



BOE Approved 4/15

Cliffside Park Public Schools

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VOCAL MUSIC EDUCATION CURRICULUM MAPS FOR NJCCCS GRADES K-6

KINDERGARTEN TOPICS AND NJCCCS	Intro to Music	Celebrating Holidays Through Music	Learning Rhythm Through Dance	Action Songs	Echo Songs
	Playing a Percussion Instrument Counting Learn Basic Echo songs Learn correct vocal technique Standards: 1.1.2.B.1-4 1.3.2.B.1-4	Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.2.B.1-4 1.3.2.B.2 & 4	Standards: 1.1.2.B.2 1.4.2.A.1 1.3.2.B.1	Singing with hand and body movements Standards: 1.1.2.B.1-4 1.3.2.B.1, 2, & 4	Singing songs by echoing Standards: 1.1.2.B.1-4 1.3.1.B.1, 2, & 4



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ACTIVITIES	Watch and copy proper playing technique Listen and copy counting and time Echo musical phrases	Echo back phrases of each song Count entrances Count note lengths Rehearse proper breathing techniques Rehearse as a group Practice staging Incorporate elements of music (eg. Dynamics)			Dancing Counting Marching Clapping Sing-a-longs	Singing Making hand and body movements in time while singing	Singing			
RESOURCES	Percussion instruments "Echo Songs" "I Sing You Sing" CD	Winter and Holiday songs Various song books and recordings Nomenclature			"Zoe's Dance Moves" DVD "Dance Party Fun" Assorted Recordings	"Action Songs Children Love Vol. 1" – Gagne, 2000 "Where is Thumbkin" – Schiller/Moore, 1993 "Tyme For a Rhyme" – Delelles, 1988 Various recordings and songbooks	"I Sing You Sing" CD "One, Two, Three Echo Me!" – Mitchell, 2003 "The Book of Call and Response" – Feierabend, 2003			



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GRADE 1 TOPICS AND NJCCCS	Intro to Music Playing a Percussion Instrument Counting Learn Basic Echo songs Learn correct vocal technique Standards: 1.1.2.B.1-4 1.3.2.B.1-4	Celebrating Holidays Through Music Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.2.B.1-4 1.3.2.B.2 & 4			Learning Rhythm Through Dance Standards: 1.1.2.B.2 1.4.2.A.1 1.3.2.B.1	Action Songs Singing with hand and body movements Standards: 1.1.2.B.1-4 1.3.2.B.1, 2, & 4	Echo Songs Singing songs by echoing Standards: 1.1.2.B.1-4 1.3.1.B.1, 2, & 4			
	ACTIVITIES Watch and copy proper playing technique Listen and copy counting and time Echo musical phrases	Echo back phrases of each song Count entrances Count note lengths Rehearse proper breathing techniques Rehearse as a group Practice staging Incorporate elements of music (eg. Dynamics)			Dancing Counting Marching Clapping Sing-a-longs	Singing Making hand and body movements in time while singing	Singing			



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RESOURCES	Percussion instruments "Echo Songs" "I Sing You Sing" CD	Winter and Holiday songs Various song books and recordings Nomenclature			"Zoe's Dance Moves" DVD "Dance Party Fun" Assorted Recordings	"Action Songs Children Love Vol. 1" – Gagne, 2000 "Where is Thumbkin" – Schiller/Moore, 1993 "Tyme For a Rhyme" – DeLelles, 1988 Various recordings and songbooks	"I Sing You Sing" CD "One, Two, Three Echo Me!" – Mitchell, 2003 "The Book of Call and Response" – Feierabend, 2003			
GRADE 2 TOPICS AND NJCCCS	Vocal Production/ Placement Patriotic Songs Review Nomenclature Standards: 1.1.2.B.1-4 1.2.2.A.1 & 2 1.3.2.B.2	Celebrating Holidays Through Music Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.2.B.1-4 1.3.2.B.2 & 4			Intro to Musical Theater Standards: 1.1.2.B.1-3 1.2.2.A.1 & 2		Musical Families Instrument families and their properties Standards: 1.1.2.B.4	Foundation Skills in Hand Percussion Standards: 1.3.2.B.3	Songs of Popular Culture Standards: 1.1.2.B.1-4 1.2.2.A.1 & 2 1.3.2.B.1, 2, 4, 7	



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ACTIVITIES	<p>Singing using proper breathing and posture</p> <p>Review symbols and terms</p>	<p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice staging</p> <p>Incorporate elements of music (eg. Dynamics)</p>			<p>Students will view the theatrical production of "Annie," then learn songs from "Annie"</p>		<p>The families of instruments will be explained and demonstrated</p>	<p>Playing percussion instruments</p> <p>Reading rhythms</p>		<p>Learn songs by echoing phrases and reading lyrics</p>
RESOURCES	<p>"Voice Builders for Better Choirs" – Crocker, 2002</p> <p>"Warmups and Workouts for Choir Vol. 1" – Leonard, 1989</p> <p>Various songbooks</p>	<p>Winter and Holiday songs</p> <p>Various song books and recordings</p> <p>Nomenclature</p>			<p>"Annie" DVD</p> <p>"Annie" Songbook</p>		<p>Laptop</p> <p>CD player</p> <p>Logic Audio</p> <p>Various recordings</p> <p>"Meet the Orchestra" – Hayes, 1991</p> <p>Musical instruments</p>	<p>Rhythm sticks</p> <p>Percussion instruments</p> <p>Blackboard</p>		<p>"Treasury of Disney Songs" – Leonard, 1998</p> <p>Various songbooks</p> <p>Internet</p>



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GRADE 3 TOPICS AND NJCCCS	Vocal Production/ Placement	Celebrating Holidays Through Music			Musical Theater	Black History Month	Elements of Music	Novelty Songs	Songs of Popular Culture	
	Patriotic Songs	Learning songs phrase by phrase						Study of Melody/ Rewriting of Lyrics		
	Review Nomenclature	Rehearsing songs as a whole								
	Standards:	Learning counting, vocal technique, memorization techniques								
	1.1.5.B.1-2	Singing as a group (working together)			Standards:	Standards:	Standards:	Standards:	Standards:	
	1.2.5.A.1 & 3	Staging a performance			1.1.5.B.1 & 2	1.1.5.B.1 & 2	1.1.5.B.1 & 2	1.1.5.B.1 & 2	1.1.5.B.1 & 2	
	1.3.5.B.2 & 4	Elements of music			1.2.5.A.1-3	1.2.5.A.1-3	1.2.5.A.1-3	1.2.5.A.1-3	1.3.5.B.2 & 4	
		Standards:			1.3.5.B.2 & 4	1.3.5.B.2 & 4	1.3.5.B.2	1.3.5.B.2 & 4	1.4.5.A.1, 2, 3	
		1.1.5.B.1 & 2			1.4.5.A.1-3	1.4.5.A.1-3	1.4.5.A.1-3	1.4.5.A.1-3		
		1.2.5.A.1, 2, 3								
		1.3.5.B.2 & 4								
ACTIVITIES	Singing using proper breathing and posture	Echo back phrases of each song			Discussion of musical theater	Study the history of jazz	Study the elements of music	Learn novelty songs	Learn songs by reading notation and echoing phrases	
	Review symbols and terms	Count entrances			View a theatrical production		Evaluate the elements in the musical examples	Study pre-existing melodies		
		Count note lengths			Learn songs from the musical			Learn new words		
		Rehearse proper breathing techniques								
		Rehearse as a group								
		Practice dynamics								
		Practice staging								
		Incorporate elements of music								



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ACTIVITIES	<p>Singing using proper breathing and posture</p> <p>Review symbols and terms</p>	<p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p>			<p>Discussion of musical theater</p> <p>View a theatrical production</p> <p>Learn songs from the musical</p>	<p>Study the history of jazz</p>	<p>Study the elements of music</p> <p>Evaluate the elements in the musical examples</p>	<p>Learn novelty songs</p> <p>Study pre-existing melodies</p> <p>Learn new words</p>	<p>Learn songs by reading notation and echoing phrases</p>	
RESOURCES	<p>“Voice Builders for Better Choirs” – Crocker, 2002</p> <p>“Warmups and Workouts for Choir Vol. 1” – Leonard, 1989</p> <p>Various songbooks</p>	<p>Winter and Holiday songs</p> <p>Various song books and recordings</p> <p>Nomenclature</p>			<p>DVD of the production</p> <p>Sheet music from the musical (eg. The Music Man)</p>	<p>“About 80 Years of Jazz in About 80 Minutes” – Blair, 2012</p> <p>Other various recordings</p>	<p>Nomenclature</p> <p>Assorted recordings</p>	<p>“I’m Still Here in the Bathtub” – Katz, 2003</p> <p>“Let’s All Sing Novelty Songs” – Leonard</p>	<p>“Treasury of Disney Songs” – Leonard, 1998</p> <p>Various songbooks</p> <p>Internet</p>	



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GRADE 5 TOPICS AND NJCCCS	Vocal Production/ Placement Patriotic Songs Review Nomenclature Standards: 1.1.5.B.1-2 1.2.5.A.1 & 3 1.3.5.B.2 & 4	Celebrating Holidays Through Music Learning songs phrase by phrase Rehearsing songs as a whole Learning counting, vocal technique, memorization techniques Singing as a group (working together) Staging a performance Elements of music Standards: 1.1.5.B.1 & 2 1.2.5.A.1, 2, 3 1.3.5.B.2 & 4			Musical Theater Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3	Black History Month Standards: 1.1.5.B.1 & 2 1.2.5.A.1-3 1.3.5.B.2 & 4 1.4.5.A.1-3	Careers in Music Music and Technology Recording and the History of Recording Electronic Music Standards: 1.1.5.B.1 & 2 1.4.5.A.1-3	The Science of Sound Waves/vibration Frequency Doppler effect Sympathetic vibration Standards: 1.1.5.B.1 & 2 1.2.5.A.1, 2, 3 1.3.5.B.2 & 4	Songs of Popular Culture Standards: 1.1.5.B.1 & 2 1.3.5.B.2 & 4 1.4.5.A.1, 2, 3	
ACTIVITIES	Singing using proper breathing and posture Review symbols and terms	Echo back phrases of each song Count entrances Count note lengths Rehearse proper breathing techniques Rehearse as a group Practice dynamics Practice staging Incorporate elements of music			Discussion of musical theater View a theatrical production Learn songs from the musical	Study black music history and musical styles	Discuss careers in music Learn vocabulary Study the use of technology in music	Look at/listen to sound sources Discuss the physics of sound	Learn songs by reading notation and echoing phrases	



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RESOURCES	"Voice Builders for Better Choirs" – Crocker, 2002 "Warmups and Workouts for Choir Vol. 1" – Leonard, 1989 Various songbooks	Winter and Holiday songs Various song books and recordings Nomenclature			DVD of the production Sheet music from the musical (eg. The Sound of Music)	"On This Day in Black Music History" – Warner, 2006 "Jazz" DVD - Burns	Computer with recording software	Piano Tuning fork Various instruments		Assorted sheet music



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GRADE 6 TOPICS AND NJCCCS	Vocal Production/ Placement	Celebrating Holidays Through Music			American Musical Theater	Spring Concert Rehearsals				Moving Up Ceremony Rehearsals
	Patriotic Songs	Learning songs phrase by phrase	Rehearsing songs as a whole			Learning songs phrase by phrase	Rehearsing songs as a whole		Learning songs phrase by phrase	
	Review Nomenclature	Learning counting, vocal technique, memorization techniques	Singing as a group (working together)			Learning counting, vocal technique, memorization techniques	Singing as a group (working together)		Rehearsing songs as a whole	
	Standards:	Staging a performance				Staging a performance			Learning counting, vocal technique, memorization techniques	
	1.1.8.B.1	Elements of music				Standards:	Elements of music			
	1.2.8.A.3	Standards:				1.1.8.B.1 & 2	Standards:			
	1.3.8.B.1-3	1.1.8.B.1 & 2				1.2.8.A.1-3	1.1.8.B.1 & 2			
		1.3.8.B.1, 2, 3				1.3.8.B.1-3	1.3.8.B.1, 2, 3			
		1.4.8.A.1, 3, 5				1.4.8.A.1, 3, 5	1.4.8.A.1, 3, 5			
									Singing as a group (working together)	
									Staging a performance	
									Elements of music	
							Standards:			
							1.1.8.B.1 & 2			
							1.3.8.B.1, 2, 3			
							1.4.8.A.1, 3, 5			



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ACTIVITIES	<p>Singing using proper breathing and posture</p> <p>Review symbols and terms</p>	<p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p>			<p>Discussion of musical theater</p> <p>Study of musical thematic material</p> <p>Watch DVD of the theatrical production (eg. West Side Story)</p>	<p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p>				<p>Echo back phrases of each song</p> <p>Count entrances</p> <p>Count note lengths</p> <p>Rehearse proper breathing techniques</p> <p>Rehearse as a group</p> <p>Practice dynamics</p> <p>Practice staging</p> <p>Incorporate elements of music</p>
RESOURCES	<p>"Voice Builders for Better Choirs" – Crocker, 2002</p> <p>"Warmups and Workouts for Choir Vol. 1" – Leonard, 1989</p> <p>Various songbooks</p>	<p>Winter and Holiday songs</p> <p>Various song books and recordings</p> <p>Nomenclature</p>			<p>DVD of theatrical production</p>	<p>Sheet music</p> <p>Vocal arrangements</p> <p>Assorted recordings</p>				<p>Sheet music</p> <p>Vocal arrangements</p> <p>Assorted recordings</p>



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Differentiation/Accommodations/Modifications										
Gifted and Talented	English Language Learners		Students with Disabilities				Students at Risk of Failure			
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p>	<p>Modifications for Classroom</p> <p>Assign a peer helper in the class setting</p> <p>Use Smartphone as dictionary</p> <p>Use Dictionary</p> <p>Use materials in native language, if available</p> <p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p>Modifications for Assessments</p>		<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>				<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>			



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Provide assessments at a higher level of thinking			<p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Use dictionary or approved electronic device</p>			<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>		<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>		



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		<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>							



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		<p>criteria for assignments.</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments</p>	<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, and topic).</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>							