

Music Grade K

Teacher: Master Map

Month	Content and Essential Questions	Skills/Standards	Assessment/Standards	Resources
September 2003	<p>How can you show that you feel the beat of a song?</p> <p>Where do we find steady beats in our environment?</p> <p>Content: a. Rhythm/Steady beat</p> <p>b. Singing</p> <p>c. Listening</p> <p>d. Playing Instruments</p> <p>Curriculum Integration:</p>	<p>Recognize, feel and respond to steady beat through movement.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1 } Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music. •{1.1.1 } create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. •{2.1 } Students will use traditional instruments, electronic instruments, and a 	<p>Teacher observation Class participation</p>	<p>-Music Connection K Book, Big Book and CD's. -Letter Big Books -Number and color flashcards -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments</p>

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		<p>variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities. Music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.</p> <ul style="list-style-type: none"> • {2.1.1 } use classroom and nontraditional instruments in performing and creating music • {2.1.4 } identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used <p>-----</p> <p>Respond to and maintain a steady beat while moving and playing instruments.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> • {1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. • {1.1 } Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in 		

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		<p>individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.</p> <ul style="list-style-type: none"> •{1.1.2 } sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts •{2.1.4 } identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used <p>-----</p> <p>Develop fine motor coordination (i.e. finger plays).</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1 } Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music. •{1.1.2 } sing songs and play instruments, 		

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		<p>maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts</p> <ul style="list-style-type: none"> •{2.1.4 }identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used <p>-----</p> <p>Move to a steady beat using gross motor movement.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1 }Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music. •{1.1.1 }create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources •{2.1.4 }identify the various settings in which they hear music and the various 		

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		<p>resources that are used to produce music during a typical week; explain why the particular type of music was used</p> <p>-----</p> <p>Hear, sing, and recognize echoes.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1 }Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music. •{1.1.2 }sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts •{2.1.4 }identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used <p>-----</p>		

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		<p>Identify repeated patterns. -----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{2.1.4 }identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used •{3 }Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. •{3.1 }Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of musicÆs content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music. •{3.1.2 }describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. <p>-----</p> <p>Choose sounds to fit movements. -----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music</p>		

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		<p>Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1.1 } create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources •{1.1.2 } sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. •{2.1.1 } use classroom and nontraditional instruments in performing and creating music •{2.1.4 } identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used <p>-----</p> <p>Make appropriate instrument choices.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts 		

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		<p>in various roles.</p> <ul style="list-style-type: none"> •{2.1.1 }use classroom and nontraditional instruments in performing and creating music •{2.1.3 }use current technology to manipulate sound <p>-----</p> <p>Experiment to discover different sounds: play steady beat accompaniment.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1.1 }create short pieces consisting of sounds from a variety of traditional, electronic, and nontraditional sound sources •{1.1.2 }sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts •{2 }Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. •{2.1.1 }use classroom and nontraditional instruments in performing and creating music <p>-----</p>		

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		<p>a. Letter Sounds b. Number Concepts c. Rhyming d. Colors e. Direction--left/right orientation</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. •{4.1.3 } identify the primary cultural, geographical, and historical settings for the music they listen to and perform <p>-----</p>		
<p>October 2003</p>	<p>What is the difference between noise and music?</p> <p>How do you determine the mood of a song?</p> <p>Content:</p> <p>a. Tone Color</p>	<p>Vocal:</p> <p>a. Identify four types of voices.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, 	<p>Teacher observation Class participation</p>	<p>-Music Connection K Book, Big Book and CD's. -Letter Big Books -Number and color flashcards -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments</p>

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		<p>with indefinite pitch.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <p>b. Experiment and create instrumental sound effects.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <p>Perceive the difference between loud and soft.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{3 } Students will respond critically to a 		

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		<p>variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>Perceive and respond to loud and soft sounds through movements.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{3 }Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>Identify and apply various levels of loud and soft sounds in singing.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{3 }Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>Identify and apply various levels of loud and soft using instruments and found sounds.</p> <p>-----</p> <p>Standard / Assessments :</p>		

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		<p>NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>a. Letter Sounds b. Rhyming c. Fire Safety d. Literature</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p> <p>-----</p>		
<p>November 2003</p>	<p>What is tempo? How does it affect the mood of a song? Content: a. Fast/Slow Tempo</p>	<p>Respond to the beat at different speeds.</p> <p>-----</p>	<p>Teacher observation Class participation</p>	<p>-Music Connection K Book, Big Book and CD's. -Letter Big Books -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments</p>

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	<p>Curriculum Integration:</p> <p>November Holidays Autumn</p>	<p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p> <p>Demonstrate awareness of body parts while responding to tempo.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p> <p>Be able to identify and understand the difference between fast and slow.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p>		

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		<p>Perform locomotor movements at different tempos.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p> <p>Sing songs with a faster and slower beat</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p> <p>.</p> <p>Sing songs that do not change tempo.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p>		

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		<p>-----</p> <p>Listen and move to identify the tempo of different songs as slow, medium or fast.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed : •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p> <p>Accompany music of varying tempos on rhythm instruments.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed : •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p> <p>a. Letter Sounds b. Patriotism c. Social Studies</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards</p>		

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		<p>Subject Area : Arts: Music Items Addressed : •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. -----</p>		
<p>December 2003</p>	<p>How do you decide if you like a song? What criteria do you use? Content: a. Make the connection between: 1. Melody 2. Rhythm 3. Tone Color 4. Expressive Qualities</p> <p>Curriculum Integration: December Holidays/Multi-Cutural Perspective</p>	<p>Listen to, analyze and describe music in terms of melody, rhythm, tone color and expressive qualities. ----- Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed : •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1.5 } identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. •{2.1.4 } identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the</p>	<p>Teacher observation Class participation Student performance</p>	<p>-Music Connection K Book, Big Book and CD's. -Letter Big Books -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments</p>

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		<p>particular type of music was used</p> <ul style="list-style-type: none"> •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. •{3.1.1 } through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and othersÆ <p>-----</p> <p>Demonstrate understanding and basic skill using the four performances categories:</p> <ol style="list-style-type: none"> a. Singing b. Listening c. Movement d. Playing Instruments <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1.5 } identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. •{2.1.4 } identify the various settings in which they hear music and the various resources that are used to produce music 		

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		<p>during a typical week; explain why the particular type of music was used</p> <ul style="list-style-type: none"> •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. •{3.1.1 } through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and othersÆ •{3.1.2 } describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. •{3.1.3 } discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre <p>-----</p> <p>a. Winter Activities b. Letter Sounds c. Literature</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. •{4.1.3 } identify the primary cultural, 		

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		<ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1.2 } sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. •{2.1.1 } use classroom and nontraditional instruments in performing and creating music <p>-----</p> <p>Upward/Downward: a. Respond to the upward/downward movement of a melody line using body movements.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{1.1.2 } sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple 		

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		<p>repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts</p> <p>-----</p> <p>a. Winter Weather and Activities b. Calendar c. Literature d. Letter Sounds</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{4 }Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. •{4.1.3 }identify the primary cultural, geographical, and historical settings for the music they listen to and perform <p>-----</p>		
<p>February 2004</p>	<p>How would you move to the beat of a march? a waltz? a jig?</p> <p>Content:</p> <p>a. Rhythm</p>	<p>Long and Short Sounds:</p> <p>a. Perceive contrasts between long and short sounds and demonstrate understanding through chanting, singing, instrumental and movements activities.</p> <p>-----</p> <p>Standard / Assessments :</p>	<p>Teacher observation Class participation</p>	<p>-Music Connection K Book, Big Book and CD's. -Letter Big Books -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments</p>

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	<p>Curriculum Integration:</p> <ul style="list-style-type: none"> a. Groundhog Day b. Valentine Day c. Abe Lincoln d. George Washington 	<p>NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. <p>-----</p> <p>Strong and Weak Beat:</p> <ul style="list-style-type: none"> a. Identify strong and weak beats in listening selections. <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <ul style="list-style-type: none"> b. Use percussion instruments to accompany instrumental music, emphasizing the strong beats. <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, 		

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		<p>theatre, and visual arts) and participate in various roles in the arts.</p> <ul style="list-style-type: none"> •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. <p>-----</p> <p>a. Letter Sounds</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. <p>-----</p>		
<p>March 2004</p>	<p>How can music tell a story?</p> <p>Do you think that instruments you hear sound like characters in a story?</p> <p>What characters might sound like flutes or violins?</p> <p>Which ones might sound like trombones, tubas, or bassoons?</p> <p>What would a wolf, a prince, or a fairy sound like?</p>		<p>Teacher observation Class participation Oral evaluation: Students respond to key questions about topic</p>	<p>-Music Connection K Book, Big Book and CD's. -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments</p>

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	<p>Content:</p> <p>a. Melody</p> <p>b. Rhythm</p> <p>c. Tone Color</p> <p>d. Listening</p> <p>Curriculum Integration:</p> <p>Seasonal Change</p>	<p>a. Identify characters through their melodic themes.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed : •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>b. Choose appropriate sounds to represent characters and dramatize a storyline.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed : •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.</p> <p>-----</p> <p>c. Understand that a story can become an idea for a song.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards</p>		

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		<p>Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. <p>-----</p> <p>a. Create movements to dramatize a story or poem.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. <p>-----</p> <p>b. Identify rhythmic patterns used to tell a story.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{3 } Students will respond critically to a variety of works in the arts, connecting the 		

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		<p>individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>a. Identify instruments by their tone quality.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed : •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>b. Select appropriate instruments/sounds to create/dramatize a story or poem.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards Subject Area : Arts: Music Items Addressed : •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>-----</p> <p>Follow the story line in a peice of music through melody, rhythm and tone color.</p> <p>-----</p> <p>Standard / Assessments : NY Learning Standards</p>		

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		<p>Subject Area : Arts: Music Items Addressed : •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>a. Literature--poems and stories.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p> <p>-----</p>		
<p>April 2004</p>	<p>A call and response song has another name that describes it. What is it?</p> <p>What are the different ways music can demonstrate "question and answer" style songs?</p> <p>Content: Form Identify same/different phrases and sections and create call/response patterns through:</p> <p>a. Melody</p>	<p>a. Identify melodically same and different phrases.</p> <p>-----</p> <p>Standard / Assessments :</p>	<p>Teacher observation Class participation</p>	<p>-Music Connection K Book, Big Book and CD's. -Letter Big Books -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments</p>

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	<p>b. Rhythm</p> <p>c. Tone Color</p> <p>Content: Style</p> <p>a. Melody</p> <p>b. Movement</p> <p>c. Listening</p> <p>Curriculum Integration:</p> <p>Spring Season</p>	<p>NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <p>b. Use expressive singing in performing a call and response song.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <p>a. Identify and tap question/answer patterns.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music</p>		

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		<p>Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <p>b. Identify sections by changes in rhythm patterns.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music</p> <p>Items Addressed :</p> <ul style="list-style-type: none"> •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <p>c. Perform call and response: play instruments; pantomime.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music</p> <p>Items Addressed :</p> <ul style="list-style-type: none"> •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{2 } Students will be knowledgeable about and make use of the materials and 		

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		<p>resources available for participation in arts in various roles.</p> <p>-----</p> <p>a. Identify sections by change in tone color.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{3 }Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p> <p>b. Identify questions and answer in a poem.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. <p>-----</p> <p>Identify and sing songs in different styles.</p> <p>a. Move to show same and different sections.</p> <p>-----</p>		

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		<p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{3 }Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.</p> <p>-----</p> <p>b. Move to show the character of a listening selection.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{4 }Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p> <p>-----</p> <p>Hear music from different time periods.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{4 }Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p> <p>-----</p>		

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		a. Literature		
May 2004	What makes a good singer? What makes a good choral group member? What do you expect from a performance? Content: Kindergarten Festival a. preparation and rehearsal b. performance How did we do? a. discuss the festival experience b. review the performance	a. sing songs and play instruments maintaining : tone quality, intonation, rhythm, steady tempo,dynamics. b. demonstrate appropriate performance etiquette (e.g. watch teacher, maintain personal space, listen attentively, follow directions). c. demonstrate ability to memorize lyrics. d. demonstrate ability to move to the rhythm of locomotor movements. ----- Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{4 } Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. -----	Teacher observation Class participation Individual and group performance	-Music Connection K Book, Big Book and CD's. -Letter Big Books -Supporting literature, tapes and CD's -Sheet music -Rhythm instruments -Kodaly posters -Letter cards -Rainbow streamers

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		Self/group evaluation: ----- Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{1 } Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. •{2 } Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. ----- a. discuss and comment on the festival b. watch and listen to the video		
June 2004	What did you learn in music class this year? What was your favorite music activity? What was your favorite song? Content: Year end review of concepts and songs	a. children will compare and contrast musical elements in two songs of their choosing. ----- Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed : •{3 } Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to	Teacher observation Class participation Informal evaluation of student activities	-Music Connections K book, Big Book and CD's -Sheet music -Supporting literature, tapes and CD's -Rhythm instruments -Art paper/crayons

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		<p>other aspects of human endeavor and thought.</p> <p>-----</p> <p>b. children will sing and accompany themselves on rhythm instruments of their choosing.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{1 }Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. <p>-----</p> <p>c. children will select from music learned and create artwork to represent the music or to express how the music makes them feel.</p> <p>-----</p> <p>Standard / Assessments : NY_Learning_Standards Subject Area : Arts: Music Items Addressed :</p> <ul style="list-style-type: none"> •{3 }Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought. <p>-----</p>		