



**Allamuchy Township School District  
Allamuchy, NJ**

**Music  
K-8**

**CURRICULUM GUIDE**

**September 2019**

**Mr. Joseph E. Flynn, Superintendent**

**Developed by:  
Mariah Adams**

**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education  
At the regular meeting held on September 23, 2019**

**And**

***Aligned with the New Jersey Core Curriculum Content Standards  
And Common Core Content Standards***

## Core Curriculum 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 culture.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 Aesthetic Response and 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.

**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.**

By the end of Grade 2, all students progress towards Basic Literacy in the following content knowledge and skills in Music.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Ear training and listening skills are prerequisites for musical literacy.	1.1. 2.B. 1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	K: Circus Galop 1: Tritsch Tratsch Polka 2: Sleigh Ride	Elements of music  Ear training and listening skill	Music Express Magazine  Fun with Composers  <a href="http://www.state.nj.us/education/modelcurriculum/vpa/m/">http://www.state.nj.us/education/modelcurriculum/vpa/m/</a>	In-class activity  Student hands-on activity
The elements of music are foundational to basic music literacy.	1.1. 2.B. 2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	K: Star and Starfish 1: An American March 2: A Sailor went to Sea, Sea, Sea		Share the Music textbook series  <a href="http://makingmusicfun.net">http://makingmusicfun.net</a>	Performance task  Teacher observations  Student hands-on activity
Music is often defined as organized sound that is dependent on predictable	1.1. 2.B. 3	Identify and categorize sound sources by common traits (scales, rhythmic patterns, and/or other musical elements), and	K: Four Corners with quarter and eighth notes 1: "Russian Dance" from The Nutcracker 1: Pumpkin Fun for Everyone		Music Express Magazine	Student hands-on activity  Formal assessment  Teacher observations

properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.		identify rhythmic notation up to eighth notes, rests.	2: Freedom March			
Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.	1.1. 2.B. 4	Categorize families of instruments and identify their associated musical properties.	K: "Chinese Dance" from The Nutcracker 1: Carnival of the Animals 2: Listening Map: Parade of the Wooden Soldiers	Musical families	Music Express Magazine  Carnival of the Animals	In-class activity  Student hands-on activity  Class discussion

***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.***

By the end of Grade 5, all students demonstrate Basic Literacy in the following content knowledge and skills in Music.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected	1.1.5. B.1	Identify the elements of music in response to aural prompts and printed music notational systems.	3: Halloween B-A-G 4: Food Chant Compositions 5: Candy Wrapper Rhythm Compositions	Ear training  Listening skill	Music Express Magazine  Rhythm charts for compositions  Music Madness  <a href="http://makingmusicfun.net/">http://makingmusicfun.net/</a>  <a href="http://www.state.nj.us/education/modelcurriculum/vpa/m/">http://www.state.nj.us/education/modelcurriculum/vpa/m/</a>	Student project  Student hands-on activity  Peer and self-evaluation

to listening skill.						
The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.	1.1.5. B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	3: Recorder Reporter 4: Buffalo Gals 5: 4-measure Orff Compositions	Elements of music	Music Express Magazine  Best Loved Songs of the American People	

**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.**

By the end of Grade 8, those students choosing Music as their required area of specialization demonstrate Competency in the following content knowledge and skills.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Common, recognizable musical forms often have characteristics related to specific cultural traditions	1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: West Side Story	Historical eras	Masters of Music Music 1450-present Music Express <a href="http://makingmusicfun.net/">http://makingmusicfun.net/</a> <a href="http://www.state.nj.us/education/modelcurriculum/vpa/m/">http://www.state.nj.us/education/modelcurriculum/vpa/m/</a>	Teacher observations Formal assessment Exit ticket (google forms)
Compositional techniques used in different styles and genres of music	1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres	6: Star-Spangled Banner 7: Rock Around the Clock 8: 12-tone technique and Compositions	Genres Elements of music	Masters of Music Music 1450-present Music Express	Student hands-on activity Exit ticket (google forms) Teacher observation

vary according to prescribed set of rules.		of musical compositions.				
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***1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across culture.***

By the end of Grade 2, all students progress toward Basic Literacy in the following content knowledge and skills in dance, music, theatre, and visual art.

Content Statement	CPI#	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common	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.	K: “Chinese Dance” from The Nutcracker 1: Joy (India) 2: Peter and the Wolf	Historical eras	Music Express Magazine  Peter and the Wolf: An Orchestral Study Unit	Class discussion  Student hands-on activity



themes that are revealed by contextual clues within the work of art.						
The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	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.	K: Freedom, Freedom, Let it Ring 1: The Residence of the Presidents 2: Sing On! Dance On! (Ireland)		Share the Music I Sing, You Sing Music Express Magazine	In-class activity Student hands-on activity

**1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across culture.**

By the end of Grade 5, all students demonstrate Basic Literacy in the following content knowledge and skills in dance, music, theatre, and visual art.

Content Statement	CPI#	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Art and culture reflect and affect each other.	1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	3: The Little Beggarman 4: In the Hall of the Mountain King 5: Mayim, Mayim		Music Express Magazine  Peer Gynt Suite Music	Student hands-on activity  Class discussion
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	3: Celtic Waters Flow 4: Irish Rhythms 5: African Drumming		World Music Drumming: A Cross-Cultural Curriculum  Music Express Magazine	Performance task
Sometimes the contributions of an individual artist can influence	1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and	3: Kalinka 4: In the Hall of the Mountain King 5: Les Paul article and interview		Music Express Magazine  Peer Gynt Suite Music  Share the Music	Formal assessment  Group discussion

a generation of artists and signal the beginning of a new art genre.		visual art from diverse cultures throughout history.				
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***1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across culture.***

By the end of Grade 8, all students demonstrate Competency in the following content knowledge and skills for their required area of specialization in dance, music, theatre, and visual art.

Content Statement	CPI#	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Technological changes have and will continue to substantially influence the development	1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone		Bach to Rock CD and Guide  Music 1450-present  American Music  Music Express	Research project  In-class activity  Class discussion

nt and nature of the arts.						
Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone		Bach to Rock CD and Guide  Music 1450-present  American Music  Music Express	
The arts reflect cultural morals and personal aesthetics throughout the ages.	1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone		Bach to Rock CD and Guide  Music 1450-present  American Music  Music Express	Peer and self-evaluation

**1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**

By the end of Grade 2, all students progress toward Basic Literacy in the following content knowledge and skills in Music.

Content Statement	CP I #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.	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.	K: Note Value Name chanting 1: Pumpkin Fun for Everyone 2: You're a Grand Old Flag		Music Express Magazine  Share the Music  <a href="http://nj.pbslearningmedia.org/resource/5751a7f9-9aec-43de-b43e-0f0f3cbe52fd/219-blossom-and-snappy-learn-about-music-count-on-it/">http://nj.pbslearningmedia.org/resource/5751a7f9-9aec-43de-b43e-0f0f3cbe52fd/219-blossom-and-snappy-learn-about-music-count-on-it/</a>	Performance task  Teacher observations  Student hands-on activity
Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical	1.3 .2. B. 2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	K: Mountain Villa Song 1: Mountain Villa Song 2: Head and Shoulders	Vocal placement	Share the Music	

properties of sound.						
Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments	1.3 .2. B. 3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	K: Autumn Leaves 1: Bushels of Apples 2: The Shadow of the Groundhog	Orff instruments	Share the Music  Music Teachers Almanac	Formal assessment  Student hands-on activity
Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.	1.3 .2. B. 4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	K: Hello, It's Music Time 1: Music's Great 2: You Are My Sunshine	Home tone	Share the Music	Performance task  Student hands-on activity
Improvisation is a foundational	1.3 .2.	Improvise short tonal and rhythmic patterns	K: Shake It 1: Windy Days of March	Music composition	Music Teachers Almanac	Performance task

skill for composition.	B. 5	over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	2: La Bamba (8-beat pattern)	Ostinatos	Music Express Magazine	Student hands-on activity
Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.	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.	K: Sandwich Music 1: "Winter" from The Four Seasons 2: The Dinosaur Walk	Music composition  Form	Music Teachers Almanac  Music Express Magazine	Formal assessment  Teacher observations
Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics,	1.3 .2. B. 7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	K: Little Ducky Duddle 1: Boo 2: A Tisket A Tasket	Cues	Share the Music  Music Express Magazine	Student hands-on activity  Teacher observations

timbre, and timing.						
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**1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**

By the end of Grade 5, all students demonstrate Basic Literacy in the following content knowledge and skills in Music.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Complex scores may include compound meters and the grand staff.	1.3.5. B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	3: Swingin' Old St. Nicholas 4: The Court of King Carraticus 5: Goin' to Boston	Mixed meter  Compound meter	Music Express Magazine  Share the Music	Teacher observations  Student hands-on activity
Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active	1.3.5. B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	3: Turkey Tango 4: Blue Suede Shoes 5: Hip Hop Hoedown	Vocal placement	Music Express Magazine	Performance task  Student hands-on activity



listening skills. Individual voice ranges change with time.						
Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.	1.3.5. B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	3: Snowstorm 4: 4-measure improv on Orff 5: Marianne	Music composition	Music Express Magazine  <a href="https://www.incredibox.com/">https://www.incredibox.com/</a>	In-class activity  Peer and self evaluation  Formal assessment
Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.	1.3.5. B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	3: Everyone Needs a Hero 4: Buffalo Gals 5: Goin to Boston	Elements of music	Music Express Magazine  Best Loved Songs of the American People	Class discussion  Teacher observations  In-class activity

**1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.**

By the end of Grade 8, those students choosing Music as their required area of specialization demonstrate Competency in the following content knowledge and skills.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Western, non-Western, and avant-garde notation systems have distinctly different characteristics.	1.3. 8.B. 1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	6: O'er the Ramparts 7: Radio Station Jingle 8: 12-tone group compositions	Genres  Historical eras	Music Teachers Almanac  <a href="http://lessonplanspage.com/music/">http://lessonplanspage.com/music/</a>	Class discussion  Exit ticket (google forms)  Student hands-on activity  Performance task
Stylistic considerations vary across genres, cultures, and historical eras.	1.3. 8.B. 2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	6: O'er the Ramparts 7: Radio Station Jingle 8: 12-tone group compositions	Compositional techniques	Music Teachers Almanac	

<p>Understanding of discipline-specific arts terminology (e.g., crescendo, decrescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p>	<p>1.3. 8.B.3</p>	<p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>	<p>6: Group Boomwhacker reading 7: Group Boomwhacker reading 8: West Side Story</p>	<p>Dynamics</p>	<p>Boomwhacker Fun  Boomwhackers on Broadway  Music Express</p>	
<p>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</p>	<p>1.3. 8.B.4</p>	<p>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p>	<p>6: Composer Rap 7: Radio Station 8: Creating an Original Opera</p>	<p>Elements of music  Historical eras  Genres</p>	<p>Masters of Music series  GarageBand program  <a href="http://www.theradiohour.net/">http://www.theradiohour.net/</a>  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  Metropolitan Opera curriculum, Creating an Original Opera</p>	<p>Teacher observations  Class discussion  Peer and self-evaluation  In-class activity</p>

**1.4 Aesthetic Response and 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.**

By the end of Grade 2, all students progress toward Basic Literacy in the following content knowledge and skills in dance, music, theatre, and visual art.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them	K: Circus Galop 1: Carnival of the Animals 2: “Waltz of the Flowers” from Nutcracker Suite	Exemplary works	Music Express Magazine  Carnival of the Animals Curriculum Guide  <a href="http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html">http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</a>	Teacher observations  Student hands-on activity
	1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that	K: Fun with Composers 1: Carnival of the Animals 2: Peter and the Wolf		Fun with Composers  Carnival of the Animals Curriculum Guide	Student hands-on activity  Class discussion

		evoke emotion and that communicate cultural meaning.			Peter and the Wolf: An Orchestral Study Unit	
	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.	K: Pomp and Circumstance 1: Sleigh Ride 2: The Typewriter		Music Express Magazine	Teacher observations  Student hands-on activity
	1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	K: Create a Thunderstorm 1: Windy Days of March 2: Welcome Springtime		Music Teachers Almanac	

**1.4 Aesthetic Response and 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.**

By the end of Grade 5, all students demonstrate Basic Literacy in the following content knowledge and skills in dance, music, theatre, and visual art.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Works of art may be organized according to their function and artistic purposes (genres, mediums, messages, themes).	1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	3: Young Person's Guide to the Orchestra 4: In the Hall of the Mountain King 5: Music of John Williams	Genres mediums Discipline-specific arts terminology	Young Person's Guide to the Orchestra  Music Express  <a href="http://www.state.nj.us/education/modelcurriculum/vpa/t/3u2.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/t/3u2.shtml</a> <u>1</u>	Formal assessment  Class discussion  Student hands-on activity
Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	3: Young Person's Guide to the Orchestra 4: In the Hall of the Mountain King 5: Music of John Williams	Formalism	Young Person's Guide to the Orchestra  Music Express	

<p>Criteria for determining the aesthetic merits of work vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p>	<p>1.4.5. A.3</p>	<p>Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (personal, social, political, historical context).</p>	<p>3: Young Person's Guide to the Orchestra 4: In the Hall of the Mountain King 5: Music of John Williams</p>		<p>Young Person's Guide to the Orchestra  Music Express</p>	
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**1.4 Aesthetic Response and 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.**

By the end of Grade 8, all students demonstrate Competency in the following content knowledge and skills for their required area of specialization in dance, music, theatre, or visual art.

Content Statement	CPI #	Cumulative Progress Indicator	Sample Activities	New Vocabulary	Resources	Benchmarks/ Assessments
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone:	Archetypal Consummate works of art	Music from 1450-present  Masters of Music  Bach to Rock  <a href="http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html">http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</a>	Research project  Student hands-on activity
Art may be used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods	Utilitarian Non-utilitarian	Music from 1450-present  Masters of Music  Bach to Rock	



			8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone			
Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.	1.4.8. A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and eras.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone	Historical era genre	Music from 1450-present  Masters of Music  Bach to Rock	
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8. A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone		Music from 1450-present  Masters of Music  Bach to Rock	
Symbolism and metaphor are characteristics	1.4.8. A.5	Interpret symbolism and metaphors embedded in	6: O'er the Ramparts 7: Music of 1950s-1960s		Music Teachers Almanac  American Music	Exit ticket (google forms)  Performance task

of art and art-making.		works of dance, music, theatre, and visual art.	8: Music of 1970s-1980s			
Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.	1.4.8. A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	6: Overview of Baroque and Classical Periods 7: Overview of Romantic and 20 <sup>th</sup> Century Periods 8: Early 20 <sup>th</sup> Century compositions, with emphasis on 12-tone		Music from 1450-present  Masters of Music  Bach to Rock	
Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.	1.4.8. A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	6: O’er the Ramparts 7: Music of 1950s-1960s 8: Music of 1970s-1980s		Music from 1450-present  Masters of Music	Research project

## **Possible modifications for K-8 Music**

### **Special Education and 504 Students**

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

#### **GENERAL MODIFICATIONS:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test question
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

#### **BEHAVIOR MODIFICATIONS:**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

### **Students At Risk of School Failure**

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies

- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

## English Language Learner Students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

## Gifted and Talented Students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

### Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities