



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Elementary General Music Grades K - 3

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Elementary General Music K-3

Course Description:

Elementary General Music K-3 will establish the students' knowledge base and skill set needed as a pre-requisite to Elementary Chorus 4-6. This course is designed to help students develop a basic understanding of musical notation, music history, classroom instruments, vocal technique and performance practice. Students will participate in a variety of multi-sensory experiences designed to develop musical knowledge, appreciation and respect for different musical cultures and styles.

Suggested Course Sequence:

Unit 1: *Rhythmic Concepts*: 8 weeks
Unit 2: *Melodic Concepts*: 8 weeks
Unit 3: *Rhythmic Concepts II*: 8 weeks
Unit 4: *Melodic Concepts II*: 8 weeks
Unit 5: *Expressive Markings*: 8 weeks

Pre-Requisite: none.

Unit Overview

Content Area: Music

Unit Title: Rhythmic Concepts-Unit 1

Target Course/Grade Level: K-3

Unit Summary: In this unit, students will be introduced to age appropriate rhythmic concepts, using the Kodaly rhythmic syllable system.

21st century themes: Critical Thinking and Problem Solving

Learning Targets

Standards: NJ World Class Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

Unit Essential Questions

- How does this new rhythm relate to other rhythms in regards to size, appearance and duration?

Unit Enduring Understandings

- When practicing rhythms, look at the big picture, don't focus on the individual unit.

Unit Learning Targets

Students will...

- **Identify rhythm aurally and visually.**
- **Play/sing rhythms independently and in a group.**
- **Demonstrate proper playing technique on Orff and other classroom instruments.**
- **Demonstrate proper singing technique in solo and group singing activities.**
- **Demonstrate understanding of rhythmic relationship to steady beat.**
- **Demonstrate understanding of musical notation on staff lines through independent composition.**
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Evidence of Learning

Summative Assessment

- Composition Assignment
- Textbook Worksheets
- In-class performances

Equipment Needed: classroom piano, classroom instruments, Interwrite board, projector, classroom computer, iPad

Teacher Resources: Silver Burnett Making Music K-4 (Student Version, Teacher Version and CDS)

Formative Assessments

- Sight-reading/Ear training exercises
- Online Music Games
- Guided Listening

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Reading Rhythms	1 Class Period
2	Speaking Rhythms Independently	1 Class Period
3	Playing Rhythms on Classroom Instruments	1 Class Period
4	Rhythms through Dance	1 Class Period
5	Telling a Musical Story Through Verbal Cues	1 Class Period
6	Playing Rhythms as a Group	1 Class Period
7	Fall Song Composition	2 Class Periods

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

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com
Westmusic.com
ACDA.org
NAFME.org

Unit Overview	
Content Area:	Music
Unit Title:	Melodic Concepts-Unit 2
Target Course/Grade Level:	K-3
Unit Summary: In this unit, students will be introduced to age appropriate melodic concepts, using the Kodaly solfege system.	
21st century theme: Critical Thinking and Problem Solving	
Learning Targets	
Standards: NJ World Class Standards	
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes & rests.
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
Unit Essential Questions <ul style="list-style-type: none">How does this new solfege relate to other solfege in regards to placement on staff lines?	Unit Enduring Understandings <ul style="list-style-type: none">Solfege syllables are relationships between notes.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none">Identify solfege aurally and visually.Play/sing melodies independently and in a group.Demonstrate proper playing technique on Orff and other classroom instruments.Demonstrate proper singing technique in solo and group singing activities.Demonstrate understanding of solfege syllable to tonic tone in a song.Demonstrate understanding of musical notation on staff lines through independent composition.	

Evidence of Learning

Summative Assessment

- Composition Assignment
- Textbook Worksheets
- In-class performances
- Holiday Sing-Along Performance

Equipment Needed: classroom piano, classroom instruments, Interwrite board, projector, classroom computer, iPad

Teacher Resources: Silver Burnett Making Music K-4 (Student Version, Teacher Version and CDS)

Formative Assessments

- Sight-reading/Ear training exercises
- Online Music Games
- Guided Listening

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1, 2	Introduction to the Staff	2 Class Periods
3	Playing Melodies on Orff Instruments	1 Class Period
4, 5	Introduction to Writing Melodies on Staff Line	2 Class Period
6	Telling a Musical Story Through Verbal Cues	1 Class Period
7, 8	Meaning Behind Holiday Songs for Holiday Sing-Along	2 Class Periods

Teacher Notes: none.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com
Westmusic.com
ACDA. org
NAFME.org

Unit Overview		
Content Area: Music		
Unit Title: Rhythmic Concepts II-Unit 3		
Target Course/Grade Level: K-3		
Unit Summary: In this unit, students will continue learning about age appropriate rhythmic concepts, using the Kodaly rhythmic syllable system.		
21st century theme: Critical Thinking and Problem Solving		
Learning Targets		
Standards: NJ World Class Standards		
<p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>		
CPI#	Cumulative Progress Indicator (CPI)	
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	
1.1.2.B.3	Identify and categorize sound sources by common traits (scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes & rests.	
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.	
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	
Unit Essential Questions <ul style="list-style-type: none"> How does this new rhythm relate to other rhythms in regards to size, appearance and duration? 		Unit Enduring Understandings <ul style="list-style-type: none"> When practicing rhythms, look at the big picture, don't focus on the individual unit.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify rhythm aurally and visually. Play/sing rhythms independently and in a group. Demonstrate proper playing technique on Orff and other classroom instruments. Demonstrate proper singing technique in solo and group singing activities. Demonstrate understanding of rhythmic relationship to steady beat. Demonstrate understanding of musical notation on staff lines through independent composition. 		

Evidence of Learning

Summative Assessment

- Composition Assignment
- Textbook Worksheets
- In-class performances

Equipment Needed: classroom piano, classroom instruments, Interwrite board, projector, classroom computer, iPad

Teacher Resources: Silver Burnett Making Music K-4 (Student Version, Teacher Version and CDS)

Formative Assessments

- Sight-reading/Ear training exercises
- Online Music Games
- Guided Listening

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to New Rhythms	1 Class Period
2	Speaking Rhythms Independently	1 Class Period
3	Playing Rhythms on Classroom Instruments	1 Class Period
4	Rhythms through Dance	1 Class Period
5	Telling a Musical Story Through Verbal Cues	1 Class Period
6	Rhythmic Song Dictation	1 Class Period
7, 8	Playing Complex Rhythms as a Group	2 Class Periods

Teacher Notes: none.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com

Westmusic.com

ACDA.org

NAFME.org

Unit Overview	
Content Area:	Music
Unit Title:	Melodic Concepts II -Unit 4
Target Course/Grade Level: K-3	
Unit Summary: In this unit, students will continue learning about age appropriate melodic concepts, using the Kodaly solfege system.	
21 st century themes: Critical Thinking and Problem Solving	
Learning Targets	
Standards: NJ World Class Standards	
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes & rests.
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none">How does this new solfege relate to other solfege in regards to placement on staff lines?	<ul style="list-style-type: none">Solfege syllables are relationships between notes.
Unit Learning Targets	
Students will...	
<ul style="list-style-type: none">Identify solfege aurally and visually.Play/sing melodies independently and in a group.Demonstrate proper playing technique on Orff and other classroom instruments.Demonstrate proper singing technique in solo and group singing activities.Demonstrate understanding of solfege syllable to tonic tone in a song.Demonstrate understanding of musical notation on staff lines through independent composition.	

Evidence of Learning

Summative Assessment

- Composition Assignment
- Textbook Worksheets
- In-class performances

Equipment Needed: classroom piano, classroom instruments, Interwrite board, projector, classroom computer, iPad

Teacher Resources: Silver Burnett Making Music K-4 (Student Version, Teacher Version and CDS)

Formative Assessments

- Sight-reading/Ear training exercises
- Online Music Games
- Guided Listening

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Review of staff with new solfege syllable	1 Class Period
2	Listening for skips and steps in music	1 Class Period
3	Playing Melodies on Orff Instruments	1 Class Period
4	Telling a Musical Story Through Verbal Cues	1 Class Period
5	Melodic Song Dictation	1 Class Period
6	Melodies with Group Dance	1 Class Period
7, 8	Performance of Folk Song with Orff Accompaniment	2 Class Periods

Teacher Notes: none.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com

Westmusic.com

ACDA.org

NAFME.org

Unit Overview			
Content Area: Music			
Unit Title: Expressive Markings- Unit 5			
Target Course/Grade Level: K-3			
Unit Summary: In this unit, students will discover meaning behind expressive markings in musical notation, incorporating them into classroom performances.			
21st century theme: Critical Thinking and Problem Solving			
Learning Targets			
Standards: NJ World Class Standards			
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.		
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.		
1.1.2.B.3	Identify and categorize sound sources by common traits (scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes & rests.		
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.		
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.		
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.		
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.		
<table> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> Why do composers use certain expressive markings at specific times in a song? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Expression enhances the storytelling ability of music. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> Why do composers use certain expressive markings at specific times in a song? 	Unit Enduring Understandings <ul style="list-style-type: none"> Expression enhances the storytelling ability of music.
Unit Essential Questions <ul style="list-style-type: none"> Why do composers use certain expressive markings at specific times in a song? 	Unit Enduring Understandings <ul style="list-style-type: none"> Expression enhances the storytelling ability of music. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify expressive markings in the context of a song. Incorporate expressive markings into an original composition. Demonstrate proper use of expressive marking through vocal and instrumental performance. 			

Evidence of Learning

Summative Assessment

- Composition Assignment
- Textbook Worksheets
- In-class performances

Equipment Needed: classroom piano, classroom instruments, Interwrite board, projector, classroom computer, iPad

Teacher Resources: Silver Burnett Making Music K-4 (Student Version, Teacher Version and CDS)

Formative Assessments

- Sight-reading/Ear training exercises
- Online Music Games
- Guided Listening

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Introduction to Expressive Markings	1 Class Period
2	Identifying Expressive Marking Within a Recording	1 Class Period
3	Playing Music with Expressive Markings	1 Class Period
4, 5	Strategies for Song Composition with Lyrics	2 Class Period
6, 7	Summer Song Composition Project	2 Class Periods
8	Classroom Performance	1 Class Period

Teacher Notes: none.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com

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ACDA.org

NAFME.org