



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

NEW JERSEY CONTENT STANDARDS

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Unit 1 The Creative Process

Overview: In this unit students will, identify tempo as gradually speeding up or slowing down, steady or unsteady beat. Identify various instruments of like register, and describe the differences in metal barred/wood barred instruments. Identify dynamics as loud, soft, medium, and loud. Use dynamics appropriate to the style of the music. Identify the forms of call and response, verse and refrain, ABA. Identify step/leap and same/different patterns in a melody and identify tonal center and melodic patterns using basic solfeggio. Identify strong beat, short and long notes/rests.

Time Frame: First Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

Essential Questions:

NJDOE Standards Born on Date: 2014



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

What is music?

Is music its own language?

How do different cultures express themselves through music?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.2.2.A.1 Identify characteristic</p>	<p>Topics – Hispanic Heritage Month</p> <p>SWBAT – Identify tempo as gradually speeding up or slowing down, steady or unsteady beat.</p> <p>Identify adult female voice/child’s voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments.</p> <p>Identify dynamics as loud, soft, medium, and loud.</p>	<p>Assess musical skills, reviewing from Kindergarten.</p> <p>Singing on pitch (So-Mi).</p> <p>Playing classroom instruments -Maracas</p> <p>Play Instrument bingo. NJLSA.SL1., NJLSA.L6</p> <p>Rhythm notation: reading, listening and clapping</p>	<p>Tempo: https://makingmusicfun.net/htm/f_mmf_music_library/pick-a-bale-of-cotton-music-lesson-on-tempo-terms.php</p> <p>Instrument Bingo: http://www.lessonsen.com/game/musical-instrument-bingo/</p> <p>Dynamics: https://makingmusicfun</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion Reflections <p>Summative:</p>



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

<p>theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p>1.4.2.A.1 Identify aesthetic qualities of exemplary works of art, dance, music, theatre, and visual art, and identify characteristics of the</p>	<p>Use dynamics appropriate to the style of the music.</p> <p>Identify the forms of call and response, verse and refrain, ABA.</p> <p>Identify step/leap and same/different patterns in a melody and identify tonal center and melodic patterns using basic solfeggio.</p> <p>Identify strong beat, short and long notes/rests.</p>	<p>quarter notes and rests. NJSLA M.1.OA.A</p> <p>Singing songs in Spanish <i>Musica</i> NJSLA.SL1.</p> <p>View musical performances by Hispanic musicians and discuss in small groups the common characteristics. 6.1.4.D.20, 6.1.4.D.19, NJSLA.SL2. Play singing game in multiple languages including American Sign. NJSLA.L3, NJSLA.R7.</p> <p>Sing call and response songs.</p>	<p>.net/ht m/f_mmf_music_library/boo m-chicka-boom-lesson. php</p> <p>Call & response: https://www.ashleydanyew.com/posts/2017/40-call-and-response-songs-and-games-for-childrens-choir</p> <p>Solfege: https://www.youtube.com/watch?v=KiFmdsXs8UU</p> <p>Spanish songs: https://rockalingua.c</p>	<p>Solo and duo performance evaluations</p> <p>Admit/Exit tickets</p> <p>Teacher-made check sheets and rubrics.</p> <p>Projects, Portfolio, Presentations</p> <p>Think Pair, and Share Listening activities to identify musical characteristics.</p> <p>Evaluate and critique a work of music while using proper musical terminology.</p> <p>Participate in</p>
---	---	---	---	---



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

<p>artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.4.2.B.2 Apply the principles of positive critique in</p>		<p>Demonstrate understanding of dynamics when singing and playing instruments.</p> <p>Play steps and leaps Simon Says. NJLSA.SL1.</p>	<p>om/songs</p> <p>Hispanic Heritage music: https://folklife.si.edu/search?query=Hispanic</p> <p>Smart Board-steps and leaps: http://exchange.smarttech.com/search.html?q=music,%20musical%20patterns,%20steps,%20skips,%20leaps,%20rhythm</p> <p>Steps/leaps Simon Says: http://thesharpmusicteacher.blogspot.com/</p>	<p>discussions and debates about music</p> <p>Music Reviews</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> • Outcome Sentences • Pair-Share • Beach ball <p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p> <ul style="list-style-type: none"> • Self- Assessment • Peer Assessment
---	--	---	--	---



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

<p>giving and receiving responses to performances.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>			<p>2013/02/simon-says-step-skip-leap-repeat.html</p> <p>Musical Instruments Warm-up sheets Supplemental concert music</p>	
---	--	--	---	--

Key Vocabulary:

Music, Expression Loud and soft, Steady beat no beat, Rhythm, Melody, leap High and low Timbre



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

Unit 2 - Performance

Overview: In this unit students will read and perform combinations of quarter notes, two eighths and quarter rests by clapping and counting aloud. Read, sing or play various combinations of do-mi-sol-la from a two to five-line staff using quarter note and/or two eighth note rhythms. Using do-sol, read and perform an ostinato on a pitched barred instrument using quarter notes and/or two eighth notes and/or quarter rests. Clap or play on an un-pitched percussion instrument a steady beat at various tempi as indicated on a two to five-line staff or in response to images that indicate a particular speed (e.g., rabbit/tortoise). Read and perform dynamics of f and p (forte and piano) through singing and playing of various rhythm instruments.

Time Frame: Second Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

Essential Questions:

What are some ways that music changes?

What are the different terms that are important to reading and playing music? (Sections, Timbre, Rhythm, Tempo)



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and</p>	<p>Topics – Holidays Around the World</p> <p>SWBAT – Read and perform combinations of quarter notes, two eighths and quarter rests by clapping and counting aloud.</p> <p>Read, sing or play various combinations of do-mi-sol-la from a two to five-line staff using quarter note and/or two eighth note rhythms.</p> <p>Using do-sol, read and perform an ostinato on a pitched barred instrument using quarter notes and/or two eighth notes and/or quarter rests. Clap or play on an un-</p>	<p>Singing on Pitch (La-So- Mi).</p> <p>Playing classroom instruments. NJSLSA.SL1.</p> <p>Rhythm notation: adding eighth notes.</p> <p>Singing <i>The Dreidel Song, En las noches des posadas, This Little Light of Mine, Falling Snowflakes.</i></p> <p>Students will create posters that include information learned about different holidays from around the world. NJSLSA.R7, NJSLSA.SL2., 6.1.4.D.19, 6.1.4.D.20</p> <p>Reading and playing 5 note <i>C scale</i> on glockenspiels. NJSLSA.L3.</p>	<p>CD's, YouTube videos, https://www.who-sang-that-song.com/find-a-song.html</p> <p>Music Notation Video: https://www.youtube.com/watch?v=YjFIILKjmkI&vl=en</p> <p>So-Mi-La Video: https://www.youtube.com/watch?v=xqdsLPJPsDY</p> <p>Holidays from</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> · Common Formative Assessment <p>Formative:</p> <p>Observation</p> <ul style="list-style-type: none"> · Question and answer group discussion · Reflections <p>Summative:</p> <p>Solo and duo performance evaluations</p> <p>Proper Notation</p> <p>Admit/Exit tickets</p>



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

<p>community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.3.2.B.3 Demonstrate correct</p>	<p>pitched percussion instrument a steady beat at various tempi as indicated on a two to five-line staff or in response to images that indicate a particular speed (e.g., rabbit/tortoise).</p> <p>Read and perform dynamics of f and p (forte and piano) through singing and playing of various rhythm instruments.</p>	<p>Create foldables for musical notes and/or musical vocabulary. NJLSA.L6</p> <p>Demonstrate an ostinato on the recorder.</p> <p>Play percussion instruments to demonstrate dynamics and a steady beat.</p>	<p>around the World: https://www.youtube.com/watch?v=lp3xpaLeasM</p> <p>Ostinato: http://heartandart.ca/?p=4514</p> <p>Tortoise & Hare lesson: https://bpo.org/files/documents/Fairytales_L1_Musical_Storytelling.pdf</p> <p>Dynamics-Piano and Forte: https://www.bethsnotesplus.com/2014/05/1oud-soft.html</p> <p>Glockenspiel (C scale):</p>	<p>Teacher-made check sheets and rubrics.</p> <p>Posters about holiday</p> <p>Think Pair, and Share Listening activities to identify musical characteristics.</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> Outcome Sentences · Pair-Share · Beach ball <p>https://www.theartofed.com/2013/10/18/20-</p>
--	--	---	--	--



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

<p>playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p>			<p>https://www.youtube.com/watch?v=MA8nwLjXtrc</p> <p>Foldables templates: http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf</p> <p>instruments</p>	<p>quick-formative-assessments-you-can-use-today/</p> <p>Self- Assessment Peer Assessment</p>
--	--	--	---	---



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

Key Vocabulary:

Tempo changes Rest, Timbre Verse and Refrain, Steady beat, Rhythm sections High and low Staff notation Positive critique La So Mi,



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

Unit 3 - Performance

Overview: In this unit students will clap, sing, or play simple melodies, on pitch, from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo, and following the director's cues. Perform an ostinato on an Orff instruments or equivalent homemade rhythm instruments using quarter, two eighth notes and quarter rests. Play musical instruments from another culture and describe their musical properties. Listen to music from Black musicians who have contributed to both the music works and society, and identify qualities that make this music "exemplar. Using a neutral syllable or solfeggio, sing or play an improvised simple melody on do-mi-sol-la with rhythms of quarter, two eighth notes and quarter rests. Using the pentatonic scale, improvise a melody using a combination of quarter, two eighth notes and quarter rests on barred instruments to create expressive ideas. Improvise rhythms accompanied by a written rhythmic ostinato on rhythm instruments, instruments created from objects in the environment, or with vocal sounds using selected notes and/or scales to create expressive ideas.

Time Frame: Third Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

Essential Questions:

What are some ways that music changes?

How does musical terminology help you understand the elements of music (Sections, Timbre, Rhythm, Tempo)?



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p>1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using</p>	<p>Topics Black History Month/Discovering New Musical Horizons</p> <p>SWBAT – Clap, sing, or play simple melodies, on pitch, from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo, and following the director’s cues.</p> <p>Perform an ostinato on an Orff instruments or equivalent homemade rhythm instruments using quarter, two eighth notes and quarter rests.</p> <p>Play musical instruments from another culture and</p>	<p>Singing on Pitch (So-Do-Re-Mi).</p> <p>Clapping simple syncopated African rhythms.</p> <p>Playing tambourines, rhythm sticks, African shakers and drums.</p> <p>Categorize these instruments into families of instruments.</p> <p>Identify the musical properties of each of these instruments. NJSLSA.L6</p> <p>Discuss the patterns you hear from these</p>	<p>Ghana children’s songs: https://www.mamalisa.com/?t=ec&c=36</p> <p>Video-Kye Kye Kule: https://www.youtube.com/watch?v=0YcyHcrDxTQ</p> <p>African Rhythms: https://nafme.org/for-beginners-your-first-african-rhythm-concept/</p> <p>African Notation: http://djemberhythms.com/lessons/rhythm-notation-and-djembe-rhythms-for-beginners/</p> <p>Jazz Melodies: http://artsedge.kennedy-center.org/educators/less</p>	<ul style="list-style-type: none"> ● Benchmark Assessment: ● Common Formative Assessment ● Formative: ● Observation ● Question and answer group discussion ● Reflections ● Summative: ● Solo and duo performance evaluations



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

<p>selected notes and/or scales to create expressive</p> <p>1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.</p> <p>1.4.2.A.4</p>	<p>describe their musical properties.</p> <p>Listen to music from Black musicians who have contributed to both the music works and society, and identify qualities that make this music “exemplar.</p> <p>Using a neutral syllable or solfeggio, sing or play an improvised simple melody on do-mi-sol-la with rhythms of quarter, two eighth notes and quarter rests</p> <p>Using the pentatonic scale, improvise a melody using a combination of quarter, two eighth notes and quarter rests on barred instruments to create expressive ideas.</p>	<p>instruments (including body percussion) and compare to patterns found in nature.</p> <p>Reading African-style rhythmic notation in two parts.</p> <p>Sing, move and clap to Ghanaian songs, call and response and game songs, <i>Sorida; Kye Kye Kule; All Night, All Day</i> NJSLSA.L3</p> <p>Create a playlist of songs that would demonstrate the contributions of Black musicians. NJSLSA.R7.</p> <p>Work with a small group to create a song that mimics the style of one of</p>	<p>ons/grade-3-4/Musical_Harlem.aspx#Instruction</p> <p>Make an African Drum: https://www.wikihow.com/Make-an-African-Drum</p>	<ul style="list-style-type: none"> ● ● Listening activities to identify musical properties. ● ● Playlist Original Song ● Alternative Assessments: ● ● 20 Quick Formative Assessments from the art of education: ● ● Outcome Sentences ● Pair-Share ● Beach ball
---	--	---	---	---



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

<p>Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.4.2.A.1</p> <p>Identify aesthetic qualities of <u>exemplary works</u> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p>	<p>Improvise rhythms accompanied by a written rhythmic ostinato on rhythm instruments, instruments created from objects in the environment, or with vocal sounds using selected notes and/or scales to create expressive ideas.</p>	<p>the Black and/or African songs that they learned about.</p> <p>NJSLSA.SL1, 6.1.4.D.19, 6.1.4.D.20</p>		<p>https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</p> <ul style="list-style-type: none"> ● Self- Assessment ● Peer Assessment
--	---	---	--	--

Key Vocabulary:

notation, ostinato, La So Mi, pitch, rhythm, dynamics, and tempo, treble clef, solfeggio, pentatonic scale, Orff instruments, melody



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

Unit 4 - Aesthetic Responses and Critique Methodologies

Overview: In this course students will demonstrate understanding of the similarities and differences of children's songs and singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally-based music.

Time Frame: Fourth Marking Period

Enduring Understandings: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

Essential Questions:

What are some ways families and songs from around the world relate to each other?

How does music from around the world relate to you?



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p>1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</p>	<p>Topic- Songs/Families Around the World</p> <p>SWBAT - Demonstrate understanding of the similarities and differences of children's songs and singing games from different continents (e.g., North America, the African continent).</p> <p>Demonstrate elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.</p> <p>Make objective assessments of the appropriateness/ effectiveness of the elements in conveying the intent of the song.</p>	<p>Singing on pitch complete octave <i>C</i> scale. <i>Do Re Mi</i>.</p> <p>Compare and Contrast melody, rhythm, tempo, etc. in representative examples of culturally-based music 6.1.4.D.19, 6.1.4.D.20</p> <p>American: <i>America, Grand Old Flag</i>, marching with Flags.</p> <p>Chinese: <i>Feng Yang Wha Guh</i> Playing Chinese percussion ensemble: cymbals, Chinese woodblocks, cymbals.</p> <p>French: <i>Alouette</i> memorize body parts of bird in song</p>	<p>Mother Earth with lyrics Kids Earth & Environment https://www.youtube.com/watch?v=1_A3FMf3_Qw</p> <p>instruments</p> <p>American Patriotic songs: http://wildflowerrambli.ngs.co/m/homeschooling/10-patriotic-songs-children-free-printable/</p> <p>Create a song story:</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> · Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> · Observation · Question and answer group discussion <p>Summative: Solo and duo performance evaluations</p> <p>Admit/Exit tickets</p> <p>Listening activities to identify musical characteristics.</p>



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

<p>1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre and visual arts.</p> <p>1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.</p>	<p>Describe musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music.</p> <p>Evaluate and critique performances.</p>	<p>with motions.</p> <p>Spanish: <i>Mi Chacra</i>: Animals of the farms and how they sound, with motions. NJSLSA.SL1</p> <p>Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music. NJSLSA.L3</p> <p>List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic). NJSLSA.L6</p> <p>Critique the performance by</p>	<p>http://lessonplanspage.com/us-ing-rhythm-instruments-with-a-story/</p> <p>Around the World-musical elements: http://lessonplanspage.com/musicresourcefile-htm/</p> <p>African Call & Response Video: https://www.youtube.com/watch?v=QFWReXYsYMo</p>	<p>Original Song</p> <p>Critique of class performance</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> · Outcome Sentences · Pair-Share · 3-2-1 · Beach ball https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/ · Reflections · Self-
--	---	---	--	--



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

		<p>the class or of a recording of a call and response song that allows the response to be created by the singer. NJSLSA.R7</p> <p>Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics). NJSLSA.SL2.</p> <p>Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music. NJSLSA.W9</p>	<p>Element and Theme: http://www.rpo.org/UserFiles/Link/Villa-Lobos.pdf</p> <p>Too Much Noise (dynamics): https://caldwellorganize.dchao.s.blogspot.com/2015/09/teach-er-tuesday-dynamics-lesson-for-too.html</p> <p>Elements of Music video: https://www.teachingchannel.org/video/musical-elements</p> <p>Books to teach elements of music</p>	<p>Assessment Peer Assessment</p>
--	--	--	--	---------------------------------------



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

			<p>(jazz): https://delightfulchildrensbooks.com/2011/01/16/jazz-music/</p> <p>Listening Activity (elements/critique): https://www.teacherspayteachers.com/Product/Listen-Roll-Music-Listening-FREEBIE-1346735</p>	
--	--	--	---	--

Key Vocabulary:

La So Mi, Finger cymbals, Triangle, rests Charango Ch’ajch’as Zampoña, bombas Texture, Harmony

Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners

- Speak and display terminology and movement
- Teacher modeling

Special Education

- Utilize modifications & accommodations delineated in the student’s IEP

At-Risk

- Using visual demonstrations, illustrations
- Give directions/instructions

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

<ul style="list-style-type: none"> ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Check for understanding of directions ● Use posters with directions written in pictures in all languages ● Seat students close to the teacher. <p>Incorporate visuals: graphic organizers, gestures, props</p>	<ul style="list-style-type: none"> ● Work with paraprofessional ● Work with a partner ● Provide concrete examples and relate all new assignments to previously learned tasks ● Solidify and refine concepts through repetition. ● Provide extended time. ● Repeat directions ● Check for understanding of directions 	<p>verbally and in simple written format.</p> <ul style="list-style-type: none"> ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hun 	<p>lessons</p> <ul style="list-style-type: none"> ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Room for Artistic Choices ● Elevated Technique Complexity ● Additional Projects ● Adaptation of requirements
---	---	---	--

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Speak and display terminology and movement● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Check for understanding of directions● Use posters with directions written in pictures in all languages● Seat students close to the teacher.● Incorporate visuals: graphic organizers, gestures, props	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student's IEP● Work with paraprofessional● Work with a partner● Provide concrete examples and relate all new assignments to previously learned tasks● Solidify and refine concepts through repetition.● Provide extended time.● Repeat directions● Check for understanding of directions	<ul style="list-style-type: none">● Using visual demonstrations, illustrations● Give directions/instructions verbally and in simple written format.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.● Review behavior expectations and make adjustments for personal	<ul style="list-style-type: none">● Curriculum compacting● Inquiry-based instruction● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Room for Artistic Choices● Elevated Technique Complexity● Additional Projects● Adaptation of requirements



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 SUBJECT: MUSIC

		space or other behaviors as needed. <ul style="list-style-type: none">• Oral prompts can be given.	
Interdisciplinary Connections:			
ELA - NJSL/ELA:			
NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Social Studies:			
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.			
Describe why it is important to understand the perspectives of other cultures in an interconnected world.			
Math:			
NJSL M.K.CC.A Know number names and the count sequence.			



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 1 **SUBJECT: MUSIC**

Integration of Technology Standards NJSL 8:

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

Career Ready Practices:

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.