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| **DOMAIN: PERFORM**  **Foundations**  **P1:** Select, analyze and interpret artistic work for performance.  **P2:** Develop and refine artistic techniques and work for performance.  **P3:** Convey and express meaning through the presentation of artistic work.  **Color Code Key**   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **KK Q2 PERFORM DOMAIN RESOURCE LIST**  *Book of Pitch Exploration = BPE*  *In All Kinds of Weather Kids Can Move = IAKWKCM*  *Kids Can Listen Kids Can Move = KCLKCM*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 – PP2*  *Share the Music = STM*  *Silver Burdett Making Music = SBMM*  *Songs and Rhymes with Beat Motions = SRBM*  *Spotlight on Music = SOM* |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **P1.A**  **Musical Concepts**  With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence and ways to define music. | Demonstrate and identify whispering, speaking, shouting, and singing voices | Ask students (individual or small group) to recite a simple phrase given by the teacher in a voice type chosen by the teacher or another classmate. Assess students’ ability to use, identify and select from four voices using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1JrtxuYUkejTgXpzkGJnf9wGBqSk97j2hR4Xkz4a7L4A/edit?usp=sharing).    “Enrichment: Vocal Development” *STM* K T58 | “A Circle of Friends” *STM* K  “Look Who’s Here” *SOM* K  “Voice Choice” *SOM* K  Have children create a vocal "howling wind" sound and perform this as an introduction to "North Winds Blow." *SOM K*  [Vocal Exploration Cards](http://shop.musicplaytext1.ihoststores.com/images/misc/VocalExplorations.pdf) | Vocabulary: Using a labeled emoticon chart such as the one found on <http://www.feelingsunlimited.com/poster.html> to help develop vocabulary, encourage students to perform familiar songs or poems in varied vocal timbres as if they were feeling hopeful, afraid, curious, excited, etc.  **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking. |
| **P1.B**  **Musical Contrasts**  With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.  Music contrasts for KK include high/low, fast/slow, loud/soft, same/different, upward/downward, jerky/smooth, and heavy/light. | Copy teacher-led high/low movement, including statues/body shape        Perform poems with high and low speaking voices  Imitate slide whistle patterns with  voice.  Using proper vocal technique, explore ascending and descending vocal sounds using iconic notation explore singing ascending/descending melodic patterns. | Observe as students respond using body shape and/or movement to a familiar melody played on different registers of the piano (e.g. “The Old Gray Cat” -- tiptoe like mice for high register, crawl like cat for low register.) Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing).  Observe as students sing ascending and descending melodic fragments using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1jghUZ0U6QNH9SHlcvvUMtCJxqs6Wqc-Lk0Gp6SRXPi8/edit?usp=sharing). | “Good Day Song” *SOM* K  “Grandma’s Glasses” *Music for Little People*  “Faeries and Giants” *SOM* K T52 Creative Movement    “Ice Cream Sundae” *Music for Little People*  “Big Pig” *Book of Pitch Exploration by* John Feierabend  [“Way Up High in the Apple Tree” (See Appendix)](https://docs.google.com/document/d/1MsUptlxLWVJ882JTgRMfCL8nz_8AxkpmK_8hFcn9uQA/edit?usp=sharing)  [“I Can Walk” – Konnie K. Saliba (See Appendix)](https://docs.google.com/document/d/1_EDlWgaFDmVMN1yIhAwWgWrl4sghSgY_CGM9pQFlsa8/edit?usp=sharing)  [Singing Scarf](http://www.artiealmeida.com/resources/Singing%20Scarf%20Sample%20Warm-up%20PDF.pdf)  Feierabend Pitch Exploration Cards  "The Snowman” SOM *K*  "Trepak" from *Nutcracker (KCLKCM)* | Writing/Vocabulary: Synonyms and Antonyms  Briefly brainstorm a list of opposites before exploring “high and low”. Extend: have students categorize them into musical opposites and non-musical opposites.  **K.RI.CS.4** With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. |
| **P1.C**  **Musical Context**  With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo). | Use movement to demonstrate awareness of steady beat in varied tempi.  Demonstrate awareness of vocal timbres. | Assess as students keep steady beat using a teacher-created or [district-provided rubric..](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing)  Assess as students differentiate between their four voices using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1JrtxuYUkejTgXpzkGJnf9wGBqSk97j2hR4Xkz4a7L4A/edit?usp=sharing) | [Body Percussion Cards](http://www.artiealmeida.com/resources/BP%20Cards%20(B.Reece)%20PDF.pdf)  Use varied levels of body percussion (see cards for more ideas) to keep steady beat.  Keeping the Beat CDs:  "The Comedians: Epilogue"  "Rodeo: Hoe-Down"  "Prokofiev: Symphony #1 In D, Op. 25, "Classical" - 3. Gavotta: Non Troppo Allegro"  "Poison Timbre Game" Students echo teacher's phrases unless s/he uses the identified "poison" voice. If a student echoes the poison voice, they go to the doctor for a few rounds. | **K.RI.CS.4** With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area. |
| **P2.A**  **Apply Feedback**  With guidance, apply feedback to refine performances. | Listen to feedback from a teacher or peer and restate it. | Assess as students restate and apply appropriate feedback using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | [P2.A Kindergarten Resource](https://docs.google.com/document/d/1WtGNQ3tG86BK7sYD-J7GrTWP1nbzpJy3Yb_iuk5CYbs/edit?usp=sharing) | **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.  When listening to feedback, apply ELA standard **K.SL.CC.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| **P2.B**  **Rehearse and Refine**  With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo). | Rehearse and perform steady beat to accompany a song, poem, or listening example using body percussion or unpitched percussion.  Use strategies to improve singing technique and expression. | Assess steady beat competency using a teacher-created or [district–provided rubric.](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing)  Assess singing using a teacher-created or [district–provided rubric.](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing) | "Here Comes Missus Macaroni" *SRBM*  *"*Little Johnny Brown" *SRBM*  "Listen, Listen" *SRBM*  "March form Nutcracker" *STM 2*  [Singing Strategies](https://drive.google.com/file/d/0B1eNkvNz85T6TzVwUVh6TElhZ2c/view?usp=sharing)  "Ifetayo" *SOM K* | **K.SL.CC.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking. |
| **P3.A**  **Singing**  With guidance, sing alone and with others, with expression.  Specified Kindergarten skills: Echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation. | Sing simple songs with narrow range, practicing good vocal tone                Perform echo songs, pitch-matching games, call-response songs | Sing with others a simple song on pitch. Assess vocal pitch matching using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing).            Individually echo teacher patterns and/or sing responses, e.g. “Hello, Cinnamon” (a puppet’s name) or “Today is Monday”. Assess vocal pitch matching using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing). | “Windy Weather” IAKWKMM  “Seesaw, Margery Daw” *SOM* K  “Allison’s Camel” *SOM* K  “My Pony Macaroni” *SBMM* Grade 1  “Bounce High, Bounce Low” *SBMM* Grade 1  “Charlie Over the Water” SBMM 1 (Can be played as a circle game like “Duck Duck Goose” once song is learned.)  “Cobbler, Cobbler, Mend My Shoe” *SOM* K  “Gogo” *SOM* K  “Hop, Hop, Hop” *SOM* K  “No More Pie” *MLP*  "Must Be Santa" *SOM K*  “Ifetayo” *SOM* K | Phonics: Reinforce rhyming words through student identification of rhyming pairs, prediction of future words, and pausing during teacher singing to allow students to fill in the missing word(s).  **K.FL.PA.2a** Recognize and begin to produce rhyming words.  Phonics: Once students are familiar with Sol-Mi echo responses, challenge students to sing responses that begin with a certain letter, such as the same letter as their first name-. Student: “My name is Billy and I like bubblegum.” Class: “His name is Billy and he likes bubblegum.”  **K.FL.PA.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.    **K.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. |
| **P3.B**  **Instruments and Body Percussion**  With guidance, using body percussion and/or instruments, perform, alone and with others, with expression.  Specified Kindergarten skills: Exploring steady beat, iconic notation, chord bordun, with a song/story/poem/recording. | Imitate teacher performing beat using isolated body parts (non-locomotor) while listening to new musical examples      Perform steady beat following iconic notation      Continue to explore steady beat using non-locomotor and locomotor movements (walk vs. run/jog) to internal tempo as a single student, small group, entire group  Play unpitched instruments as sound color or steady beat  Perform proper technique with pitched and unpitched percussion instruments | Observe as students keep steady beat in a variety of locomotor and non-locomotor ways including body percussion, steady beat movement, walking and running. Assess their beat competence using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing).  Observe students' percussion technique and assess using a teacher-created or district provided rubric for [unpitched](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing) or [pitched](https://docs.google.com/document/d/1fQexktP-AMYv_MsFMul-lxf8xjxlw6iGCWS3Ny6cY9U/edit?usp=sharing) instruments. | "The Snowman" *SOM K*  *"*Hanukkah is Here" *SOM K*  "O Tannenbaum" *SOM K*  "March of the Toys from Babes in Toyland (Herbert)" *SOM K*  *"*Tree of Peace" *SOM K*  "Noble Duke of York” SOM *K*  "I Know an Old Lady" *SOM K*  "Nochebuena" *SOM K*  "Kwanzaa Time” SOM *K*  “Ladybugs” IAKWKMM | **Acquiring the vocabulary to perform locomotor movements:** K.FL.VA.7biv. Distinguish shades of meaning among verbs describing the same general action.  Steady beat with iconic notation: K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. |
| **P3.C**  Performance Etiquette  Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette. | Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience. | Observe student performance etiquette assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing) | [Concert Etiquette Video 1 (General)](https://www.youtube.com/watch?v=aYofTwnpGyA&list=PL2qS5BbUyFS15sT1Ou-Ba7UZrjP4ClUDe&index=3)    [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) | **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.  **K.SL.CC.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| **P3.D**  **Audience Etiquette**  Demonstrate appropriate audience behavior, and evaluate student behavior during a performance. | Discuss appropriate audience behaviors during a performance. | Watch and listen quietly while others are performing. Applaud as appropriate when the performance is over. Observe student behavior during performances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing) | [Audience Etiquette Video](https://www.youtube.com/watch?v=re_SypFujRk)    [Audience Etiquette Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)      [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing) | Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections.  **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.  **K.SL.CC.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |

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| **DOMAIN: CREATE**  **Foundations**  **Cr1:** Generate and conceptualize artistic ideas and work.  **Cr2:** Organize and develop artistic ideas and work.  **Cr3:** Refine and complete artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **KK Q2 CREATE DOMAIN RESOURCE LIST**  *Book of Pitch Exploration = BPE*  *In All Kinds of Weather Kids Can Move = IAKWKCM*  *Share the Music = STM*  *Silver Burdett Making Music = SBMM*  *Spotlight on Music = SOM* |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cr1. A**  **Musical Concepts**  With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music. | Using proper vocal technique, explore ascending and descending vocal sounds    Improvise singing ascending/descending melodic patterns  Improvise movement to show ascending and descending melodic patterns    Explore/ create /play ascending and descending patterns on barred instruments using appropriate technique | Assess students’ ability to move, sing or play instruments to show ascending and descending melodic contour using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1jghUZ0U6QNH9SHlcvvUMtCJxqs6Wqc-Lk0Gp6SRXPi8/edit?usp=sharing).  “Music Skills 2b” *SOM* K T53  “Eensy Weensy Spider” (Perform an ascending or descending glissando on glockenspiel after each phrase in response to directional words.) | "On a Dark and Stormy Night" *BPE*  "I Thought I Heard a Puppy Whine" *BPE*  “Sing a Little Song” *SOM* K  “Hot Dog” *SOM* K  “My Oak Tree” *SOM* K  “The Snowman” *SOM* K  “The Princess Story” Bob deFrece  [“Under the Dark” STM Gr. K (Melody, See Appendix)](https://docs.google.com/document/d/1zKwW0n-_DH8srZ1F8gcMQk7g1u8cGD3-rqbDtloEISY/edit?usp=sharing)  “Windy Weather” IAKWKCMM (glissandos during the poem)  “Sing a Little Song” *SBMM* Gr. K  “Shine, Shine, Shine” *SBMM* Gr. 1  “Autumn Leaves” *STM* Gr. 1 (stand still and  sing song, float down as if you are leaves on instrumental section)  "My Oak Tree” SOM *K*    [“Five Little Christmas Trees” (See Appendix)](https://docs.google.com/document/d/19jGAgfJu9nSs2D9uxZywyEYAUYgmTDaRxSIs_qvJ52c/edit?usp=sharing)  [“Jack Be Nimble” (See Appendix)](https://docs.google.com/document/d/13hIhs5fPWM2XPVaGw78tqqotm4WXkKHh3ADEUklWKbg/edit?usp=sharing)  [“Jack and Jill” (See Appendix)](https://docs.google.com/document/d/1qgKthtmp7lWyUulU1gEEUMfhfUvAyjLFGQfHISLDzBM/edit?usp=sharing) | Writing: Using elements of *Conversational Solfege* (Feierabend), encourage students to create a “B” section by vocally improvising phrases that answer the teacher’s questions about the story and/or what might happen next. (See appendix for examples and process.)  **K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.  **K.W.PDW.5** With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. |
| **Cr1.B**  **Varied Timbres**  With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples. | Continue to create actions for  descriptive high/low words and sounds in poems and songs | Informal Assessment: “Creative Movement” *SOM* K T293  Assess students’ understanding of using movement to show high and low using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing). | “If Things Grew Down” *SOM* K  “Star and Starfish” *STM K*  “The Star Story” *STM K*  "Soundcheck: Higher and Lower Sounds" *SOM K* | **K.RL.RRTC.10** – With prompting and support, read stories and poems of appropriate complexity for Kindergarten. |
| **Cr2.A**  **Selecting Musical Ideas**  With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas. | Discuss personal favorite musical ideas (elements, dynamics, timbres, rhythms, etc.) in student improvisation and compositions. | Listen to students discuss their favorite musical elements in a given song or piece and assess their participation in the group discussion using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | “The Princess Story” Bob deFrece  [“Under the Dark” STM Gr. K (Melody, See Appendix)](https://docs.google.com/document/d/1zKwW0n-_DH8srZ1F8gcMQk7g1u8cGD3-rqbDtloEISY/edit?usp=sharing) | **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking. |
| **Cr2.B**  **Notating Ideas**  With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology. | Use pictures (line drawings or icons) to represent high and low / ascending and descending sounds in a student-created melody. | Assess student's ability to represent and explain their musical ideas using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1HNlkAL3a_uAECUAYIs4rV3SQ25iHp_g4XxOW036PwXM/edit?usp=sharing). | "North Winds Blow" (SOM K) After vocally experimenting with howling wind sounds, have students use string or markers (etc.) to notate their chosen melody. | **K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. |
| **Cr3.A**  **Refining Musical Ideas**  With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas. | Use teacher's feedback to refine compositions and improvisations. | Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | "North Winds Blow" (SOM K) | **K.W.PDW.5** With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. |
| **Cr3.B**  **Demonstrate Musical Ideas**  With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas. | After applying feedback and refining the work, present a final performance of a student composition. |  | "North Winds Blow" (SOM K) | **K.W.PDW.5** With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed. |

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| **DOMAIN: RESPOND**  **Foundations**  **R1:** Perceive and analyze artistic work.  **R2:** Interpret intent and meaning in artistic work.  **R3:** Apply criteria to evaluate artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **KK Q2 RESPOND DOMAIN RESOURCE LIST**  *Kids Make Music, Babies Make Music, Too = KMMBMM*  *Share the Music = STM*  *Silver Burdett Making Music = SBMM*  *Spotlight on Music = SOM* |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A**  **Musical Preferences**  With guidance, list personal interest and experiences explaining musical preference. | Share with others personal favorite holiday or other cultural songs, explaining reasons for your preference. | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | [“Five Little Christmas Trees” (See Appendix)](https://docs.google.com/document/d/19jGAgfJu9nSs2D9uxZywyEYAUYgmTDaRxSIs_qvJ52c/edit?usp=sharing)  "The Snowman" *SOM K*  *"*Hanukkah is Here" *SOM K*  "O Tannenbaum" *SOM K*  “Ifetayo” *SOM* K  "Must Be Santa" *SOM K*  "March of the Toys from Babes in Toyland (Herbert)" *SOM K*  *"*Tree of Peace" *SOM K* | **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking.  K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. |
| **R2.A**  **Musical Concepts and Effect**  With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection. | Demonstrate the ability to move in response to auditory cue with locomotor and non-locomotor movement (e.g. start and stop, freeze and walk, etc.)  Demonstrate awareness of unpitched percussion timbres.  Demonstrate awareness of changing tempo in speech/song | Start and stop in response to auditory cues (e.g. beginning and ending of poem or song, teacher starting and stopping playing an instrument) or visual cues. As students perform this task, assess their focus, attention to the conductor, posture and other performance skills using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing).  Identify the sound of a triangle, wood block, and hand drum by holding up the correct shape visual of the instrument: triangle, rectangle, or circle. Assess student mastery of instrument identification using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1X4TMpqZZuStxE-ImZg90ebhLHWlT2c1qMm2VYrkNyWU/edit?usp=sharing).  Use fast or slow movements to identify the fast or slow changes in a song. Assess student mastery of responding to tempo changes using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/184ovtKGlYWT3cTIr7-VFjul53Ns-WZhTP_tKC_Li5ow/edit?usp=sharing). (Use third option: Responding to Tempo Change) | “Up So High” *KMMBMM*  “[Gonna Shake Out My Hands](https://docs.google.com/document/d/1-8P5f4CJm3jbVzjkDp68MXSK_Jg6n7enghs6ukGpUik/edit?usp=sharing)” (See Appendix)  [“I Can Walk” Konnie K. Saliba (See Appendix)](https://docs.google.com/document/d/1_EDlWgaFDmVMN1yIhAwWgWrl4sghSgY_CGM9pQFlsa8/edit?usp=sharing)  “What Will You Be on Halloween?” SBMM K (Stand still and sing during vocal sections, walk to steady beat as favorite character or costume on instrumental sections.)  Lay a short length of knitting yarn on the ground. Provide small unpitched percussion for students to play as one child walks along the yarn. When the child reaches the end and steps off, students stop playing. Repeat the game with new players.  “Instrument Game” *SOM* K  “Walk to School” *SOM* K  “I Know an Old Lady” *SOM* K  “See the Pony Galloping” *STM* Gr. K  [“Cats and Birds” – Jerry Sanders (See Appendix)](https://docs.google.com/document/d/1aObfmYVfR_GhiNuzhKbPqgnfpapGaqpq7whO1VYViJI/edit?usp=sharing) | Vocabulary/Phonics: Show students a visual of multiple traffic signs, such as the one found at <https://trafficsignstore.com/old_pages/>. Encourage students to identify and read the ones they recognize by sight and use context clues and phonics skills to decipher the ones they do not. Discuss what “auditory” means, and what cues a conductor might use to tell musicians to start and stop.  **K.RL.IKI.7 -**With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  Comprehension: Select timbres that appropriately reflect the characters, plot or setting of a story or song.  **K.RL.KID.3-**With prompting and support, orally identify characters, settings, and major events in a story.    Comprehension: After learning the original song “I Know an Old Lady,” do a picture walk through of any of the “Old Lady” series by Lucille Colandro found in your school library. Ask students to plan the tempo changes that would be appropriate to that story. Perform the story according to the students’ plan and have them improvise movement accordingly.  **K.RL.KID.3** With prompting and support, orally identify characters, settings, and major events in a story.  **K.RL.IKI.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| **R3.A**  **Evaluating Artistic Work**  With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance. | With guidance, using vocabulary from a word wall (with images), verbally describe likes and dislikes about a performance, citing reasons. | Assess student understanding as they evaluate a musical performance using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1fkA_1ryr29klXFPyAThUEbyp-lvWFnYhb45Z5iyWdc4/edit?usp=sharing) | Word Wall  Any previously-learned repertoire including:  [“Five Little Christmas Trees” (See Appendix)](https://docs.google.com/document/d/19jGAgfJu9nSs2D9uxZywyEYAUYgmTDaRxSIs_qvJ52c/edit?usp=sharing)  "The Snowman" *SOM K*  *"*Hanukkah is Here" *SOM K*  "O Tannenbaum" *SOM K*  “Ifetayo” *SOM* K  "Must Be Santa" *SOM K*  "March of the Toys from Babes in Toyland (Herbert)" *SOM K*  *"*Tree of Peace" *SOM K* | **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. |

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| **DOMAIN: CONNECT**  **Foundations**  **Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.  **Cn2:** Relate artistic ideas and works with societal, cultural, and historical context.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **KK Q2 CONNECT DOMAIN RESOURCE LIST**  *Silver Burdett Making Music = SBMM*  *Spotlight on Music = SOM* |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cn1.A**  **Music and Personal Experiences**  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life). | Discuss how music is used to celebrate various fall/winter holidays. | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | [“Five Little Pumpkins/Jack-o-Lanterns” (See Appendix)](https://docs.google.com/document/d/18hlaHAKxFWJieS0ReGSDA3n8ysS4igSP8rJnNzsY5S0/edit?usp=sharing)  “What Will You Be on Halloween?” SBMM K  [“Five Little Christmas Trees” (See Appendix)](https://docs.google.com/document/d/19jGAgfJu9nSs2D9uxZywyEYAUYgmTDaRxSIs_qvJ52c/edit?usp=sharing)  "The Snowman" *SOM K*  *"*Hanukkah is Here" *SOM K*  "O Tannenbaum" *SOM K*  “Ifetayo” *SOM* K  "Must Be Santa" *SOM K*  "March of the Toys from Babes in Toyland (Herbert)" *SOM K*  *"*Tree of Peace" *SOM K*  "Kwanzaa Time” SOM *K*  "Must Be Santa" *SOM K*  "Ifetayo" *SOM K* | **K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. |
| **Cn2.A**  **Society, Culture and History**  Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme). | Continue to perform short poems, nursery rhymes and fingerplays with motions to reinforce words. Discuss ways that poems and movement can relate to musical elements. (e.g. dynamics, rhythm/syllables/meter, phrasing, tempo, etc.) | Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or [district-created rubric](https://docs.google.com/document/d/1th_5SCgxZ_zmzUM56mbvfc2k_lb56zdMu-o05eJOnA8/edit?usp=sharing). | [“Jack Be Nimble” (speak rhyme and take turns jumping over candlestick)](https://docs.google.com/document/d/13hIhs5fPWM2XPVaGw78tqqotm4WXkKHh3ADEUklWKbg/edit?usp=sharing)  [“Five Little Pumpkins/Jack-o-Lanterns” (See Appendix)](https://docs.google.com/document/d/18hlaHAKxFWJieS0ReGSDA3n8ysS4igSP8rJnNzsY5S0/edit?usp=sharing) | Phonics: Rhyming words (Students identify and predict rhyme pairs)  Comprehension: Sequencing, fluency (Speak poems with a cadence appropriate to the meter, natural rhythm of the words.)  **K.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. |