



**Califon Public School  
Music Curriculum**

<b>Subject: Music</b>	<b>Grade: 1</b>	<b>Unit #: 1</b>	<b>Pacing: 40 weeks</b>
<b>Unit Title: Creating Music: Musical Elements</b>			

**OVERVIEW OF UNIT:**

**Students learn the basic fundamentals of music, including but not limited to, rhythm, melody, tempo, dynamics, and form which enables them to embrace musical creativity. Students will be introduced to musical notation and begin learning composition.**  
**Interdisciplinary connections: Social Studies, Math, Reading, Writing, World Language, PE, Art, Science**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</li> <li>● Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>● How do musicians generate creative ideas?</li> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> </ul>
<b>Objectives</b>	
<b>STUDENTS WILL BE ABLE TO:</b> <ul style="list-style-type: none"> <li>● Demonstrate a steady beat in a group</li> <li>● Echo rhythms</li> <li>● Echo Melodies</li> <li>● Demonstrate changes in tempo and dynamics</li> </ul>	

- Write music using modified notation
- Read music using modified notation
- Create/Improvise original pieces of music

**STUDENTS WILL KNOW::**

- What is a steady beat
- Duration Values for Ta, titi, tika tika rest
- Musical Elements: dynamics p f, tempo Largo Andante Allegro Presto
- Melody direction using solfeggio

### Assessment

**Formative Assessment:**

- **Participation**

**Formative: Performance: Authentic Task/ Skill Demonstration**

Students will be evaluated each class on their level of engagement, effort, and cooperation. Monthly participation grades will be recorded in the grade book.

**Teacher-Student Conferences**

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

**Summative Assessment:**

- **Teacher Observation**

**Summative: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed each class for comprehension and mastery of subject/skill per teacher observation.

**Games and Activities**

**Benchmark:**

- **Pre Assessment**

**Benchmark: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed through observation and/or written assessment at the beginning of the unit

**Alternative:**

- **Modified Assessment based on individual IEPs and Advanced skills**

**Performance: Authentic Task/Skill Demonstration**

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

**Key Vocabulary**

- Steady Beat
- Rhythm: ta ti ti
- Fine
- Tempo: Largo, Andante, Allegro, Presto
- Dynamics: Piano, Forte
- Solfegio

**Resources & Materials**

- Music k8
- Music Express
- [www.FreddieTheFrog.com](http://www.FreddieTheFrog.com)
- Orff Schulwerk
- Kodaly
- Teacher Made Resources

**Technology Infusion****Teacher Technology:**

- Smart Board
- iPad
- Computer/Chromebook
- Google Classroom

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources

- Google Apps for Education

**Activities:**

- Interactive Websites
- Interactive learning games

Standard	Standard Description
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.

### Interdisciplinary Integration

**Activities:**

- Singing age appropriate songs

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

### 21<sup>st</sup> Century Life Skills

**Activities:**

<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Improvisation</li> <li>• Composition</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

<b>Careers</b>	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Composition</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

<b>Standards</b>	
<b>Standard #</b>	<b>Standard Description</b>
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas
1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>



**Califon Public School  
Music Curriculum**

<b>Subject: Music</b>	<b>Grade: 1</b>	<b>Unit #: 2</b>	<b>Pacing: 16 weeks</b>
<b>Unit Title: Performance: Vocal and Instrumental Development</b>			

**OVERVIEW OF UNIT:**

**Students will use proper vocal and instrumental techniques while rehearsing music for Winter and Spring Music Programs. Students will demonstrate performance decorum and proper audience etiquette during listening activities and while observing other classmates performing. Students will apply appropriate music terminology in a critique of performance.**

**Interdisciplinary Connections: Social Studies, World Language, Dance, ELA**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work</li> </ul>	<ul style="list-style-type: none"> <li>● How do performers select repertoire?</li> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ul>

is presented influence audience response.

### Objectives

Students will be able to:

- Sing with expression in an ensemble
- Respond to conducting cues
- Memorize lyrics
- Perform movement
- Play instrumental parts with good technique and at appropriate time
- Demonstrate age appropriate professional performance procedures
- Apply music terminology as it relates to the performance pieces.

Students will know:

- Age appropriate vocal technique
- Professional performance procedures
- Musical terminology as it applies to performance pieces

### Assessment

#### **Formative:**

#### **Participation**

Students are assessed each class during concert preparation for the following skills:

- effort
- following musical score and conductor cues
- vocal production
- memorization
- concert procedures
- instrumental technique

#### **Teacher-Student Conferences**

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

#### **Summative:**

#### **Authentic Task/Skill Demonstration**



Students will be assessed by observation each class period for their comprehension and accuracy of the performance material. Students will also be expected to demonstrate proper performance and audience etiquette.

**Performance Critique**

Written or oral student assessment of Music Concert. Information to include:

- overall performance
- areas of strength
- areas for growth
- personal accomplishments and/or areas for growth.
- professionalism

**Benchmark:****Pre Concert Preparation**

Students will be assessed through observation and authentic skills proficiency during weeks prior to concert preparation to determine appropriate age and skill level music for the Winter Concert.

**Alternative:****Modified Assessment based on individual IEPs and Advanced skills****Performance: Authentic Task/Skill Demonstration**

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension

**Key Vocabulary**

- Posture
- Professional (standing tall, feet forward, hands to side, face to audience, voices quiet except when singing)
- Staff, measure, steady beat
- Pitch, rhythm
- Cue

**Resources & Materials**

Music K-8

Music Express

JW Pepper

School Music Library

Youtube  
iTunes  
Teacher made resources

### Technology Infusion

**Teacher Technology:**

- iPad
- Computer
- Smart Board
- Online resources ie youtube

**Student Technology:**

- Smart Board
- Teacher Web page

**Activities:**

- Students learn lyrics, vocal parts, instrumental parts from projected images
- Video recordings of concert material
- Recordings and lyrics posted on teacher web page

Standard	Standard Description
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.

### Interdisciplinary Integration

**Activities:**

- Students add movement and motions to concert songs
- Students perform movement

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
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Standard	Standard Description
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.

### 21<sup>st</sup> Century Life Skills

#### Activities:

- Singing new music
- Movement
- Improvisation

Standard	Standard Description
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

### Careers

#### Activities:

- Class Discussion

Standard	Standard Description
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job

Standards	
Standard #	Standard Description
1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
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.
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning,</li> </ul>

<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			independence, openness, complexity, groups varied <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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**Califon Public School  
Music Curriculum**

<b>Subject: Music</b>	<b>Grade: 1</b>	<b>Unit #: 3</b>	<b>Pacing: 40 weeks</b>
<b>Unit Title: Responding to Music: Music History and World Music/Listening Skills</b>			

**OVERVIEW OF UNIT:**

**Students will learn to be active listeners and demonstrate proper audience etiquette. Students will be exposed to a wide variety of musical styles and composers from various periods of music history. Students will be able to critique and express themselves through music. Students will be introduced to music from many cultures.**

**Interdisciplinary Connections: Social Studies, Art, Dance, ELA, World Language**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>● How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>● How do we discern the musical creators' and performers' expressive</li> <li>● How do we judge the quality of musical work(s) and performance(s)?</li> </ul>
<b>Objectives</b>	
<b>Students will be able to:</b>	

- Demonstrate active listening skills
- Demonstrate proper audience etiquette
- Express music through movement, oral or written response, art, and other hands-on activities.
- Distinguish characteristics of various historical and cultural genres
- Respond to historical and cultural genres through singing, movement, games/activities, and playing authentic instruments

**Students will know:**

- The definition of active listening
- Proper audience etiquette: quiet voice and body, active listening, when to clap.
- Response to music is individual; there is not right or wrong.
- How specific works of music and composers fit into historical context
- Cultural influences on music

**Assessment****Formative Assessment:**

- **Teacher Observation**  
**Observation of student active listening skills.**
  - Student is listening
  - Student is quiet
  - Student response i.e. written, oral
- **Teacher-Student Conferences**  
Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.
- **Class Discussions**

**Summative Assessment:**

- **Participation**
  - oral discussion
  - written reflection
  - artwork
  - movement

- Activities/Games

**Benchmark:**

- **Pre Assessment**  
**Benchmark: Performance: Authentic Task/ Skill Demonstration**  
Students will be assessed through observation at the beginning of the unit.

**Alternative:**

- **Modified Assessment based on individual IEPs and Advanced skills**  
**Performance: Authentic Task/Skill Demonstration**  
Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

**Key Vocabulary**

- active listening
- tempo: fast, slow
- pitch: high, low
- Instrument families: Brass, Woodwind, Strings, Percussion, Keyboard
- historical context
- cultural influences, language, practices

**Resources & Materials**

- Music Express
- Teachers Pay Teachers
- [www.classicsforkids.com](http://www.classicsforkids.com)
- NAfME.org
- iTunes
- Teacher made resources
- Music Play Online
- Music K-8



### Technology Infusion

**Teacher Technology:**

- iPad
- iTunes
- Smart Board
- Computer/Chromebook

**Student Technology:**

- Chromebook
- Google Classroom
- Internet Sources

**Activities:**

- Interactive Music Games/websites
- Youtube: Performances

Standard	Standard Description
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.

### Interdisciplinary Integration

**Activities:**

- Class Discussion
- Singing
- Listening
- Games/Activities

- Books/Stories

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
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- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

### 21<sup>st</sup> Century Life Skills

**Activities:**

- Classroom Discussion
- Following Class Rules and Expectations
- Movement
- Responding to music

Standard	Standard Description
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

### Careers

**Activities:**

- Class Discussion
- Activities

Standard	Standard Description
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.

Standards	
Standard #	Standard Description
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
1.3A.2.Re8a:	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Modify or reduce assignments/tasks</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one-to-one time</li> <li>• Prioritize tasks</li> <li>• Use graphic organizers</li> <li>• Use online resources for skill building</li> <li>• Provide teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide text-to-speech</li> <li>• Use of translation dictionary or software</li> <li>• Provide graphic organizers</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>• Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered interventions following RTI framework</li> <li>• Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>• Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Utilize project-based learning for greater depth of knowledge</li> <li>• Utilize exploratory connections to higher grade concepts</li> <li>• Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>• Learning environments should be modified: student-centered learning,</li> </ul>

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**Califon Public School  
Music Curriculum**

<b>Subject: Music</b>	<b>Grade: 1</b>	<b>Unit #: 4</b>	<b>Pacing: 40 weeks</b>
<b>Unit Title: Connect: Music Enriches our Lives</b>			

**OVERVIEW OF UNIT:**

**In this unit, students will examine ways in which music enriches our life daily. Areas of study may include but are not limited to recreation, advertisement, movies, musical theatre, pop culture i.e. video games, social media, and social and emotional self care. Students will conclude areas of focus with a project or activity.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul>	<ul style="list-style-type: none"> <li>● How do musicians make meaningful connections to creating, performing, and responding?</li> <li>● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> </ul>
<b>Objectives</b>	
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify ways in which music enhances our daily lives</li> </ul>	

- Practice Mindfulness with music

**Students will know:**

- How and when music surrounds our daily life
- Purpose of Mindfulness

**Assessment****Formative Assessment:**

- **Participation**

**Formative: Performance: Authentic Task/ Skill Demonstration**

Students will be evaluated each class on their level of engagement, effort, and cooperation. Monthly participation grades will be recorded in the grade book.

**Teacher-Student Conferences**

Students will meet with the Teacher at regular intervals throughout the school year to set and assess student personalized learning goals.

**Summative Assessment:**

- **Teacher Observation**

**Summative: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed each class for comprehension and mastery of subject/skill per teacher observation.

**Benchmark:**

- **Pre Assessment**

**Benchmark: Performance: Authentic Task/ Skill Demonstration**

Students will be assessed through observation during the first weeks of school.

**Alternative:**

- **Modified Assessment based on individual IEPs and Advanced skills**

**Performance: Authentic Task/Skill Demonstration**

Students will be assessed based on applicable skill level including modified tests, project enrichment/extension.

**Key Vocabulary**

- Mindfulness
- Breath
- Purposes for music
  - entertainment
  - recreation
  - advertising,
  - video games
  - movies/tv
  - Emotional Support

**Resources & Materials**

- Music Express
- Music K-8
- Teachers Pay Teachers
- [www.classicsforkids.com](http://www.classicsforkids.com)
- NafME.org
- iTunes
- Teacher made resources
- Music Play Online

**Technology Infusion****Teacher Technology:**

- iPad
- Chromebook
- Smart Board
- Online resources ie youtube

**Student Technology:**

- Smart Board
- Google Apps for Education
- Chromebooks

**Activities:**

- Interactive Websites
- Interactive learning games

Standard	Standard Description
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.

### Interdisciplinary Integration

**Activities:**

- Class discussion
- Written Activities

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### 21<sup>st</sup> Century Life Skills

**Activities:**



<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Projects</li> <li>• Listening Activities</li> <li>• Games/Activities</li> </ul>	
Standard	Standard Description
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

Careers	
<b>Activities:</b> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Projects</li> <li>• Games/Activities</li> </ul>	
Standard	Standard Description
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job

Standards	
Standard #	Standard Description
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position student near helping peer or have quick access to teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Provide text-to-speech</li> <li>• Use of translation dictionary or software</li> <li>• Provide graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered interventions following RTI framework</li> <li>• Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/respo">http://www.specialeducationguide.com/pre-k-12/respo</a></li> </ul>	<ul style="list-style-type: none"> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> </ul>

<ul style="list-style-type: none"> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.interventioncentral.org/nse-to-intervention/effective-rti-strategies-for-teachers/">nse-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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