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| **Introduction**   In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance.  The District is committed to these goals, as further described in our strategic plan, Destination 2025.   By 2025,   * 80% of our students will graduate from high school college or career ready * 90% of students will graduate on time * 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.    To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction.  Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.  A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence.   This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.   The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.  **How to Use the Arts Education Curriculum Maps**   The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:   * Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline. * Activities and Outcomes- Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester. * Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section. * Resources and Correlations- In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.    Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom.  In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use. |

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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 Q1 PERFORM DOMAIN RESOURCE LIST**  *In All Kinds of Weather, Kids Make Music= IAKWKMM*  *Kids Make Music, Babies Make Music, Too = KMMBMMT*  *85 Engaging Movement Activities = 85 EMA*  *Music for Little People = MLP*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Share the Music = STM*  *Silver Burdett Making Music = SBMM*  *Spotlight on Music = SOM*  [www.dsokids.com](http://www.dsokids.com) *(Dallas Symphony Orchestra)*  [www.sfskids.org](http://www.sfskids.org) *(San Francisco Symphony)*  <http://www.nyphilkids.org/> *New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  <https://kids.usa.gov/art-and-music/index.shtml> |

| QUARTER 1 | | | | |
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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. | Explore use of speaking, singing, whispering, and calling voices | Observe as students demonstrate the distinction between their four voices and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1687kpBrxRWLK6AuTdQtwvc8Bha-Yc7oaIj6ypUW0RG0/edit?usp=sharing). | “Echoing Four Kinds of Voices”  *SOM* K  "Neat Feet" (Poem) *SOM K*  "A Hippo in the House" (Poem) *SOM K*  "My Thumbs are Starting to Wiggle" *SOM K*  "Toodala” SOM *K*  “Grandma’s Glasses” *MLP*  “Owl Song” *MLP*  “Chop, Chop, Chippety Chop” *MLP* | **K.FL.VA.7biii -** Make real-life connections between words and their use |
| **P1.B**  **Musical Contrasts**  With guidance, using voices, instruments or movement, explore and demonstrate awareness of musical 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. | Explore high and low through speech and movement  Explore playing sounds non-rhythmically on unpitched instruments with stories and poems including contrasts such as loud/soft, long/short, and fast/slow sounds. | Observe as students change body level in response to a melody played in the highest or lowest register of the piano and assess using teacher-created or [district-provided rubric](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing).    Observe as students use a variety of high and low speaking voices to create inflection and effect. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1687kpBrxRWLK6AuTdQtwvc8Bha-Yc7oaIj6ypUW0RG0/edit?usp=sharing)  Explore long/short, fast/slow, loud/soft patterns (pre-assessment). Observe and assess student performance using unpitched percussion using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing). | “The Giant’s Shoes” *SOM* K  “If Things Grew Down” *SOM* K  “Spinning Song” *SOM* K  “Tame Bear” (Movement) *SOM* K  "Low or High" *85 EMA*  “Two Little Puppets” *Pitch Exploration Stories* (Feierabend)  [Andy Pandy (Use this version)](http://www.bethsnotesplus.com/2014/03/andy-pandy.html)  “Grandma’s Glasses” *MLP*  “Monkey, Monkey” (Conducting Game) *SOM* K  [*Children’s book Baby Rattlesnake by Lynn Moroney / Te Ata*](http://smile.amazon.com/s/ref=nb_sb_noss?url=search-alias%25253Daps&field-keywords=Children%2525E2%252580%252599s+book+Baby+Rattlesnake+by+Lynn+Moroney+%25252F+Te+Ata) | Vocabulary: Reinforce place words and directional words as they occur in song texts using vocalizations and movement (e.g., high, low, up, down, above, below, around, over, under, through).  **K.FL.VA.7biv-** Distinguish shades of meaning among verbs describing the same general action.  **K.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and  phrases based on Kindergarten conversations, reading, and content. |
| **P1.C**  **Musical Context**  With guidance, using voices, instruments or movement, demonstrate an awareness of expressive qualities (such as voice quality, dynamics or tempo). | Perform steady beat motions (silent) with music at varied tempi. | Assess students' overall steady beat competence using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing) | "Put Your Finger in the Air" *SOM K*  Use "Spider Fingers" (fingertips on knees) to pat the steady beat of "Spider songs in a variety of tempos:  "Spiders (Unison)" *SOM 3*  "The Itsy Bitsy Spider (Listening)" *SBMM K*  "Eensy Weensy Spider" *SBMM K*  *"*Spider Song” STM *2*  *"*One Finger, One Thumb” SOM *K* | Include some steady beat motions that move from left to right in the students' perspective to reinforce reading fluency.  **K.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.  **K.FL.PC.1a**- Follow words from left to right/top to bottom/page by page. |
| **P2.A**  **Apply Feedback**  With guidance, apply feedback to refine performances. | Listen to feedback from a teacher 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.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to 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. |
| **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 refine songs and poems to improve voice quality, expression and technique in students' four voices. Technique for KK includes voice quality, pitch matching and enunciation. | Observe as students use a variety of high and low voices to create inflection and effect. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1687kpBrxRWLK6AuTdQtwvc8Bha-Yc7oaIj6ypUW0RG0/edit?usp=sharing).  Assess student's vocal technique using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing). | "Neat Feet" (Poem) *SOM K*  "A Hippo in the House" (Poem) *SOM K*  "My Thumbs are Starting to Wiggle" *SOM K*  "Toodala” SOM *K*  “Old Mister Woodpecker” *SOM* K  “Head and Shoulders” *SOM* K  “Teddy Bear” *STM* K  “Hello, There” *SBMM* K  “Juba” *SBMM* K | Distinguish between singing, speaking, calling and whispering.  **K.FL.VA.7biv-** Distinguish shades of meaning among verbs by acting out the meanings. |
| **P3.A**  **Singing**  With guidance, sing alone and with others, with expression. | Sing simple songs with narrow range, practicing good vocal tone *with expression.* | Pre-Assessment: Observe as students individually echo a Sol-Mi pattern (e.g. “Hello, Teddy Bear.”) and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1l5Hqo7uHnFNHF9Y-shJONlCCSKH89CeYXYiOaI3RbSQ/edit?usp=sharing). | “Old Mister Woodpecker” *SOM* K  “Head and Shoulders” *SOM* K  “Teddy Bear” *STM* K  “Hello, There” *SBMM* K  “Juba” *SBMM* K  “Help Me Wind My Ball of Wool” *MLP* | Comprehension: Story Sequencing  In songs such as Teddy Bear and Juba, students may be asked to recall the plot of the song using musical and movement clues. Students may be asked to create additional verses to change the story.  **K.RL.KID.1 –** With prompting and support, ask and answer questions about key details in a text.  **K.RL.KID.3-**With prompting and support, orally identify characters, settings, and major events in a story. |
| **P3.B**  **Instruments and Body Percussion**  With guidance, using body percussion and/or instruments, perform, alone and with others, with expression. | Explore playing unpitched percussion using proper technique | Assess students' proper use of unpitched percussion using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1-W7pk8OuhteZf8Ym8HjFWkqP6mHDHyGd_N0ym507oZM/edit?usp=sharing) | "Off to the River" *IAKWKMM*  "If all of the Raindrops" *IAKWKMM*  “Little Ducky Duddle” STM KK  “Shake and Stop” KMMBMMT  “Silly Sam” KMMBMMT  “Somebody’s Knocking” KMMBMMT | **K.FL.VA.7biii-** Make real-life connections between words and their use. |
| **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.  Demonstrate a moment of stillness before and after performing a song/poem or performing movement to a listening example | 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.FL.VA.7biii-** Make real-life connections between words and their use.  **K.FL.VA.7c -** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| **P3.D**  **Audience Etiquette**  Demonstrate appropriate audience behavior, and evaluate student behavior during a performance. | Discuss audience behaviors that are appropriate during different types of performances | Students list audience behaviors appropriate to different performance settings. (Pre-assessment)    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.FL.VA.7c -** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **K.FL.VA.7biii-** Make real-life connections between words and their use. |

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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 Q1 CREATE DOMAIN RESOURCE LIST**  *Book of Pitch Exploration = BPE*  *Purposeful Pathways = PP*  *Spotlight on Music = SOM* |

| QUARTER 1 | | | | |
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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. | Vocally improvise melodic sounds.  Improvise rhythmic sounds (e.g. Short/Long, Fast/Slow, or Sound/Silence) using body percussion or unpitched percussion. | Observe as students improvise vocal sounds; assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/197m5jQOL9UgLHMyQaVjGK0eb4xyGb6hvEidXDVJE9FM/edit?usp=sharing)  Observe as students improvise rhythmic sounds to accompany a story or song and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1hYJ2xdOxZSDrcRaeNz9pQSQ4azE5qtfOyfb5tmlg-fM/edit?usp=sharing) | "Find Your Family" *BPE*  "Bounce, Aim, Shoot" *BPE*  "Parachute Game" *BPE*  "Flashlight" *BPE*  *"*Pipe Cleaners" *BPE*  *"*Mr. Wiggle and Mr. Waggle" *BPE*  *"A House for Hermit Crab” by* Eric Carle (Students improvise BP/ unpitched sound colors to represent each of Hermit Crab's decorations)  *"The Napping House"* by Audrey and Don Wood (Use BP/ Unpitched percussion sound colors to represent the elements in the story) | **K.FL.SC.6g-** Produce and expand complete sentences in shared language activities.  **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking.  **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking. |
| **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. | Create actions/motions for descriptive high and low words and sounds in poems and songs | Observe and assess as students respond to high and low in poems and songs with a variety of musical elements including movement, instrumental timbres and speech/vocalizations. Use a teacher-created rubric or one or more of the following district-provided rubrics.  [Showing High (Middle) and Low through Creative Movement](https://docs.google.com/document/d/1QpG7MEIsLW6nYg9OKh7oidXM-Fn84CpLThcG3kYG8yk/edit?usp=sharing)    [Performing High (Middle) and Low on Pitched Percussion](https://docs.google.com/document/d/1rTBmGur4yBlpgA5B8lv38h22f80pt1xJoKkK2jU41MY/edit?usp=sharing)    [Rhythmic Speech (includes High and Low Speech)](https://docs.google.com/document/d/1687kpBrxRWLK6AuTdQtwvc8Bha-Yc7oaIj6ypUW0RG0/edit?usp=sharing) | “Wee Willie Winkie” *SOM K*  “Andrew Got a Pogo Stick” *Pitch Exploration Stories* (Feierabend)  *Pitch Exploration Pathways* (Feierabend)  "Counting Song” SOM *K* | Writing: Categorization and/or Comparison and Contrast  Students create vocalizations and actions to describe characters and plot points in a story.  **K.RL.KID.1 –** With prompting and support, ask and answer questions about key details in a text.  **K.RL.KID.3** With prompting and support, orally identify characters, settings, and major events in a story.  **K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking. |
| **Cr2.A**  **Selecting Musical Ideas**  With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas. | Discuss/ demonstrate "favorite parts" (sounds, timbres, choices) of student-improvised/created movement, songs, or pieces. | Listen to students explain their musical (compositional or improvisational) preferences and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1FXHotn_N7Mp-qDit_GJmEsR5Y1d9KDzcwlOmd_dC6-k/edit?usp=sharing) | "Find Your Family" *BPE*  "Bounce, Aim, Shoot" *BPE*  "Parachute Game" *BPE*  "Flashlight" *BPE*  *"*Pipe Cleaners" *BPE*  *"*Mr. Wiggle and Mr. Waggle" *BPE*  *"A House for Hermit Crab” by* Eric Carle (Students improvise BP/ unpitched sound colors to represent each of Hermit Crab's decorations)  *"The Napping House"* by Audrey and Don Wood (Use BP/ Unpitched percussion sound colors to represent the elements in the story)  “Wee Willie Winkie” *SOM K*  “Andrew Got a Pogo Stick” *Pitch Exploration Stories* (Feierabend)  *Pitch Exploration Pathways* (Feierabend)  "Counting Song” SOM *K* | **K.FL.VA.7biii** Make real-life connections between words and their use.  **K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts  **K.FL.SC.6g** Produce and expand complete sentences in shared language activities  **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 manipulatives, pictures, and/or icons to represent melodic and rhythmic ideas. | Assess students' 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). | Melodic ideas:  "Pipe Cleaners" *BPE*  "Floor Yarn" *BPE*  Allow students to use yarn, ribbon, pipe cleaners, crayons on paper, and other materials to represent high and low, ascending and descending melodies. Ask students to describe and perform their ideas.  *Rhythmic ideas:*  Allow students to use tokens, Legos, small stones and bottle caps to represent long and short sounds, fast and slow sounds, and sound and silence. Ask students to describe and perform their rhythmic ideas. | **K.FL.PC.1c** Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.  **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. | Receive and restate teacher feedback about compositions and improvisations using the teacher's exact words. | Assess as students receive and restate 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) | Previously created student compositions from "Pipe Cleaners" *BPE,* "Floor Yarn" *BPE,* or similar activities. | **K.FL.VA.7biii** Make real-life connections between words and their use.  **K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to 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. |
| **Cr3.B**  **Demonstrate Musical Ideas**  With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas. | After applying feedback and refining the work, present a final performance of a student composition. | Assess students' ability to apply feedback to refine a composition using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | Melodic ideas:  "Pipe Cleaners" *BPE*  "Floor Yarn" *BPE*  Allow students to use yarn, ribbon, pipe cleaners, crayons on paper, and other materials to represent high and low, ascending and descending melodies. Ask students to describe and perform their ideas.  *Rhythmic ideas:*  Allow students to use tokens, Legos, small stones and bottle caps to represent long and short sounds, fast and slow sounds, and sound and silence. Ask students to describe and perform their rhythmic ideas. | **K.FL.VA.7biii** Make real-life connections between words and their use.  **K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts  **K.FL.SC.6g** Produce and expand complete sentences in shared language activities  **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 Q1 RESPOND DOMAIN RESOURCE LIST**  *Music for Little People = MFLP*  *Pitch Exploration Stories = PES*  *Purposeful Pathways = PP*  *Share the Music = STM*  *Silver Burdett Making Music = SBMM*  *Spotlight on Music = SOM* |

| QUARTER 1 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A**  **Musical Preferences**  With guidance, list personal interests and experiences, explaining musical preference. | As a class, with the teacher's guidance, select three favorite songs, fingerplays/ rhymes, or dances that represent what you have learned in music this month [quarter, etc.] | 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) | [Kindergarten R1.A Resource](https://docs.google.com/document/d/13c-TUNjn7VL4adV0kZqdUdEQ0CGFOU0mGF-r45hF4Oc/edit?usp=sharing) | **K.FL.VA.7biii** Make real-life connections between words and their use.  **K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts  **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. | Practice starting and stopping with locomotor and non-locomotor movement  Follow the leader into room using Locomotor (L) – walking the beat; non-locomotor (NL) – rocking the beat    Explore various NL movements with no beat (bend, twist, rock, shake, nod, etc.)    Move (walk vs. run/jog) through shared space, internal tempo as a single student, small group, entire group  Explore use of speaking, singing, whispering, and calling voices  Move in different ways in response to teacher or student playing varied unpitched timbres. | Observe as students perform steady beat movements while listening to a variety of recorded music (see Appendix p. 21) and assess them using a teacher-created or [district -provided rubric](https://docs.google.com/document/d/10TV9fyO_oyiZibzKoYO-lSneflciMMkPf7hxe04dPww/edit?usp=sharing).  Match recorded vocal timbre samples to picture representations.  [See “*Sing, Talk, Whisper, Yell”* Noreen Cannedy] (Interactive assessment available for free download at exchange.smarttech.com Text can be customized to read “call”)  Assess students’ understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1qucN8t0791cVJWx2QUv6WNRRVrsvhW6Jhh0V7Pfh2oE/edit?usp=sharing).  Recognize triangle, wood block and drum *SOM T37.* Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1X4TMpqZZuStxE-ImZg90ebhLHWlT2c1qMm2VYrkNyWU/edit?usp=sharing). | “Stop and Go” *STM* Gr. 1  [Statue Cards](http://www.artiealmeida.com/resources/Statues.pdf) Students move while T plays steady beat on UPP or plays a listening selection. When the music stops, students freeze in the shape of the statue displayed.  “Follow Me” *SOM* K  “[Gonna Shake Out My Hands](https://docs.google.com/document/d/1-8P5f4CJm3jbVzjkDp68MXSK_Jg6n7enghs6ukGpUik/edit?usp=sharing)” (See Appendix)  “Singing Time” *SOM* K  “Time to Sing” *SOM* K  “Stamping Land” *SOM* K  “Merrily We Roll Along” *SOM* K  “Sing a Song of Sixpence” *SOM* K  Whisper Voice: “Peanut Butter” *STM* Gr. K  “[Today is Monday](https://www.youtube.com/watch?v=i-7V__eJHuo)” Eric Carle (School library)  Speaking Voice: “[Here is a Nest](https://docs.google.com/document/d/1_nVww8PUZbiG1h_KSBuo9XqvUM0J3JEoocisk5g67gY/edit)” (See Appendix)  “Johnny Caught a Flea” *SBMM* Gr. 1  “Mayflies” *SOM* K  Singing Voice: “Mama Buy Me a China Doll” *SBMM* K  “Five Little Mice” *MFLP*  “The Old Gray Cat” *SOM* K  Calling Voice: “Ballad of Cowboy Joe” *Music for Little People*  “The Airplane Ride” *Pitch Exploration Stories*  “Instrument Game” *SOM* K | **K.FL.VA.7bii** Demonstrate understanding of verbs and adjectives by relating them to their opposites.  Writing/Vocabulary: Synonyms and Antonyms  Briefly brainstorm a list of opposites before teaching “start and stop”.  Extend: Help students categorize the list into musical opposites (loud/soft, high/low, etc.) and non-musical opposites (hot/cold, left/right, etc.).  Comprehension: Fluency  Perform steady beat to recorded songs following teacher’s model. Teacher may choose to model some of the SB motions as moving from left to right in the students’ perspective to reinforce visual tracking used in both music and text reading.  **K.FL.PC.1a** Follow words from left to right/top to bottom/page by page.  Comprehension: Story Sequencing  On first experience with a song or song-tale, teacher may pause to allow students to predict next event or ask them to recall the story sequence following the performance. In future lessons, students may arrange the pieces of a song text in order using musical cues, time order words/expressions, and rhyming cues.  **K.FL.PA.2a** Recognize and begin to produce rhyming words**.**  **K.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **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  Whisper Voice: “Peanut Butter” *STM* Gr. K  “[Today is Monday](https://www.youtube.com/watch?v=i-7V__eJHuo)” Eric Carle (School library)  Speaking Voice: “[Here is a Nest](https://docs.google.com/document/d/1_nVww8PUZbiG1h_KSBuo9XqvUM0J3JEoocisk5g67gY/edit)” (See Appendix)  “Johnny Caught a Flea” *SBMM* Gr. 1  “Mayflies” *SOM* K  Singing Voice: “Mama Buy Me a China Doll” *SBMM* K  “Five Little Mice” *MFLP*  “The Old Gray Cat” *SOM* K  Calling Voice: “Ballad of Cowboy Joe” *Music for Little People*  “The Airplane Ride” *Pitch Exploration Stories* | **K.FL.VA.7biii** Make real-life connections between words and their use.  **K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts  **K.FL.SC.6g-**Produce and expand complete sentences in shared language activities  **K.FL.SC.6c** Use frequently occurring nouns and verbs when speaking and in shared language activities**.** |

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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 Q1 CONNECT DOMAIN RESOURCE LIST**  *Music For Little People = MFLP*  *Spotlight on Music = SOM* |

| QUARTER 1 | | | | |
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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 personal interests in singing, playing instruments, dancing, and acting. | 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) | “Voice Choice” *SOM* K  [Vocal Exploration Cards](http://shop.musicplaytext1.ihoststores.com/images/misc/VocalExplorations.pdf) | **K.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts  **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. |
| **Cn2.A**  **Society, Culture and History**  Demonstrate an 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). | Perform short poems/songs, nursery rhymes, and fingerplays with motions to reinforce words. Discuss ways in which poems and movement can be related to music (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). | “Something About Me” *SOM* K  “What the Animals Do” and “Five Little Mice” *Music For Little People*  “[Here’s a Little Alligator](https://docs.google.com/document/d/1BTGPQK4DvnBzfzejoSDUsSofXaVpej5NgXRAwQHcLVc/edit?usp=sharing)” (See Appendix)  “[Here is a Nest](https://docs.google.com/document/d/1_nVww8PUZbiG1h_KSBuo9XqvUM0J3JEoocisk5g67gY/edit?usp=sharing)” (See Appendix) | Phonics: Rhyming words  Students identify and predict rhyme pairs.  **K.FL.PA.2a** Recognize and begin to produce rhyming words.  Phonics: Reinforce sight words using text visuals.  **K.FL.PWR.3c** Read common high-frequency words by sight.  Comprehension: Sequencing, fluency Teacher and students speak poems with a cadence appropriate to the meter, natural rhythm of the words.  **K.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |