piano/Forte Largo/Presto Mi, So, La, Do, Re  <b>Dance</b> Fast/Slow Heavy, light Moving/Non-moving

<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will be able to:	Students will be able to: <ul style="list-style-type: none"> <li>Explore and create short melodic or rhythmic patterns</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Demonstrate rhythmic and melodic concepts through</li> </ul>

	<ul style="list-style-type: none"> <li>Identify expressive qualities in music as fast/slow, loud/soft, short, and long.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Through locomotor and nonlocomotor movements both with and without music: <ul style="list-style-type: none"> <li>Explore the joy of moving.</li> <li>Listen to signals and respond to movement directions</li> </ul> </li> </ul>	<p>using expressive qualities in music such as fast/slow, loud/ soft, short, and long.</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Through locomotor and nonlocomotor movements both with and without music: <ul style="list-style-type: none"> <li>Explore the joy of moving.</li> <li>Listen to signals and respond to movement directions</li> <li>Explore stopping and going, tempos of fast and slow, and simple rhythms.</li> </ul> </li> </ul>	<p>composition and improvisation using various expressive qualities.</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Through locomotor and nonlocomotor movements both with and without music: <ul style="list-style-type: none"> <li>Explore the joy of moving.</li> <li>Listen to signals and respond to movement directions</li> <li>Explore stopping and going, tempos of fast and slow, and simple rhythms</li> <li>Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects.</li> </ul> </li> </ul>
<b>Suggested Tasks/Activities</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>Singing Games</li> <li>Instrument exploration</li> <li>Guided listening</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Moving to a steady beat and random beats.</li> <li>Moving to various musical textures</li> <li>Understand classroom expectations for safe movement as part of community building.</li> </ul>	<ul style="list-style-type: none"> <li>Singing Games</li> <li>Playing instruments- both to a specific rhythm and improvised</li> <li>Guided listening</li> <li>Short rhythmic composing</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Moving along with guided listening both teacher led and student led.</li> <li>Moving to various musical textures.</li> <li>With guidance and support,</li> </ul>	<ul style="list-style-type: none"> <li>Singing Games</li> <li>Instrumental improvisation</li> <li>Guided listening</li> <li>Short rhythmic and melodic composing</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Responsive movement</li> <li>Create short movement sequences using varying tempos, levels, and objects.</li> <li>Collaborating with peers, develop classroom expectations for safe movement as part of</li> </ul>

		develop classroom expectations for safe movement as part of community building.	community building.
<b>Evidence of Learning (Assessment)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Solo Singing</li> <li>• Solo Playing (body percussion or on an instrument)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Solo Singing</li> <li>• Solo Playing (body percussion or on an instrument)</li> <li>• Composition Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Solo Singing</li> <li>• Solo Playing (body percussion or on an instrument)</li> <li>• Composition Assessment</li> </ul>
<b>Resources/Materials</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, piano, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, First Steps in Music Curriculum, The Beat Goes On (Turner) , Music K-8, Music for Children Vol.1 , Illustrated Children’s Books</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard,</p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, piano, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum, The Beat Goes On (Turner), Music for Children Vol. 1, Illustrated Children’s Books</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard,</p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, piano, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum, The Beat Goes On (Turner), Music for Children Vol. 1, Illustrated Children’s Books</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard,</p>

	<p>YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b>  <i>I'm Growing Up, New England Dance Masters</i></p> <p><a href="#">Glossary of Dance Terms</a></p>	<p>YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b>  <i>I'm Growing Up, New England Dance Masters, Rise, Sally Rise, New England Dance Masters</i></p> <p><a href="#">Glossary of Dance Terms</a></p>	<p>YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b>  <i>Rise, Sally Rise, New England Dance Masters Listen to the Mockingbird, New England dance Masters</i></p> <p><a href="#">Glossary of Dance Terms</a></p>
<b>Interdisciplinary Connections</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. 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>B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		

<b>Computer Science and Design Thinking</b>	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks. 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks. 8.1.2.AP.4: Break down a task into a sequence of steps.
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li>   <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li>   <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li>   <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> </ul> </li>   <li>● <b><u>Responsible Decision-Making</u></b>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>■ Following directions</li> <li>■ Reflecting on lessons and transferring them to personal musical experiences</li> </ul>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>● Visual cues and modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> <li>● Use of Cue Words</li> <li>● Use Consistent Terms</li> <li>● Use of iPad for Translation Between English and Another Language</li> <li>● Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues and Modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● 1:1 Assistance When Noted in IEP</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Behavior Chart to Increase Focus</li> <li>● Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Assign Role as Peer Leader</li> <li>● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>● Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Extended Time</li> <li>● Use Short, Simple Directions</li> <li>● Give Time for Breaks</li> <li>● Preferential Seating</li> </ul>

General Music: Grades K-2	
<b>Anchor Standard 2</b>	Organizing and developing ideas.
<b>Enduring Understanding</b>	Musicians' creative choices are influenced by their expertise, context and expressive intent.
<b>Essential Question</b>	How do musicians make creative decisions?
<b>Practice</b>	Plan, Make
<b>Performance Expectations</b>	
<ul style="list-style-type: none"> <li>● 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</li> <li>● 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</li> </ul>	
<b>Dance</b>	
<ul style="list-style-type: none"> <li>● 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.</li> <li>● 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</li> </ul>	
<b>Key Vocabulary</b>	

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Musician Idea Pattern Long/short  <b>Dance</b> Pattern	Musician Idea Pattern Quarter Note (ta) Quarter Rest Eighth Note (ti ti)  <b>Dance</b> Pattern Form	Pattern Repeat Half Note (ta-a) Half Rest Whole Note (ta-a-a-a) Whole Rest  <b>Dance</b> Form Sequence
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will be able to: <ul style="list-style-type: none"> <li>• Show understanding of patterns in musical pieces</li> <li>• Compose rhythmic patterns using pre-notation icons such as hearts or boxes.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Move to the rhythm of words (syllables) and investigate the rhythm of word phrases.</li> <li>• Demonstrate how music can change the way they move.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Share reasons for creating patterns in musical pieces</li> <li>• Compose rhythmic patterns using rhythmic notation (quarter notes and eighth notes)</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Engage in a collaborative discussion about improvised dances.</li> <li>• Demonstrate how music can change the way they move.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Compose rhythms using proper rhythmic notation of all known note values.</li> <li>• Explain the artist’s ideas (intent) behind a piece of music.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Engage in a collaborative discussion about improvised dances.</li> <li>• Demonstrate how music can change the way they move.</li> <li>• Create a sequence of movements to communicate feelings.</li> </ul>
<b>Suggested Tasks/Activities</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Singing games that feature</li> </ul>	<ul style="list-style-type: none"> <li>• Singing Games that feature</li> </ul>	<ul style="list-style-type: none"> <li>• Singing Games that feature</li> </ul>

	<p>prominent patterns</p> <ul style="list-style-type: none"> <li>• Create short rhythms with patterns</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Create short movements with a clear pattern.</li> </ul>	<p>prominent patterns</p> <ul style="list-style-type: none"> <li>• Create melodies or short rhythms with patterns</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Movements/Dances that feature patterns throughout.</li> <li>• Carnival of Animals Study (March/April)</li> </ul>	<p>prominent patterns</p> <ul style="list-style-type: none"> <li>• Create melodies or short rhythms with patterns</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Movements/Dances that feature patterns throughout. (salsa, tango, ballet)</li> <li>• Guided listening through journaling/worksheets.</li> </ul>
<b>Evidence of Learning (Assessment)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment</li> <li>• Composing Assessment</li> </ul>
<b>Resources/Materials</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b><u>Core Instructional Materials</u></b> Rhythm picture cards, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i> <i>The Beat Goes On (Turner),</i> Illustrated Children’s Books</p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>	<p><b><u>Core Instructional Materials</u></b> Rhythm picture cards, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i> <i>The Beat Goes On (Turner),</i> Illustrated Children’s Books</p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>	<p><b><u>Core Instructional Materials</u></b> Rhythm picture cards, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i> <i>The Beat Goes On (Turner),</i> Illustrated Children’s Books</p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>

	<p><b>Dance Resources</b>  <i>I'm Growing Up, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p><b>Dance Resources</b>  <i>I'm Growing Up, New England Dance Masters, Rise, Sally Rise, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p><b>Dance Resources</b>  <i>Rise, Sally Rise, New England Dance Masters</i>  <i>Listen to the Mockingbird, New England dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>
<b>Interdisciplinary Connections</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).  B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CI.2: Demonstrate originality and inventiveness in work.  9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		
<b>Computer Science and Design Thinking</b>	<p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p>		

## Social-Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Self-check-ins
    - Teacher check-ins
    - Nonverbal signs for feelings
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Intentional movement with focus of stretching and moving at points of lesson as needed.
    - Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Opinion song- stand up if you like the topic, sit down if you don't like the topic.
    - Class discussion as follow up to song- understand and respect other peoples' perspectives.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Class discussion
    - Lessons on teamwork (partner dancing)
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Class discussions
    - Following directions
    - Reflecting on lessons and transferring them to personal musical experiences

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>Visual cues and modeling</li> <li>Partners</li> <li>Small Groups</li> <li>Positive Reinforcement</li> <li>Restated Directions</li> <li>Preferential Seating</li> <li>Use of Cue Words</li> <li>Use Consistent Terms</li> <li>Use of iPad for Translation Between English and Another Language</li> <li>Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>Visual Cues and Modeling</li> <li>Partners</li> <li>Small Groups</li> <li>1:1 Assistance When Noted in IEP</li> <li>Positive Reinforcement</li> <li>Restated Directions</li> <li>Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>Preferential seating</li> <li>Behavior Chart to Increase Focus</li> <li>Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Assign Role as Peer Leader</li> <li>Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>Check for Understanding</li> <li>Extended Time</li> <li>Use Short, Simple Directions</li> <li>Give Time for Breaks</li> <li>Preferential Seating</li> </ul>

General Music: Grades K-2				
<b>Anchor Standard 3</b>	Refining and completing products			
<b>Enduring Understanding</b>	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.			
<b>Essential Question</b>	How do musicians improve the quality of their creative work?			
<b>Practice</b>	Evaluate, Refine			
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.</li> <li>1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</li> </ul>			
<b>Dance</b>	<ul style="list-style-type: none"> <li>1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</li> </ul>			
<b>Key Vocabulary</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #ffffcc;">Kindergarten</td> <td style="background-color: #ffcc99;">Grade 1</td> <td style="background-color: #ffcccc;">Grade 2</td> </tr> </table>	Kindergarten	Grade 1	Grade 2
Kindergarten	Grade 1	Grade 2		

	Performance Audience Listen Practice	Performance Audience Listen Feedback Practice/Rehearse	Performance Revise Audience Listen Feedback Practice/Rehearse
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Listen and provide feedback for various types of performances</li> <li>Perform musical selections alone and with others</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Engage in a collaborative discussion about improvised dances with teacher leadership.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Provide feedback for various types of performances, and how to improve the performance</li> <li>Perform musical selections alone and with others</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Engage in a collaborative discussion about improvised dances with peer collaboration and teacher support.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate rehearsal techniques in order to feel confident in the final performance.</li> <li>Refine and perform a variety of musical selections alone and with others</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Engage in a collaborative discussion about improvised dances. Students will work with a partner to create their own improvisation and provide feedback to each other.</li> </ul>
<b>Suggested Tasks/Activities</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>Explore what practicing looks like, both for singing and playing an instrument</li> <li>Present a mock evaluation of a performance to show how we provide feedback respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Review what practicing looks like</li> <li>Practice giving verbal and nonverbal feedback</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Students learn a simple folk dance and perform for each</li> </ul>	<ul style="list-style-type: none"> <li>Practice rehearsal techniques</li> <li>Practice giving respectful and productive feedback (both personally, and to peers)</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Students are given short</li> </ul>

	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Practice easy movements where students can see appropriate peer feedback</li> </ul>	<p>other. Guide students in providing feedback for each other.</p>	<p>melodic phrases where they then create movements to accompany the melodic line. Students then discuss what went well and what could be improved upon.</p>
<p><b>Evidence of Learning (Assessment)</b></p>	<p><b>Kindergarten</b></p>	<p><b>Grade 1</b></p>	<p><b>Grade 2</b></p>
	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Exit tickets</li> <li>Worksheets/Journals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Exit tickets</li> <li>Worksheets/Journals</li> </ul>
<p><b>Resources/Materials</b></p>	<p><b>Kindergarten</b></p>	<p><b>Grade 1</b></p>	<p><b>Grade 2</b></p>
	<p><b><u>Core Instructional Materials</u></b>  Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, piano, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b>  <i>GamePlan Curriculum, First Steps in Music Curriculum, The Beat Goes On (Turner) , Music K-8, Music for Children Vol.1</i>, Illustrated Children's Books</p> <p><b><u>Digital Resources</u></b>  Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google</p>	<p><b><u>Core Instructional Materials</u></b>  Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, piano, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b>  <i>GamePlan Curriculum, First Steps in Music Curriculum, The Beat Goes On (Turner) , Music K-8, Music for Children Vol.1</i>, Illustrated Children's Books</p> <p><b><u>Digital Resources</u></b>  Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google</p>	<p><b><u>Core Instructional Materials</u></b>  Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, piano, individual rhythmic notation manipulatives</p> <p><b><u>Books &amp; Magazines</u></b>  <i>GamePlan Curriculum, First Steps in Music Curriculum, The Beat Goes On (Turner) , Music K-8, Music for Children Vol.1</i>, Illustrated Children's Books</p> <p><b><u>Digital Resources</u></b>  Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google</p>



	<p>Apps</p> <p><b><u>Dance Resources</u></b>  <i>I'm Growing Up, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p>Apps</p> <p><b><u>Dance Resources</u></b>  <i>I'm Growing Up, New England Dance Masters,</i>  <i>Rise, Sally Rise, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p>Apps</p> <p><b><u>Dance Resources</u></b>  <i>Rise, Sally Rise, New England Dance Masters</i>  <i>Listen to the Mockingbird, New England dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>
<b>Interdisciplinary Connections</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).  B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CI.2: Demonstrate originality and inventiveness in work.  9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		
<b>Computer Science and Design Thinking</b>	<p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process  8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.</p>		

	8.2.2.ITH.3: Identify how technology impacts or improves life. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li>   <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li>   <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li>   <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> </ul> </li>   <li>● <b><u>Responsible Decision-Making</u></b>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> <li>■ Following directions</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Reflecting on lessons and transferring them to personal musical experiences</li> </ul>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>Visual cues and modeling</li> <li>Partners</li> <li>Small Groups</li> <li>Positive Reinforcement</li> <li>Restated Directions</li> <li>Preferential Seating</li> <li>Use of Cue Words</li> <li>Use Consistent Terms</li> <li>Use of iPad for Translation Between English and Another Language</li> <li>Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>Visual Cues and Modeling</li> <li>Partners</li> <li>Small Groups</li> <li>1:1 Assistance When Noted in IEP</li> <li>Positive Reinforcement</li> <li>Restated Directions</li> <li>Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>Preferential seating</li> <li>Behavior Chart to Increase Focus</li> <li>Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Assign Role as Peer Leader</li> <li>Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>Check for Understanding</li> <li>Extended Time</li> <li>Use Short, Simple Directions</li> <li>Give Time for Breaks</li> <li>Preferential Seating</li> </ul>

General Music: Grades K-2	
<b>Anchor Standard 4</b>	Selecting, analyzing, and interpreting work.
<b>Enduring Understanding</b>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
<b>Essential Question</b>	How do performers select repertoire?
<b>Practice</b>	Select, Analyze, Interpret
<b>Performance Expectations</b>	
<ul style="list-style-type: none"> <li>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</li> </ul>	
<b>Dance</b>	
1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.	

<ul style="list-style-type: none"> <li>• 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</li> <li>• 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).</li> </ul>			
<b>Key Vocabulary</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Performer Style Instruments	Performer Style Instruments	Performer Style Instruments
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will be able to: <ul style="list-style-type: none"> <li>• Show understanding of various styles of music</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Demonstrate how music can change the way they move.</li> <li>• Differentiate between locomotor and nonlocomotor movements</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Distinguish between different styles of music (i.e. march, ballad, jazz)</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Listen to a story and dance the words and move to the rhythm of the words.</li> <li>• Research and identify tempos of animals, people and machines.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Identify different styles of music and the various musical elements within it (i.e. jazz - trumpet, saxophone)</li> <li>• Share their own personal preferences in music</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Demonstrate how music can change the way they move</li> <li>• Compare and contrast dances from various cultures.</li> </ul>
<b>Suggested Tasks/Activities</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Respond to elements of music by sharing observations out loud, pointing to visuals, interacting with Smartboard, or with non-locomotor or locomotor</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to elements of music by sharing observations out loud, pointing to visuals, interacting with Smartboard, or with non-locomotor or locomotor</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to elements of music by sharing observations out loud, pointing to visuals, interacting with Smartboard, or with non-locomotor or locomotor movement</li> </ul>

	<p>movement</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Using both locomotor and nonlocomotor movements, students move around the room or in their space with and without music.</li> <li>Students respond to a sound or group of sounds they hear by moving during the silence after the sound.</li> <li>Folk dances.</li> </ul>	<p>movement</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Students respond to a story by moving their body how the characters would move, or by the texture of the story (speed, volume, weight, etc)</li> <li>Students will listen to the Carnival of the Animals and learn movements for each animal.</li> <li>Musical choreography for 1st Grade Musical.</li> <li>Multicultural dances.</li> </ul>	<ul style="list-style-type: none"> <li>Verbally share musical preferences</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Students will perform various folk dances from numerous cultures. Try dancing without the music, then adding it back in. Discuss experiences.</li> </ul>
<p><b>Evidence of Learning (Assessment)</b></p>	<p><b>Kindergarten</b></p>	<p><b>Grade 1</b></p>	<p><b>Grade 2</b></p>
	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Non-verbal Assessment (i.e. thumbs up, thumbs down to compare selections; moving appropriately to match styles)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Non-verbal Assessment (i.e. thumbs up, thumbs down to compare selections; moving appropriately to match styles)</li> <li>Oral Assessment (i.e. sharing verbal responses to styles)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Oral Assessment (i.e. sharing verbal responses to styles)</li> </ul>
<p><b>Resources/Materials</b></p>	<p><b>Kindergarten</b></p>	<p><b>Grade 1</b></p>	<p><b>Grade 2</b></p>
	<p><b><u>Core Instructional Materials</u></b>  Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, parachute, piano</p>	<p><b><u>Core Instructional Materials</u></b>  Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, parachute, piano</p>	<p><b><u>Core Instructional Materials</u></b>  Pitched and unpitched percussion instruments (i.e. drums and Orff Instruments), scarves, parachute, piano</p>

	<p><b>Books &amp; Magazines</b>  <i>First Steps in Music Curriculum, GamePlan Curriculum Music K-8, Musicplay Online</i></p> <p><b>Digital Resources</b>  Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b>  <i>I'm Growing Up, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p><b>Books &amp; Magazines</b>  <i>First Steps in Music Curriculum, Gameplan Curriculum Music K-8, Musicplay Online, Carnival of the Animals</i></p> <p><b>Digital Resources</b>  Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b>  <i>I'm Growing Up, New England Dance Masters, Rise, Sally Rise, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p><b>Books &amp; Magazines</b>  <i>First Steps in Music Curriculum, GamePlan Curriculum, Music K-8, Musicplay Online, Peter and the Wolf</i></p> <p><b>Digital Resources</b>  Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b>  <i>Rise, Sally Rise, New England Dance Masters</i>  <i>Listen to the Mockingbird, New England dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>
<b>Interdisciplinary Connections</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).  B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further</p>

		discussion.	explanation as needed about the topics and texts under discussion.
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		
<b>Computer Science and Design Thinking</b>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.2.2.ED.1: Communicate the function of a product or device.</p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together</p>		
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li> <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li> <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li> <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts</li> </ul>		

	<ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> <li>● <b>Responsible Decision-Making:</b> refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> <li>■ Following directions</li> <li>■ Reflecting on lessons and transferring them to personal musical experiences</li> </ul> </li> </ul> </li> </ul>
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**Modifications**

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>● Visual cues and modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> <li>● Use of Cue Words</li> <li>● Use Consistent Terms</li> <li>● Use of iPad for Translation Between English and Another Language</li> <li>● Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues and Modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● 1:1 Assistance When Noted in IEP</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Behavior Chart to Increase Focus</li> <li>● Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Assign Role as Peer Leader</li> <li>● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>● Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Extended Time</li> <li>● Use Short, Simple Directions</li> <li>● Give Time for Breaks</li> <li>● Preferential Seating</li> </ul>

**General Music: Grades K-2**

<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
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<b>Enduring Understanding</b>	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.		
<b>Essential Question</b>	How do musicians improve the quality of their performance?		
<b>Practice</b>	Rehearse, Evaluate, Refine		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.</li> <li>1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</li> <li>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.</li> <li>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</li> <li>1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</li> </ul>		
<b>Dance</b>	<ul style="list-style-type: none"> <li>1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).</li> </ul>		
<b>Key Vocabulary</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Performance Listen Evaluate Practice/Rehearse Loud, Soft Fast, Slow	Performance Listen Evaluate Practice/Rehearse Piano, forte Largo, Presto	Performance Listen Evaluate Practice/Rehearse Piano, forte, crescendo, decrescendo Accelerando
<b>Student Learning Objectives</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will be able to: <ul style="list-style-type: none"> <li>Show understanding of the components of a musical performance</li> <li>Apply feedback concepts to a performance</li> <li>Perform a variety of music alone and with others</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Develop language to communicate about the components of a musical performance</li> <li>Apply feedback concepts to a performance</li> <li>Perform a variety of music</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Follow a 3 point rubric to analyze a performance</li> <li>Demonstrate rehearsal techniques in order to increase their musicality</li> <li>Perform music from a variety of cultures</li> </ul>

	<ul style="list-style-type: none"> <li>• Use pre-notation to perform music</li> <li>• Show understanding of dynamics and tempo terminology (i.e. loud/soft, fast/slow)</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Explore opposites in shapes, levels, sizes, and moving in and through space</li> <li>• Explore stopping and going, tempos of fast and slow, and simple rhythms.</li> </ul>	<p>alone and with others</p> <ul style="list-style-type: none"> <li>• Use iconic notation to perform music</li> <li>• Demonstrate the use of dynamics and tempo terminology (i.e. loud/soft, fast/slow)</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Explore opposites in shapes, levels, sizes, and moving in and through space</li> <li>• Explore stopping and going, tempos of fast and slow, and simple rhythms.</li> <li>• Develop language to communicate various movements in order to both follow directions and facilitate a dance with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a written piece of music from notation</li> <li>• Perform music to show understanding of dynamics and tempo labels (i.e. piano, forte)</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform a folk dance by demonstrating movement techniques previously learned and building on them with each subsequent dance.</li> </ul>
<b>Suggested Tasks/Activities</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Practice rehearsal techniques (i.e. follow conductor's cues)</li> <li>• Practice giving verbal and nonverbal feedback (i.e. thumbs up/thumbs down) for a musical selection</li> <li>• Read pre-notation markings from flashcards to accurately perform a rhythmic or melodic pattern.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Experience movements that use opposites in shapes,</li> </ul>	<ul style="list-style-type: none"> <li>• Practice rehearsal techniques (i.e. play/sing without stopping)</li> <li>• Practice giving verbal and nonverbal feedback (i.e. thumbs up/thumbs down) for a musical selection</li> <li>• Read notation from flashcards to accurately perform a rhythmic or melodic pattern.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Experience movements that use opposites in shapes,</li> </ul>	<ul style="list-style-type: none"> <li>• Practice rehearsal techniques (i.e. practice small sections, practice difficult sections)</li> <li>• Practice giving feedback self and others) for a musical selection</li> <li>• Read notation from flashcards to accurately perform a rhythmic or melodic pattern.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Practice choreography for Winter Sing Along</li> <li>• Practice folk dances in preparation for informal performance.</li> </ul>

	<p>levels, sizes, and moving in and through space</p> <ul style="list-style-type: none"> <li>• Explore stopping and going, tempos of fast and slow, and simple rhythms.</li> <li>• Practice choreography for Winter Sing Along</li> </ul>	<p>levels, sizes, and moving in and through space</p> <ul style="list-style-type: none"> <li>• Explore stopping and going, tempos of fast and slow, and simple rhythms.</li> <li>• Discuss movement language to help students share ideas with each other</li> <li>• Practice choreography for Winter Sing Along and 1st Grade Musical</li> </ul>	
<b>Evidence of Learning (Assessment)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Non-verbal Assessment (i.e. self and class critiques)</li> <li>• Winter Sing Along Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Winter Sing Along Performance</li> <li>• 1st Grade Musical</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Written Assessment</li> <li>• Winter Sing Along Performance</li> </ul>
<b>Resources/Materials</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b>Core Instructional Materials</b> Pitched and unpitched percussion instruments</p> <p><b>Books &amp; Magazines</b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b>Digital Resources</b></p>	<p><b>Core Instructional Materials</b> Pitched and unpitched percussion instruments</p> <p><b>Books &amp; Magazines</b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b>Digital Resources</b></p>	<p><b>Core Instructional Materials</b> Review pages, anchor charts, teacher checklist</p> <p><b>Books &amp; Magazines</b> <i>GamePlan Curriculum, Music K-8, Music for Children, Vol.1 (Orff/Keetman)</i></p> <p><b>Digital Resources</b></p>

	<p>Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b>  <i>I'm Growing Up, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p>Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b>  <i>I'm Growing Up, New England Dance Masters, Rise, Sally Rise, New England Dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>	<p>Sound system, iTunes, SmartBoard, YouTube, Photo Booth, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b>  <i>Rise, Sally Rise, New England Dance Masters</i>  <i>Listen to the Mockingbird, New England dance Masters</i>  <a href="#">Glossary of Dance Terms</a></p>
<b>Interdisciplinary Connections</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).  B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CI.2: Demonstrate originality and inventiveness in work.  9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		

<b>Computer Science and Design Thinking</b>	8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li>   <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li>   <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li>   <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> </ul> </li>   <li>● <b><u>Responsible Decision-Making</u></b>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions           <ul style="list-style-type: none"> <li>○ Connections:               <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Following directions</li> <li>■ Reflecting on lessons and transferring them to personal musical experiences</li> </ul>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>● Visual cues and modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> <li>● Use of Cue Words</li> <li>● Use Consistent Terms</li> <li>● Use of iPad for Translation Between English and Another Language</li> <li>● Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues and Modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● 1:1 Assistance When Noted in IEP</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Behavior Chart to Increase Focus</li> <li>● Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Assign Role as Peer Leader</li> <li>● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>● Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Extended Time</li> <li>● Use Short, Simple Directions</li> <li>● Give Time for Breaks</li> <li>● Preferential Seating</li> </ul>

General Music: Grades K-2	
<b>Anchor Standard 6</b>	Conveying meaning through art
<b>Enduring Understanding</b>	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
<b>Essential Question</b>	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<b>Practice</b>	Present
<b>Performance Expectations</b>	
<ul style="list-style-type: none"> <li>● 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</li> <li>● 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</li> </ul>	
<b>Dance</b>	
<ul style="list-style-type: none"> <li>● 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.</li> </ul>	

- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
- 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

<b>Key Vocabulary</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	History Culture Seasons	History Culture Seasons	Multiculturalism Culture History Inclusion

<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Experience music from a variety of cultures and time periods</li> <li>● Perform a piece of music with a specific intent or related to specific event. (SongFest, Author Celebration)</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>● Experience dances from various cultures.</li> <li>● Perform simple dances and movements alone and with a group.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate music from a variety of cultures and time periods</li> <li>● Perform a piece of music with a specific intent or related to specific event. (Songfest, 1st grade show)</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>● Explore dances from various cultures.</li> <li>● Perform various dances and movements alone and with a group.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate music from a variety of cultures and time periods</li> <li>● Perform a piece of music with a specific intent or related to specific event. (Songfest)</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast dances from various cultures.</li> <li>● Perform complex dances and movements alone and with a group. (Dance informance)</li> </ul>

<b>Suggested Tasks/Activities</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>● Listen to music examples from a variety of cultures and time periods</li> <li>● Participate appropriately in movement and singing</li> </ul>	<ul style="list-style-type: none"> <li>● Perform and respond to music examples from a variety of cultures and time periods</li> <li>● Participate appropriately in</li> </ul>	<ul style="list-style-type: none"> <li>● Perform singing games, folk dances, and musical selections from a variety of cultures and time periods</li> <li>● Demonstrate appropriate</li> </ul>

	<p>games</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Students will learn movements to help with guided listening- an example would be the “Chef’s” dance which follows the form to Brahms’ Hungarian Dance no 5 in G Minor. They then perform it for each other in small groups.</li> <li>Students will perform choreography to songs for the winter sing along</li> </ul>	<p>movement and singing games</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Students will perform an animal of their choosing from Saint Saens “Carnival of the Animals”</li> <li>Students will perform songs for their 1st Grade Musical with choreography.</li> </ul>	<p>conduct while singing the national anthem</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate folk dances that they have been working on in an “informance” (an informal performance)</li> <li>Students will perform choreography to songs for the winter sing along</li> <li>Students will compare and contrast various performances of Peter and the Wolf- they will look for props, scenery, movement choices, costumes, etc.</li> <li>Singing technique- How our breath supports our voice.</li> </ul>
<b>Evidence of Learning (Assessment)</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Non-verbal Assessment (i.e. self and class critiques)</li> <li>Student Performance (i.e. seasonal repertoire).</li> <li>Winter Sing Along</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Oral Assessment (i.e. self and class critiques)</li> <li>Student Performance (i.e. seasonal, cultural repertoire)</li> <li>Winter Sing Along</li> <li>1st Grade Musical</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Oral Assessment (i.e. self and class critiques)</li> <li>Student Performance (i.e. seasonal, cultural repertoire, national anthem etiquette)</li> <li>Winter Sing Along</li> <li>Folk Dance Informance</li> </ul>
<b>Resources/Materials</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>



	<p><b>Core Instructional Materials</b> Pitched and unpitched percussion instruments</p> <p><b>Books &amp; Magazines</b> <i>GamePlane Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b>Digital Resources</b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b> <i>I'm Growing Up, New England Dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>	<p><b>Core Instructional Materials</b> Pitched and unpitched percussion instruments</p> <p><b>Books &amp; Magazines</b> <i>GamePlane Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b>Digital Resources</b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b> <i>I'm Growing Up, New England Dance Masters, Rise, Sally Rise, New England Dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>	<p><b>Core Instructional Materials</b> Pitched and unpitched percussion instruments</p> <p><b>Books &amp; Magazines</b> <i>GamePlane Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b>Digital Resources</b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b> <i>Rise, Sally Rise, New England Dance Masters</i> <i>Listen to the Mockingbird, New England dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Kindergarten</b></p>	<p><b>Grade 1</b></p>	<p><b>Grade 2</b></p>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in</p>

		others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.	conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).		
<b>Computer Science and Design Thinking</b>	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide		
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li> <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li> <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li> <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop</li> </ul>		

	<p>meaningful relationships and resolve interpersonal conflicts</p> <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> <li>● <b><u>Responsible Decision-Making</u></b>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> <li>■ Following directions</li> <li>■ Reflecting on lessons and transferring them to personal musical experiences</li> </ul> </li> </ul> </li> </ul>
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<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
<ul style="list-style-type: none"> <li>● Visual cues and modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> <li>● Use of Cue Words</li> <li>● Use Consistent Terms</li> <li>● Use of iPad for Translation Between English and Another Language</li> <li>● Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues and Modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● 1:1 Assistance When Noted in IEP</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Behavior Chart to Increase Focus</li> <li>● Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Assign Role as Peer Leader</li> <li>● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>● Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Extended Time</li> <li>● Use Short, Simple Directions</li> <li>● Give Time for Breaks</li> <li>● Preferential Seating</li> </ul>

**General Music: Grades K-2**

<b>Anchor Standard 7</b>	Perceiving and analyzing products.		
<b>Enduring Understanding</b>	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.		
<b>Essential Question</b>	How do individuals choose music to experience? How does understanding the structure and context of music inform a response?		
<b>Practice</b>	Select, Analyze		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</li> <li>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</li> </ul>		
<b>Dance</b>	<ul style="list-style-type: none"> <li>1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.</li> <li>1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.</li> </ul>		
<b>Key Vocabulary</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	History Culture Seasons Loud, soft Fast, Slow	History Culture Seasons Dynamics Tempo	Multiculturalism Culture History Inclusion Dynamics Tempo Minor, Major
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will be able to: <ul style="list-style-type: none"> <li>Experience music <b>and dance</b> through games with a cultural and historical context</li> <li>Identify contrasts in music (i.e. fast/slow, high/low)</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Perform music, <b>dances</b>, and games with a cultural and historical context</li> <li>Apply contrasts in music (i.e. variations in tempo, dynamics)</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Perform music, <b>dances</b>, games and <b>movement</b> with a cultural and historical context</li> <li>Perform and identify musical contrasts in music with a specific purpose</li> </ul>
<b>Suggested Tasks/Activities</b>			

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Play musical games</li> <li>• Perform historical and cultural music and <b>dances</b> (i.e. classical guided listening)</li> <li>• Learn and perform choreography for winter sing along</li> </ul>	<ul style="list-style-type: none"> <li>• Play musical games</li> <li>• Perform historical and cultural music and <b>dances</b> (i.e. carnival of the animals, guided listening to help define a musical form, etc)</li> <li>• Learn and perform choreography for winter sing along and 1st grade musical</li> </ul>	<ul style="list-style-type: none"> <li>• Play musical games</li> <li>• Perform historical and cultural music and dances (i.e. patriotic songs, singing games, dances from world cultures)</li> <li>• <b>Folk dance informance</b></li> <li>• Learn and perform choreography for winter sing along</li> </ul>
<b>Evidence of Learning (Assessment)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Non-verbal Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. singing alone and with others in singing games).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. seasonal, cultural repertoire).</li> <li>• Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. seasonal, cultural repertoire,)</li> <li>• Exit ticket</li> <li>• Folk dance informance</li> </ul>
<b>Resources/Materials</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p>	<p><b><u>Core Instructional Materials</u></b> Review pages, anchor charts, teacher checklist</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, Music for Children, Vol.1 (Orff/Keetman)</i></p>

	<p><b>Digital Resources</b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b> <i>I'm Growing Up, New England Dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>	<p><b>Digital Resources</b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b> <i>I'm Growing Up, New England Dance Masters, Rise, Sally Rise, New England Dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>	<p><b>Digital Resources</b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b> <i>Rise, Sally Rise, New England Dance Masters</i> <i>Listen to the Mockingbird, New England dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>
<p><b>Interdisciplinary Connections</b></p>	<p style="text-align: center;"><b>Kindergarten</b></p>	<p style="text-align: center;"><b>Grade 1</b></p>	<p style="text-align: center;"><b>Grade 2</b></p>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>	<p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives. 9.4.2.Cl.2: Demonstrate originality and inventiveness in work.</p>		

	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
<b>Computer Science and Design Thinking</b>	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li>   <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li>   <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li>   <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> </ul> </li>   <li>● <b><u>Responsible Decision-Making</u></b>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Following directions</li> <li>■ Reflecting on lessons and transferring them to personal musical experiences</li> </ul>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>● Visual cues and modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> <li>● Use of Cue Words</li> <li>● Use Consistent Terms</li> <li>● Use of iPad for Translation Between English and Another Language</li> <li>● Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues and Modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● 1:1 Assistance When Noted in IEP</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Behavior Chart to Increase Focus</li> <li>● Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Assign Role as Peer Leader</li> <li>● Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>● Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Extended Time</li> <li>● Use Short, Simple Directions</li> <li>● Give Time for Breaks</li> <li>● Preferential Seating</li> </ul>

General Music: Grades K-2	
<b>Anchor Standard 8</b>	Interpreting intent and meaning.
<b>Enduring Understanding</b>	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
<b>Essential Question</b>	How do we discern the musical creators' and performers' expressive intent?
<b>Practice</b>	Interpret
<b>Performance Expectations</b>	
<ul style="list-style-type: none"> <li>● 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</li> </ul>	
<b>Dance</b>	
<ul style="list-style-type: none"> <li>● 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.</li> </ul>	
<b>Key Vocabulary</b>	



	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Loud, soft Fast, slow High, low	Forte, piano Presto, Largo High, low	Dynamics Tempo Pitch Rhythm Tempo
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will be able to: <ul style="list-style-type: none"> <li>• Experience musical concepts through creative movement, and singing repertoire chosen to highlight musical concepts.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Show understanding of musical concepts through creative movement, and singing repertoire chosen to highlight musical concepts.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• With prompting, students will demonstrate how music can change the way they move.</li> <li>• Explain the meaning of their movements by choosing a word that best describes it with teacher support through inquiry.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Perform songs and instrumental pieces chosen to highlight musical concepts.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Independently, students will demonstrate how music can change the way they move.</li> <li>• Explain the meaning of their movements by sharing a sentence about their movement choices.</li> </ul>
<b>Suggested Tasks/Activities</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Listen to music in different tonalities</li> <li>• Experience music in different tempos</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music and play singing games in different tonalities</li> <li>• Experience and differentiate music in different tempos and contrasting dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music, play singing games, and perform short instrumental selections in different tonalities</li> <li>• Perform music in different tempos and contrasting dynamics</li> </ul>

		<b>Dance</b> <ul style="list-style-type: none"> <li>Respond to musical texture through movement.</li> <li>Learn creative movements responding to the Carnival of the Animals.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Choose a portion of Peter and the Wolf performance to analyze and explain movement choices using dance vocabulary.</li> </ul>
<b>Evidence of Learning (Assessment)</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Non-verbal Assessment (i.e. self and class critiques)</li> <li>Student Performance (i.e. singing alone and with others in singing games).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Oral Assessment (i.e. self and class critiques)</li> <li>Student Performance (i.e. seasonal, cultural repertoire).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation of musical and dance experiences</li> <li>Oral Assessment (i.e. self and class critiques)</li> <li>Student Performance (i.e. seasonal, cultural repertoire,)</li> </ul>
<b>Resources/Materials</b>			
	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b> I'm Growing Up, New England</p>	<p><b><u>Core Instructional Materials</u></b> Review pages, anchor charts, teacher checklist</p> <p>Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, Music for Children, Vol.1 (Orff/Keetman)</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>

		Dance Masters, Rise, Sally Rise, New England Dance Masters <a href="#">Glossary of Dance Terms</a>	<b>Dance Resources</b> <i>Rise, Sally Rise, New England Dance Masters</i> <i>Listen to the Mockingbird, New England dance Masters</i> <a href="#">Glossary of Dance Terms</a>
<b>Interdisciplinary Connections</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>Career Readiness, Life Literacies and Key Skills</b>	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).		
<b>Computer Science and Design Thinking</b>	8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.		

<p><b>Social-Emotional Learning Competencies</b></p>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li>   <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li>   <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don’t like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li>   <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> </ul> </li>   <li>● <b><u>Responsible Decision-Making</u></b>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> <li>■ Following directions</li> <li>■ Reflecting on lessons and transferring them to personal musical experiences</li> </ul> </li> </ul> </li> </ul>
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Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>• Visual cues and modeling</li> <li>• Partners</li> <li>• Small Groups</li> <li>• Positive Reinforcement</li> <li>• Restated Directions</li> <li>• Preferential Seating</li> <li>• Use of Cue Words</li> <li>• Use Consistent Terms</li> <li>• Use of iPad for Translation Between English and Another Language</li> <li>• Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Cues and Modeling</li> <li>• Partners</li> <li>• Small Groups</li> <li>• 1:1 Assistance When Noted in IEP</li> <li>• Positive Reinforcement</li> <li>• Restated Directions</li> <li>• Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Behavior Chart to Increase Focus</li> <li>• Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Assign Role as Peer Leader</li> <li>• Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>• Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>• Check for Understanding</li> <li>• Extended Time</li> <li>• Use Short, Simple Directions</li> <li>• Give Time for Breaks</li> <li>• Preferential Seating</li> </ul>

General Music: Grades K-2			
<b>Anchor Standard 9</b>	Applying criteria to evaluate products.		
<b>Enduring Understanding</b>	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria		
<b>Essential Question</b>	How do we judge the quality of musical work(s) and performance(s)?		
<b>Practice</b>	Evaluate		
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>• 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.</li> </ul>		
<b>Dance</b>	<ul style="list-style-type: none"> <li>• 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.</li> </ul>		
<b>Key Vocabulary</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Performance	Performance	Performance

	Listen Evaluate	Listen Evaluate Reflect	Listen Evaluate Rubric Reflect
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Show understanding of the components of a piece of music.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Develop language to communicate about the quality of a musical performance.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Show understanding of how the music and movements coexist and depend on each other.</li> <li>Students will use dance vocabulary to describe their choice of movements. Teacher will use inquiry to prompt and support students in explaining why they chose movements with such characteristics and how they make the dance interesting.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Develop criteria to express preferences in evaluating music.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Show understanding of how the music and movements coexist and depend on each other.</li> <li>Students will use dance vocabulary to describe their choice of movements. Teacher will facilitate the use of inquiry to support students in explaining why they chose movements with such characteristics and how they make the dance interesting.</li> </ul>
<b>Suggested Tasks/Activities</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>Practice giving verbal and nonverbal feedback (i.e. thumbs up/thumbs down) to show personal expressive preferences</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant vocabulary to identify expressive preferences in a piece of music.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Using Carnival of the</li> </ul>	<ul style="list-style-type: none"> <li>Create a class rubric using appropriate vocabulary</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Using Peter and the Wolf, describe, both orally and in writing, how movement choices</li> </ul>

		<p>Animals, describe how certain movements create an interesting dance.</p> <ul style="list-style-type: none"> <li>• Sketch a portion of the dance that is the most interesting and label using dance vocabulary.</li> </ul>	enhance the dance using dance vocabulary.
<b>Evidence of Learning (Assessment)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Non-verbal Assessment (i.e. self and class critiques)</li> <li>• Winter sing along</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. discussion of personal preferences)</li> <li>• Winter Sing along</li> <li>• 1st Grade musical</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences (i.e. discussion of rubric criteria)</li> <li>• Winter sing along</li> </ul>
<b>Resources/Materials</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>	<p><b><u>Core Instructional Materials</u></b> Review pages, anchor charts, teacher checklist</p> <p>Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, Music for Children, Vol.1 (Orff/Keetman)</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard,</p>

		<p><b>Dance Resources</b>  I'm Growing Up, New England Dance Masters,  Rise, Sally Rise, New England Dance Masters  <a href="#">Glossary of Dance Terms</a></p>	<p>YouTube, Music Play Online, Google Apps</p> <p><b>Dance Resources</b>  <i>Rise, Sally Rise</i>, New England Dance Masters  <i>Listen to the Mockingbird</i>, New England dance Masters  <a href="#">Glossary of Dance Terms</a></p>
<b>Interdisciplinary Connections</b>			
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CI.2: Demonstrate originality and inventiveness in work.  9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		
<b>Computer Science and</b>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on</p>		



<b>Design Thinking</b>	user needs and preferences.
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness</u></b>: ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li>   <li>● <b><u>Self-Management</u></b>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> </li> </ul> </li>   <li>● <b><u>Social Awareness</u></b>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li>   <li>● <b><u>Relationship Skills</u></b>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> </ul> </li>   <li>● <b><u>Responsible Decision-Making</u></b>: refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> <li>■ Following directions</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Reflecting on lessons and transferring them to personal musical experiences</li> </ul>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>Visual cues and modeling</li> <li>Partners</li> <li>Small Groups</li> <li>Positive Reinforcement</li> <li>Restated Directions</li> <li>Preferential Seating</li> <li>Use of Cue Words</li> <li>Use Consistent Terms</li> <li>Use of iPad for Translation Between English and Another Language</li> <li>Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>Visual Cues and Modeling</li> <li>Partners</li> <li>Small Groups</li> <li>1:1 Assistance When Noted in IEP</li> <li>Positive Reinforcement</li> <li>Restated Directions</li> <li>Preferential Seating</li> </ul>	<ul style="list-style-type: none"> <li>Preferential seating</li> <li>Behavior Chart to Increase Focus</li> <li>Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>Assign Role as Peer Leader</li> <li>Allow Students to Demonstrate Certain Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</li> <li>Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>Check for Understanding</li> <li>Extended Time</li> <li>Use Short, Simple Directions</li> <li>Give Time for Breaks</li> <li>Preferential Seating</li> </ul>

General Music: Grades K-2				
<b>Anchor Standard 10</b>	Synthesizing and relating knowledge and personal experiences to create products.			
<b>Enduring Understanding</b>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.			
<b>Essential Question</b>	How do musicians make meaningful connections to creating, performing, and responding?			
<b>Practice</b>	Interconnection			
<b>Performance Expectations</b>	<ul style="list-style-type: none"> <li>1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</li> </ul>			
<b>Dance</b>	<ul style="list-style-type: none"> <li>1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.</li> </ul>			
<b>Key Vocabulary</b>				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #fff9c4;">Kindergarten</td> <td style="background-color: #ffe0b2;">Grade 1</td> <td style="background-color: #f8bbd0;">Grade 2</td> </tr> </table>	Kindergarten	Grade 1	Grade 2
Kindergarten	Grade 1	Grade 2		

	Performance Listen Evaluate	Performance Listen Evaluate Reflect	Performance Listen Evaluate Rubric
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will be able to: <ul style="list-style-type: none"> <li>Explore music while responding to the composer's intent.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Experience music while responding to the composer's intent.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Perform music while responding to the composer's intent.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>Explore how changes in the music create changes in movement.</li> <li>Explore the intent of the composer/choreographer.</li> </ul>
<b>Suggested Tasks/Activities</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>Explore music from a variety of cultures.</li> <li>Explore music from a variety of time periods</li> <li>Explore music from a variety of musical genres</li> </ul>	<ul style="list-style-type: none"> <li>Experience music from a variety of cultures.</li> <li>Experience music from a variety of time periods</li> <li>Experience music from a variety of musical genres</li> </ul>	<ul style="list-style-type: none"> <li>Perform music from a variety of cultures.</li> <li>Perform music from a variety of time periods</li> <li>Perform music from a variety of musical genres</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>Examine examples of AAPI cultural dances. Engage in discussion of the intent of the composer. What feeling does the dance evoke?</li> <li>Create own movements to the music to express emotions.</li> </ul>

<b>Evidence of Learning (Assessment)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Non-verbal Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. singing alone and with others in singing games).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. seasonal, cultural repertoire).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. seasonal, cultural repertoire,)</li> </ul>
<b>Resources/Materials</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b> <i>Rise, Sally Rise, New England Dance Masters</i> <i>Listen to the Mockingbird, New England dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>
<b>Interdisciplinary Connections</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>

	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. 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>B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		
<p><b>Computer Science and Design Thinking</b></p>	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</p> <p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>		
<p><b>Social-Emotional Learning Competencies</b></p>	<ul style="list-style-type: none"> <li>● <b>Self-Awareness:</b> ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li> <li>● <b>Self-Management:</b> ability to regulate and control one's emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> <li>○ Connections:</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>■ Intentional movement with focus of stretching and moving at points of lesson as needed.</li> <li>■ Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Social Awareness:</b> ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Opinion song- stand up if you like the topic, sit down if you don't like the topic.</li> <li>■ Class discussion as follow up to song- understand and respect other peoples’ perspectives.</li> </ul> </li> </ul> </li> <li>● <b>Relationship Skills:</b> refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class discussion</li> <li>■ Lessons on teamwork (partner dancing)</li> </ul> </li> </ul> </li> <li>● <b>Responsible Decision-Making:</b> refers to the ability to use multiple pieces of information to make ethical and responsible decisions <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Class rules and routines</li> <li>■ Class discussions</li> <li>■ Following directions</li> <li>■ Reflecting on lessons and transferring them to personal musical experiences</li> </ul> </li> </ul> </li> </ul>
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<b>Modifications</b>				
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>	<b>504</b>
<ul style="list-style-type: none"> <li>● Visual cues and modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● Positive Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues and Modeling</li> <li>● Partners</li> <li>● Small Groups</li> <li>● 1:1 Assistance When Noted in IEP</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Behavior Chart to Increase Focus</li> <li>● Positive Verbal Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Assign Role as Peer Leader</li> <li>● Allow Students to Demonstrate Certain Skills During Instruction or Activity</li> </ul>	<ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Extended Time</li> <li>● Use Short, Simple Directions</li> <li>● Give Time for Breaks</li> </ul>

<ul style="list-style-type: none"> <li>Restated Directions</li> <li>Preferential Seating</li> <li>Use of Cue Words</li> <li>Use Consistent Terms</li> <li>Use of iPad for Translation Between English and Another Language</li> <li>Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>Positive Reinforcement</li> <li>Restated Directions</li> <li>Preferential Seating</li> </ul>		<ul style="list-style-type: none"> <li>(i.e. singing a solo, performing for the class)</li> <li>Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<ul style="list-style-type: none"> <li>Preferential Seating</li> </ul>
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General Music: Grades K-2			
<b>Anchor Standard 11</b>	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.		
<b>Enduring Understanding</b>	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.		
<b>Essential Question</b>	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
<b>Practice</b>	Interconnection		
<b>Performance Expectations</b>			
<ul style="list-style-type: none"> <li>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>			
<b>Dance</b>			
<ul style="list-style-type: none"> <li>1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</li> </ul>			
<b>Key Vocabulary</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	History Culture Seasons Loud, soft Fast, Slow	History Culture Seasons Dynamics Tempo	Multiculturalism Culture History Inclusion Dynamics Tempo Minor, Major
<b>Student Learning Objectives</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>

	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Experience songs and musical pieces from various cultures, time periods and genres.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Explore dances from various cultures.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify connections between music and other content areas in songs, singing games and short instrumental pieces</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Understand that people danced differently in different historical periods (past and present).</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the connections between music and other content areas that are present in songs, singing games and instrumental selections.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast dances from various cultures.</li> </ul>
<p><b>Suggested Tasks/Activities</b></p>			
	<p style="text-align: center;"><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>• Sing a repertoire of thematic songs, including songs about the seasons, character education, holidays, and other interdisciplinary Kindergarten topics</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Listen to music/view dances from <b>AAPI culture</b> and <b>Black American musicians/dancers</b>.</li> <li>• Teacher-led research about the culture.</li> <li>• Class discussion of movements and how they connect to the culture.</li> </ul>	<p style="text-align: center;"><b>Grade 1</b></p> <ul style="list-style-type: none"> <li>• Sing a repertoire of thematic songs, including songs about the seasons, character education, holidays, and other interdisciplinary First grade topics</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Listen to music/view dances from <b>AAPI culture</b> and <b>Black American musicians/dancers</b> through different time periods.</li> <li>• Class discussion of movements and how they connect to the culture. How are dances from the past different from today?</li> </ul>	<p style="text-align: center;"><b>Grade 2</b></p> <ul style="list-style-type: none"> <li>• Perform a repertoire of songs, singing games and musical pieces chosen for thematic content</li> <li>• After hearing a piece of music, share observations as to where the music is from, or when it was composed</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Listen to music/view dances from <b>AAPI culture</b> and <b>Black American musicians/dancers</b> through different time periods.</li> <li>• Class discussion of movements and how they connect to the culture. What do you notice about the various dances? How are they the same? What did you notice makes them different and why do you think that is?</li> </ul>
<p><b>Evidence of Learning</b></p>			



<b>(Assessment)</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Non-verbal Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. singing alone and with others in singing games).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. seasonal, cultural repertoire).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation of musical and dance experiences</li> <li>• Oral Assessment (i.e. self and class critiques)</li> <li>• Student Performance (i.e. seasonal, cultural repertoire,)</li> </ul>
<b>Resources/Materials</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b> <i>I'm Growing Up, New England Dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>	<p><b><u>Core Instructional Materials</u></b> Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, First Steps in Music Curriculum, Music for Children, Vol.I (Orff/Keetman)</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b> <i>I'm Growing Up, New England Dance Masters, Rise, Sally Rise, New England Dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>	<p><b><u>Core Instructional Materials</u></b> Review pages, anchor charts, teacher checklist</p> <p>Pitched and unpitched percussion instruments</p> <p><b><u>Books &amp; Magazines</u></b> <i>GamePlan Curriculum, Music K-8, Music for Children, Vol.I (Orff/Keetman)</i></p> <p><b><u>Digital Resources</u></b> Sound system, iTunes, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p><b><u>Dance Resources</u></b> <i>Rise, Sally Rise, New England Dance Masters</i> <i>Listen to the Mockingbird, New England dance Masters</i> <a href="#">Glossary of Dance Terms</a></p>

<b>Interdisciplinary Connections</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>A. 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>B. Continue a conversation through multiple exchanges.</p>	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<b>Career Readiness, Life Literacies and Key Skills</b>	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work.</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>		
<b>Computer Science and Design Thinking</b>	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide</p> <p>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p>		
<b>Social-Emotional Learning Competencies</b>	<ul style="list-style-type: none"> <li>● <b>Self-Awareness:</b> ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Self-check-ins</li> <li>■ Teacher check-ins</li> <li>■ Nonverbal signs for feelings</li> </ul> </li> </ul> </li> </ul>		

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Intentional movement with focus of stretching and moving at points of lesson as needed.
    - Allowing students to decide when additional breaks are needed. Students may walk to back of room, choose to stand, etc.
  
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Opinion song- stand up if you like the topic, sit down if you don't like the topic.
    - Class discussion as follow up to song- understand and respect other peoples’ perspectives.
  
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Class discussion
    - Lessons on teamwork (partner dancing)
  
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Class discussions
    - Following directions
    - Reflecting on lessons and transferring them to personal musical experiences

**Modifications**

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> <li>● Visual cues and modeling</li> <li>● Partners</li> <li>● Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Cues and Modeling</li> <li>● Partners</li> <li>● Small Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Behavior Chart to Increase Focus</li> <li>● Positive Verbal</li> </ul>	<ul style="list-style-type: none"> <li>● Assign Role as Peer Leader</li> <li>● Allow Students to Demonstrate Certain</li> </ul>	<ul style="list-style-type: none"> <li>● Check for Understanding</li> <li>● Extended Time</li> <li>● Use Short, Simple</li> </ul>

<ul style="list-style-type: none"> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> <li>● Use of Cue Words</li> <li>● Use Consistent Terms</li> <li>● Use of iPad for Translation Between English and Another Language</li> <li>● Picture Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li>● 1:1 Assistance When Noted in IEP</li> <li>● Positive Reinforcement</li> <li>● Restated Directions</li> <li>● Preferential Seating</li> </ul>	<p style="text-align: center;">Feedback</p>	<p>Skills During Instruction or Activity (i.e. singing a solo, performing for the class)</p> <ul style="list-style-type: none"> <li>● Engage in Higher-Level Questioning Related to Musical Elements</li> </ul>	<p>Directions</p> <ul style="list-style-type: none"> <li>● Give Time for Breaks</li> <li>● Preferential Seating</li> </ul>
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