

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Music</b>	<b>Grade Level(s): Kindergarten</b>
<b>Department: Humanities</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: September 17, 2020</b>	<b>Revision Date(s): August 5, 2020</b>

## Course Description

### Mission Statement

*The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to*

highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

### **Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

### **How to Read this Document**

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

## Pacing Guide

Course Title: Music (K)

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1:Beat/Steady Beat	1 1/2	VPA.1.1.2.B.3 VPA.1.1.2.B.CS3 VPA.1.1.2.B.2 VPA.1.1.2.B.CS2	Define steady beat-Name real world examples of steady beat-Describe the difference between beat and no beat	Identify steady beat in music by listening-Express steady beat through singing and moving to music
Unit 2:Whisper, Talk, Shout and Sing	1 1/2	VPA.1.3.2.B.1 VPA.1.3.2.B.CS2 VPA.1.3.2.B.2 VPA.1.3.2.B.CS4	Demonstrate the four ways to use the voice and describe situations in which to use them  Use singing voice (pitches <i>so/</i> and <i>mi</i> ) in a song	Use the voice four different ways in one rhyme or song-Recall the four ways to use the voice-Name specific situations in which each voice is used.
Unit 3:Rhythm Introduction-Beat or Rhythm	1 1/2	VPA.1.1.2.B.CS1 VPA.1.1.2.B.CS2 VPA.1.3.2.B.1 VPA.1.3.2.B.3	Define rhythm-Define the difference between beat and rhythm	Chant the rhythms to a song-Sing the rhythms to a song-Play, and move to simple rhythms in a song-Identify same vs. different rhythm patterns
Unit 4:High and Low	1 1/2	VPA.1.1.2.B.CS1 VPA.1.1.2.B.1 VPA.1.1.2.B.2	Distinguish between high and low sounds	Sing a song using high and low pitches-Sing pitches that match those sung by the teacher-

		<b>VPA.1.1.2.B.CS3</b>		<b>Demonstrate high and low pitches by singing, playing, and moving to music</b>
<b>Unit 5:Loud and Soft</b>	<b>1</b>	<b>VPA.1.1.2.B.CS1 VPA.1.3.2.B.CS7 VPA.1.4.2.A.3 VPA.1.3.2.B.3</b>	<b>Describe the difference between loud and soft in a song</b>	<b>Demonstrate movements that accurately reflect loud and soft-Sing loud and soft within a song-Match loud and soft levels while performing in a group-Play classroom instruments at loud or soft levels within a song</b>
<b>Unit 6:Tempo</b>	<b>1</b>	<b>VPA.1.1.2.B.CS1 VPA.1.1.2.B.1 VPA.1.1.2.B.2 VPA.1.1.2.B.CS3</b>	<b>Identify two areas, other than music, where changes in tempo or speed are found-Describe how tempos relate to different parts of the day</b>	<b>Move to, and perform music at slow and fast tempos-Choose the best tempo for a familiar song-Perform music at the best tempo for a given song</b>
<b>Unit 7:Intro to the Instrument Families</b>	<b>1</b>	<b>VPA.1.3.2.B.CS3 VPA.1.3.2.B.CS3 VPA.1.1.2.B.3</b>	<b>Recognize the four main instrument families of the orchestra</b>	<b>Identify the trumpet, violin, flute, and drum and name the instrument family each represents-Identify the keys as a feature that makes the flute a member of the woodwind family-Identify the mouthpiece and bell as two features that make the trumpet a member of the brass family-Recall that the drum has a head and is a member of the percussion family-Recall that the violin has strings and is a member of the string family</b>

Instructional Unit Map			
Course Title: K-Music			
Unit Title	--Beat/Steady Beat.	Start Date:	
		Length of Unit:	6 periods
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p>VPA.1.1.2.B.3-Identify and categorize sound sources by common traits.</p> <p>VPA.1.1.2.B.CS3-Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p> <p>VPA.1.1.2.B.2-Identify musical elements in</p>	<b>Learning Goals</b>	<p>Students will be able to-</p> <p>Define/perform steady beat</p> <p>Describe the difference between beat and no beat</p>

	<p>response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>VPA.1.1.2.B.CS2-The elements of music are foundational to basic music literacy.</p>		
<p><b>Essential Questions</b></p>	<p>Our bodies have a heartbeat. Does music have one too?</p>		
<p><b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p><b>Formative</b></p>	<p><b>Summative</b></p>	<p><b>Alternative</b></p>
	<p>Sing/move to/perform various songs and chants while maintaining a steady beat in the body or on instruments</p> <p>Listen, and choose (from different pieces of music) the one selection that exemplifies a steady pulse</p>	<p>Demonstrate with the body the steady beat in various examples of music</p>	<p>Listen, and choose (from three different pieces of music) the one selection that exemplifies a steady pulse</p>

<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Demonstrate with the body the steady beat in various examples of music							
<b>Instructional Strategies/Student Activities</b>	Direct instruction Listening (Active/Dyadic) Modeling Guided practice Group work Making life connections							
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<table border="1" style="width:100%; text-align:center;"> <tr> <th style="width:25%;">English Language Learners</th> <th style="width:25%;">Special Education Learners</th> <th style="width:25%;">Struggling Learners</th> <th style="width:25%;">Advanced Learners</th> </tr> </table>				English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners				
Beat buddy Graphic measure chart	Modified Instruments Graphic measure chart	Performance encore Vary performance format	Music maestro Rhythm pattern performance					
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)					
	Vary styles/song selection		Students will perform specific beats only					
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Beat Steady/Same							

<b>Integration of Technology</b> <a href="#">SAMR</a>		
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>K-PS3-1.2.1</b> -Events have causes that generate observable patterns	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>Skills</b></span>	
		Critical Thinking and Problem Solving Communication Collaboration
<b>Resources/Materials</b>	Quaver curriculum Orff instruments Contrasting styles/examples of music exemplifying a strong beat	

**Instructional Unit Map**



<b>Course Title:</b>			
<b>Unit Title</b>	-Whisper, Talk, Shout and Sing.	<b>Start Date:</b>	
		<b>Length of Unit:</b>	6 periods
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p>VPA.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.</p> <p>VPA.1.3.2.B.CS2-Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p> <p>VPA.1.3.2.B.2- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p>	<b>Learning Goals</b>	<p>Students will utilize the four voices (whisper, talk, shout and sing)</p> <p>Use singing voice (pitches <i>sol</i> and <i>mi</i>) in a song</p>

	VPA.1.3.2.B.CS4-Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.		
<b>Essential Questions</b>	Most people think we have only one voice. How many voices do we really have?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b> <span style="margin-left: 150px;"><b>Summative</b></span> <span style="margin-left: 150px;"><b>Alternative</b></span>		
	Whisper, talk, shout or sing various songs or chants  Performance of pitch diagrams	Perform a song using all four of the voices (sol and mi pitches for the singing voice)  Critique class recordings	Through vocal pitch diagrams, siren sounds, etc demonstrate the rising and falling of pitch using the voice  Critique class recordings
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Four corners		
<b>Instructional Strategies/Student Activities</b>	Direct instruction Listening (Active/Dyadic) Modeling Guided practice		

	Group work Experimentation								
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – planned for prior to instruction	<table border="1"> <thead> <tr> <th>English Language Learners</th> <th>Special Education Learners</th> <th>Struggling Learners</th> <th>Advanced Learners</th> </tr> </thead> <tbody> <tr> <td>Encourage students to use native language</td> <td>Props</td> <td>Graphic models</td> <td>Improvisation</td> </tr> </tbody> </table>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners	Encourage students to use native language	Props	Graphic models	Improvisation
	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners					
Encourage students to use native language	Props	Graphic models	Improvisation						
<b>Differentiated Instructional Methods:</b> ( <i>Multiple means for students to access content and multiple modes for student to express understanding</i> )	<table border="1"> <thead> <tr> <th>Access (Resources and/or Process)</th> <th>Expression (Products and/or Performance)</th> </tr> </thead> <tbody> <tr> <td>Utilize nonsense words/sounds</td> <td>Create a soundscape to accompany a story</td> </tr> </tbody> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)	Utilize nonsense words/sounds	Create a soundscape to accompany a story				
Access (Resources and/or Process)	Expression (Products and/or Performance)								
Utilize nonsense words/sounds	Create a soundscape to accompany a story								
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Whisper Talk Shout Sing Pitch Melody								
<b>Integration of Technology</b> <a href="#">SAMR</a>	Audacity program								
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	LA.RF.K.1.A-Follow words from left to right, top to bottom, and page by page  LA.RF.K.1.B-Recognize that spoken words are represented in written language by specific sequences of letters								

<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>		<b>S Skills</b>	
			Initiative and self direction Social and cross-cultural skills	
<b>Resources/Materials</b>	Quaver curriculum Sound graphs Game Song/chant repertoire Recording program Critique rubric			

<b>Instructional Unit Map</b>			
<b>Course Title:</b>			
<b>Un</b>	--Rhythm Introduction-Beat or Rhythm.	<b>Start Date:</b>	
<b>Unit Title</b>		<b>Length of Unit:</b>	6 periods

<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<p>VPA.1.1.2.B.CS1-Ear training and listening skills are prerequisites for musical literacy.</p> <p>VPA.1.1.2.B.CS2-The elements of music are foundational to basic music literacy.</p> <p>VPA.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.</p> <p>VPA.1.3.2.B.3- Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>	<p><b>Learning Goals</b></p>	<p>Students will demonstrate the difference between beat and rhythm</p> <p>Students will define the difference between beat and rhythm</p>
<p><b>Essential Questions</b></p>	<p>If cherries sit on top of ice cream, what sits on top of the beat?</p>		

<b>Assessments</b>				
<i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>		<b>Alternative</b>
	<p>Sing/move to/perform various songs and chants while maintaining a simple rhythm in the body or on instruments</p> <p>Listen, and choose (from different pieces of music) the one selection that exemplifies a continuous rhythm</p>	<p>With the body or on instruments, perform a simple rhythm to various examples of music</p>		<p>Listen, and choose (from three different pieces of music) the one selection that exemplifies a continuous familiar rhythm</p>
<b>Unit Pre-Assessment(s)</b>	<p><i>What do they already know?</i></p> <p>Demonstrate with the body a repeated pattern in an example of music</p>			
<b>Instructional Strategies/Student Activities</b>	<p>Direct instruction</p> <p>Listening (Active/Dyadic)</p> <p>Modeling</p> <p>Guided practice</p> <p>Group work</p> <p>Making life connections</p>			
<b>Instructional/Assessment Scaffolds (Modifications)</b>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>

<i>/Accommodations) – planned for prior to instruction</i>	Rhythm rocker Graphic rhythm chart Multiple choice	Modified Instruments Graphic measure chart	Performance encore Vary performance format	Music maestro Pattern improvisation
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
	Students will base patterns off of the sound of their names, cartoon character names etc.		Students will provide a more basic rhythm pattern	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Rhythm Changing			
<b>Integration of Technology</b> <a href="#">SAMR</a>				
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p>MA.K.K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>MA.K.K.CC.B.4a-When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>MA.K.K.CC.B.4b-Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted</p>			
<b>21<sup>st</sup> Century Themes/Skills</b>	<b>Themes</b>		<b>S Skills</b>	

<a href="#">P21 Framework</a>		Productivity and accountability Leadership and responsibility
<b>Resources/Materials</b>	Quaver curriculum Orff instruments Contrasting styles/examples of music exemplifying a strong beat	

Instructional Unit Map			
<b>Course Title:</b>			
<b>Unit Title</b>	High and Low--	<b>Start Date:</b>	
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	VPA.1.1.2.B.CS1-Ear training and listening skills are prerequisites for musical literacy.	<b>Learning Goals</b>	Students will be able to demonstrate (through movement and performance) their ability to distinguish between high and low sounds
		<b>Length of Unit:</b>	6 periods



	<p>VPA.1.1.2.B.1-Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>VPA.1.1.2.B.2-Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>VPA.1.1.2.B.CS3-Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p>		
<b>Essential Questions</b>	Are high and low the same as loud and soft?		
<b>Assessments</b>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>

<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p>Circle a graphic pitch chart that matches the music example heard</p> <p>Through movement, demonstrate the direction of the pitch being heard</p> <p>Using the voice/instruments, perform changing pitch direction along with songs/chants</p>	<p>Using the voice/instruments, perform appropriate pitch direction along with songs/chants</p> <p>Critique class recordings</p>	<p>Circle a graphic pitch chart that matches the music example heard</p>	
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<p>Eyes closed, ears open listening activity</p>			
<p><b>Instructional Strategies/Student Activities</b></p>	<p>Direct instruction Listening (Active/Dyadic) Modeling Guided practice Group work Experimentation</p>			
<p><b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p><b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b></p>			
	<p>Pitch pal Graphic pitch chart</p>	<p>Graphic pitch chart</p>	<p>Performance encore Instrument modification</p>	<p>Additions to instruments</p>

	Students answer in native language		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>
	Improvisation		Utilize sliding sounds cards Role play
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	High Low Pitch		
<b>Integration of Technology</b> <a href="#">SAMR</a>	Audacity Program		
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>			
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>		<b>S Skills</b>
			Information and media literacy

<b>Resources/Materials</b>	Quaver curriculum Sound graphs Wind game Song/chant repertoire Recording program Critique rubric
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Instructional Unit Map			
<b>Course Title:</b>			
<b>Un</b>	--Loud and Soft		<b>Start Date:</b>
<b>Unit Title</b>			<b>Length of Unit:</b> 6 periods
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	VPA.1.1.2.B.CS1-Ear training and listening skills are prerequisites for musical literacy.  VPA.1.3.2.B.CS7-Basic conducting patterns and gestures provide cues about how and when to execute	<b>Learning Goals</b>	Students will perform loud and soft in a song Students will describe the difference between loud and soft in a song

	<p>changes in dynamics, timbre, and timing.</p> <p>VPA.1.4.2.A.3-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p> <p>VPA.1.3.2.B.3- Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>					
<b>Essential Questions</b>	Can loud and soft change the feelings in the music?					
<b>Assessments</b>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Formative</b></td> <td style="width: 33%;"><b>Summative</b></td> <td style="width: 33%;"><b>Alternative</b></td> </tr> </table>			<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>				

<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p>Sing/move to/perform various songs and chants utilizing variations in the dynamics Listen, and choose (from different pieces of music) the one selection that exemplifies a change in dynamic range</p>	<p>With the body, voice or on instruments, perform a simple song or chant demonstrating appropriate changes in dynamics</p>	<p>Listen, and choose (from different pieces of music) the one selection that exemplifies the largest variation in dynamic range</p>	
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<p>Eyes closed, ears open listening activity</p>			
<p><b>Instructional Strategies/Student Activities</b></p>	<p>Direct instruction Listening (Active/Dyadic) Modeling Guided practice Group work Experimentation</p>			
<p><b>Instructional/Assessment Scaffolds</b> (<i>Modifications /Accommodations</i>) – planned for prior to instruction</p>	<p><b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b></p>			
	<p>Dynamic dynamo Graphic dynamics chart</p>	<p>Performance encore</p>	<p>Graphic dynamics chart</p>	<p>Music Maestro</p>
<p><b>Differentiated Instructional</b></p>	<p><b>Access</b> (Resources and/or Process)</p>		<p><b>Expression</b> (Products and/or Performance)</p>	

<b>Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Story telling	Creation of soundscapes
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Loud Soft Dynamics	
<b>Integration of Technology</b> <a href="#">SAMR</a>		
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	LA.RF.K.1.A-Follow words from left to right, top to bottom, and page by page  LA.RF.K.1.B-Recognize that spoken words are represented in written language by specific sequences of letters	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>S Skills</b></span>	
		Information and media literacy
<b>Resources/Materials</b>	Quaver curriculum Sound stories Hot and cold Song/chant repertoire	

## Instructional Unit Map

Course Title:

Un

--Tempo

Start Date:

Unit Title

Length of Unit:

6 periods

**Content Standards**

*What do we want them to know, understand, & do?*

VPA.1.1.2.B.CS1-Ear training and listening skills are prerequisites for musical literacy.

VPA.1.1.2.B.1-Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

**Learning Goals**

Students will perform contrasting tempi in music



	<p>VPA.1.1.2.B.2-Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>VPA.1.1.2.B.CS3-Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p>		
<b>Essential Questions</b>	How can we use words and tempo to play follow the leader?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b> <span style="margin-left: 150px;"><b>Summative</b></span> <span style="margin-left: 150px;"><b>Alternative</b></span>		
	Sing/move to/perform various songs and chants utilizing variations in the tempo	With the body, voice or on instruments, perform a simple song or chant demonstrating appropriate changes in tempo	Listen, and choose (from different pieces of music) the one selection that exemplifies

	Listen, and choose (from different pieces of music) the one selection that exemplifies a change tempo		the largest variation in tempo
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	White board activity		
<b>Instructional Strategies/Student Activities</b>	Direct instruction Listening (Active/Dyadic) Modeling Guided practice Group work Making life connections		
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>
	Tempo titan Answer in native language	Graphic tempo chart	Modify tempo scale Performance encore
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)

<b>Vocabulary</b> <i>Highlight key vocabulary  (both Tier II and Tier III words)</i>	Fast Slow Allegro Largo	
<b>Integration of Technology</b> <a href="#">SAMR</a>		
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	LA.RF.K.1.A-Follow words from left to right, top to bottom, and page by page  LA.RF.K.1.B-Recognize that spoken words are represented in written language by specific sequences of letters	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b> <span style="float: right;"><b>S Skills</b></span>	
		Critical Thinking and Problem Solving Communication Collaboration
<b>Resources/Materials</b>	Quaver curriculum Song/chant repertoire Orff instruments	

