

Pine Hill Public Schools Curriculum

Content Area:		Music	
Course Title/ Grade Level:		Music / Grade K	
Unit 1:	Into to Fundamentals of Music	Month:	5 months
Unit 2:	Suite	Month:	6-8 weeks
Unit 3:	Holiday	Month:	8 weeks
Unit 4:	Tonal/Rhythmic Development	Month:	8 weeks
Unit 5:	Opera	Month:	6-8 weeks
Unit 6:		Month:	
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Music Curriculum**

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

Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.1.2.A.1
Proper vocal production/ vocal placement requires an understanding of basic anatomy and the physical properties of sound.	1.3.2.B.2
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Suite		Unit #: 2
Course or Grade Level: Grade Kindergarten		Length of Time: 6-8 weeks
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	What is a Suite?	
Content	Stories told within a suite Various movement activities Various listening activities	
Skills	Identify a suite Identify the parts of a suite Move/act out the story based on the music	
Assessments	Participate in listening activities, Act out song by moving Answer questions to identify actions within the music	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling • Teacher modeling • Repetition 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mother Goose Suite by Ravel audio, evaluation sheet 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.2 History of Arts and Culture 1.4 Aesthetic Response & Critique Methodologies		
Strand(s): B. Music A. History of Arts and Culture A. Aesthetic Response		
Content Statement(s):		CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.		1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.		1.1.2.B.2

Categorize the families of instruments and identify their associated musical properties	1.1.2.B.4
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.1.2.A.1
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.2.2.A.1
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Holiday		Unit #: 3
Course or Grade Level: Grade Kindergarten		Length of Time: 8 weeks
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	What are seasonal and holiday songs of various times of the year What is the meaning of Thanksgiving Day? What is a celeste? What are variations of a theme? What is ABA form?	
Content	<ul style="list-style-type: none"> • Tonal and Rhythmic development • Nutcracker Suite and puppet video • Fall/Winter and Holiday Songs • Mozart-Twinkle Variations • Form ABA in Twinkle Song • Various movement activities, singing games, songs and chants in different tonalities and meters 	
Skills	<ul style="list-style-type: none"> • Echo sing short melodic tonal patterns • Echo clap short rhythmic patterns in duple and triple meter • Know the story about Thanksgiving • Identify different themes in the Nutcracker Suite • Sing and move to various holiday songs • Demonstrate understand of ABA form 	
Assessments	Sing and perform tonal and rhythmic patterns, participate in listening activities, view a ballet, sing songs, movement to music	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts • Geography • Art 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Percussion Instruments, Three Bears Story, Mother Goose Suite by Ravel audio, Impressionist art, instrument photos, evaluation sheet, Pitch exploration and story charts, Froseth: Movement to Music CD, Scarves, puppets 	

2009 NJCCCS

Standard: 1.1 The Creative Process
 1.2 History of Arts and Culture
 1.3 Performance
 1.4 Aesthetic Response & Critique Methodologies

Strand(s): B. Music

A. History of Arts and Culture

A. Aesthetic Response

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

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Tonal/Rhythmic Development		Unit #: 4
Course or Grade Level: Grade Kindergarten		Length of Time: 8 weeks
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	How can students echo tonal patterns (non-diatonic) How do we use beat (macro/micro) to echo 4 beat rhythm patterns	
Content	Tonal and Rhythmic development Vocal exploration Movement exploration Instrument play	
Skills	Echo sing short melodic patterns using various simple non-diatonic tonal patterns using a neutral syllable Echo clap/say simple 4-beat rhythmic patterns in duple and triple meter using neutral syllable Sing in tune, keep a steady beat Move in activities to music with different tonalities and rhythms and time periods Accompany songs and chants with various rhythm instrument Use voice to produce sound throughout the vocal range	
Assessments	Teacher observation of performance of tonal and rhythmic patterns Observation of performance in listening, movement, chanting/singing and instrument play activities Respond to questions Solo singing	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling • Progress at individual pace 	
Inter-disciplinary Connections		
Lesson resources / Activities	<ul style="list-style-type: none"> • Instrument, pitch exploration pathways and stories, Gordon songs and chants, Gordon tonal and rhythm unit 1, recorded music from various sources and periods, Streamers/scarves, ball, evaluation sheets, children's stories, Cultural dances 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.3 Performance		
Strand(s): B: Music		
Content Statement(s):		CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.		1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.		1.1.2.B.2
Proper vocal production/ vocal placement requires an		1.3.2.B.2

understanding of basic anatomy and the physical properties of sound.	
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Opera		Unit #: 5
Course or Grade Level: Grade Kindergarten		Length of Time: 6-8 weeks
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	What is a Opera? What are the components of the opera	
Content	Story of an opera Various movement activities Various listening activities	
Skills	Identify opera Identify the components of opera (singing, acting, costumes, scenery, instrumental music) Move/act to various songs of the opera	
Assessments	Participate in listening activities, Act out song by moving Answer questions to identify actions within the music	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student modeling • Teacher modeling • Repetition 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Hansel and Gretel by Humperdinck, evaluation sheet 	
2009 NJCCCS		
Standard: 1.1 The Creative Process 1.2 History of Arts and Culture 1.4 Aesthetic Response & Critique Methodologies		
Strand(s): B. Music B. History of Arts and Culture A. Aesthetic Response		
Content Statement(s):		CPI # / CPI(s):
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.		1.1.2.B.1
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.		1.1.2.B.2

Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.1.2.A.1
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.2.2.A.1
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1

Revised: January 22, 2013