

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.

Instructional Map

Music

Orff

Kindergarten

<p>DOMAIN: PERFORM</p> <p>Foundations</p> <p>P1: Select, analyze and interpret artistic work for performance.</p> <p>P2: Develop and refine artistic techniques and work for performance.</p> <p>P3: Convey and express meaning through the presentation of artistic work.</p>	<p>KK Q1 PERFORM DOMAIN RESOURCE LIST</p> <p><i>In All Kinds of Weather, Kids Make Music= IAKWKMM</i></p> <p><i>85 Engaging Movement Activities = 85 EMA</i></p> <p><i>Share the Music = STM</i></p> <p><i>Silver Burdett Making Music = SBMM</i></p> <p><i>Spotlight on Music = SOM</i></p> <p>www.dsokids.com (Dallas Symphony Orchestra)</p> <p>www.sfskids.org (San Francisco Symphony)</p> <p>http://www.nyphilkids.org/ New York Philharmonic)</p> <p>http://teachingwithorff.com/</p> <p>http://www.classicsforkids.com/</p> <p>https://kids.usa.gov/art-and-music/index.shtml</p>
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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A</p> <p>Musical Concepts</p> <p>With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.</p>	<p>Explore use of speaking, singing, whispering, and calling voices</p>	<p>Observe as students demonstrate the distinction between their four voices and assess using a teacher-created or district-provided rubric.</p>	<p>"Echoing Four Kinds of Voices" SOM K</p> <p>"Neat Feet" (Poem) SOM K</p> <p>"A Hippo in the House" (Poem) SOM K</p> <p>"My Thumbs are Starting to Wiggle" SOM K</p> <p>"Toodala" SOM K</p>	<p>K.FL.VA.7biii - Make real-life connections between words and their use</p>
<p>P1.B</p> <p>Musical Contrasts</p>	<p>Explore high and low through speech and movement</p>	<p>Observe as students change body level in response to a melody</p>	<p>"The Giant's Shoes" SOM K</p>	<p>Vocabulary: Reinforce place words and directional words as</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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.</p>	<p>Explore playing sounds non-rhythmically on unpitched instruments with stories and poems including contrasts such as loud/soft, long/short, and fast/slow sounds.</p>	<p>played in the highest or lowest register of the piano and assess using teacher-created or district-provided rubric.</p> <p>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</p> <p>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.</p>	<p>“If Things Grew Down” SOM K “Spinning Song” SOM K “Tame Bear” (Movement) SOM K “Low or High” 85 EMA “Two Little Puppets” <i>Pitch Exploration Stories</i> (Feierabend) Andy Pandey (Use this version)</p> <p>“Monkey, Monkey” (Conducting Game) SOM K Children’s book Baby Rattlesnake by Lynn Moroney / Te Ata</p>	<p>they occur in song texts using vocalizations and movement (e.g., high, low, up, down, above, below, around, over, under, through).</p> <p>K.FL.VA.7biv- Distinguish shades of meaning among verbs describing the same general action.</p> <p>K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p>

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<p>P1.C Musical Context With guidance, using voices, instruments or movement, demonstrate an awareness of expressive qualities (such as voice quality, dynamics or tempo).</p>	<p>Perform steady beat motions (silent) with music at varied tempi.</p>	<p>Assess students' overall steady beat competence using a teacher-created or district-provided rubric.</p>	<p>"Put Your Finger in the Air" <i>SOM K</i></p> <p>Use "Spider Fingers" (fingertips on knees) to pat the steady beat of "Spider songs in a variety of tempos: "Spiders (Unison)" <i>SOM 3</i></p> <p>"The Itsy Bitsy Spider (Listening)" <i>SBMM K</i></p> <p>"Eensy Weensy Spider" <i>SBMM K</i></p> <p>"Spider Song" <i>STM 2</i></p> <p>"One Finger, One Thumb" <i>SOM K</i></p>	<p>Include some steady beat motions that move from left to right in the students' perspective to reinforce reading fluency.</p> <p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>K.FL.PC.1a- Follow words from left to right/top to bottom/page by page.</p>
<p>P2.A Apply Feedback With guidance, apply feedback to refine performances.</p>	<p>Listen to feedback from a teacher and restate it.</p>	<p>Assess as students restate (and apply) appropriate feedback using teacher-created or district-provided rubric.</p>	<p>P2.A Kindergarten Resource</p>	<p>K.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				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.
<p>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).</p>	<p>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.</p>	<p>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. Assess student's vocal technique using a teacher-created or district-provided rubric.</p>	<p>"Neat Feet" (Poem) <i>SOM K</i> "A Hippo in the House" (Poem) <i>SOM K</i> "My Thumbs are Starting to Wiggle" <i>SOM K</i> "Toodala" <i>SOM K</i> "Old Mister Woodpecker" <i>SOM K</i> "Head and Shoulders" <i>SOM K</i> "Teddy Bear" <i>STM K</i> "Hello, There" <i>SBMM K</i> "Juba" <i>SBMM K</i></p>	<p>Distinguish between singing, speaking, calling and whispering. K.FL.VA.7biv- Distinguish shades of meaning among verbs by acting out the meanings.</p>
<p>P3.A Singing</p>	<p>Sing simple songs with narrow range, practicing good vocal tone <i>with expression</i>.</p>	<p>Pre-Assessment: Observe as students individually echo a Sol-Mi pattern (e.g. "Hello, Teddy Bear.") and</p>	<p>"Old Mister Woodpecker" <i>SOM K</i> "Head and Shoulders" <i>SOM K</i> "Teddy Bear" <i>STM K</i></p>	<p>Comprehension: Story Sequencing In songs such as Teddy Bear and Juba, students may be asked to recall</p>

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With guidance, sing alone and with others, with expression.		assess using a teacher-created or district-provided rubric .	"Hello, There" <i>SBMM K</i> "Juba" <i>SBMM K</i>	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 .	"Off to the River" <i>IAKWKMM</i> "If all of the Raindrops" <i>IAKWKMM</i>	K.FL.VA.7biii - Make real-life connections between words and their use.

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<p>P3.C Performance Etiquette Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>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.</p> <p>Demonstrate a moment of stillness before and after performing a song/poem or performing movement to a listening example</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General)</p> <p>Performance Practices by Grade Level</p>	<p>K.FL.VA.7biii- Make real-life connections between words and their use.</p> <p>K.FL.VA.7c - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate</p>	<p>Discuss audience behaviors that are appropriate during different types of performances</p>	<p>Students list audience behaviors appropriate to different performance settings. (Pre-assessment)</p>	<p>Audience Etiquette Video</p> <p>Audience Etiquette Self-Evaluation</p> <p>List of live, local, free or low-cost events, field</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world</p>

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student behavior during a performance.		Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	trip grants and how to apply for them.	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.

<p>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.</p>	<p>KK Q1 CREATE DOMAIN RESOURCE LIST <i>Book of Pitch Exploration = BPE</i> <i>Spotlight on Music = SOM</i></p>
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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cr1. A Musical Concepts	Vocally improvise melodic sounds.	Observe as students improvise vocal sounds; assess using a teacher-	"Find Your Family" <i>BPE</i> "Bounce, Aim, Shoot" <i>BPE</i>	K.FL.SC.6g - Produce and expand complete

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
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.	Improvise rhythmic sounds (e.g. Short/Long, Fast/Slow, or Sound/Silence) using body percussion or unpitched percussion.	created or district-provided rubric. Observe as students improvise rhythmic sounds to accompany a story or song and assess using a teacher-created or district-provided rubric.	"Parachute Game" <i>BPE</i> "Flashlight" <i>BPE</i> "Pipe Cleaners" <i>BPE</i> "Mr. Wiggle and Mr. Waggle" <i>BPE</i> "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)	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	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	"Wee Willie Winkie" <i>SOM K</i> "Andrew Got a Pogo Stick" <i>Pitch Exploration Stories</i> (Feierabend)	Writing: Categorization and/or Comparison and Contrast Students create vocalizations and

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.</p>		<p>including movement, instrumental timbres and speech/vocalizations. Use a teacher-created rubric or one or more of the following district-provided rubrics.</p> <p>Showing High (Middle) and Low through Creative Movement</p> <p>Performing High (Middle) and Low on Pitched Percussion</p> <p>Rhythmic Speech (includes High and Low Speech)</p>	<p><i>Pitch Exploration Pathways</i> (Feierabend) "Counting Song" SOM K</p>	<p>actions to describe characters and plot points in a story.</p> <p>K.RL.KID.1 – With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RL.KID.3 With prompting and support, orally identify characters, settings, and major events in a story.</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>
<p>Cr2.A Selecting Musical Ideas With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose,</p>	<p>Discuss/ demonstrate "favorite parts" (sounds, timbres, choices) of student-improvised/created</p>	<p>Listen to students explain their musical (compositional or improvisational) preferences and assess using a teacher-created</p>	<p>"Find Your Family" <i>BPE</i> "Bounce, Aim, Shoot" <i>BPE</i> "Parachute Game" <i>BPE</i> "Flashlight" <i>BPE</i> "Pipe Cleaners" <i>BPE</i> "Mr. Wiggle and Mr. Waggle" <i>BPE</i></p>	<p>K.FL.VA.7biii Make real-life connections between words and their use.</p> <p>K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and justify favorite musical ideas.	movement, songs, or pieces.	or district-provided rubric.	<p>"A House for Hermit Crab" by Eric Carle (Students improvise BP/ unpitched sound colors to represent each of Hermit Crab's decorations)</p> <p>"The Napping House" by Audrey and Don Wood (Use BP/ Unpitched percussion sound colors to represent the elements in the story)</p> <p>"Wee Willie Winkie" SOM K</p> <p>"Andrew Got a Pogo Stick" Pitch Exploration Stories (Feierabend)</p> <p>Pitch Exploration Pathways (Feierabend)</p> <p>"Counting Song" SOM K</p>	<p>to, and responding to texts</p> <p>K.FL.SC.6g Produce and expand complete sentences in shared language activities</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>
<p>Cr2.B Notating Ideas</p> <p>With guidance, using digital media or pictures</p>	Use manipulatives, pictures, and/or icons to represent melodic and rhythmic ideas.	Assess students' ability to represent and explain their musical ideas using	<p>Melodic ideas:</p> <p>"Pipe Cleaners" BPE</p> <p>"Floor Yarn" BPE</p>	<p>K.FL.PC.1c Understand that words are separated by spaces in print; demonstrate one-to-one correspondence</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology.		a teacher-created or district-provided rubric .	<p>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.</p> <p><i>Rhythmic ideas:</i> 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.</p>	<p>between voice and print.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p>
Cr3.A Refining Musical Ideas	Receive and restate teacher feedback about compositions and	Assess as students receive and restate feedback about their	Previously created student compositions from "Pipe Cleaners"	K.FL.VA.7biii Make real-life connections between words and their use.

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.	improvisations using the teacher's exact words.	composition or improvisation using a teacher-created or district-provided rubric .	<i>BPE</i> , "Floor Yarn" <i>BPE</i> , or similar activities.	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 .	Melodic ideas: "Pipe Cleaners" <i>BPE</i> "Floor Yarn" <i>BPE</i> 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	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

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QUARTER 1				
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			to describe and perform their ideas. <i>Rhythmic ideas:</i> 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.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

DOMAIN: RESPOND

Foundations

- R1:** Perceive and analyze artistic work.
- R2:** Interpret intent and meaning in artistic work.
- R3:** Apply criteria to evaluate artistic work.

KK Q1 RESPOND DOMAIN RESOURCE LIST

- Music for Little People = MFLP*
- Pitch Exploration Stories = PES*
- Share the Music = STM*
- Silver Burdett Making Music = SBMM*
- Spotlight on Music = SOM*

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QUARTER 1				
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<p>R1.A Musical Preferences With guidance, list personal interests and experiences, explaining musical preference.</p>	<p>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.]</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>Kindergarten R1.A Resource</p>	<p>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.</p>
<p>R2.A Musical Concepts and Effect With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or</p>	<p>Practice starting and stopping with locomotor and non-locomotor movement</p> <p>Follow the leader into room using Locomotor (L) – walking the beat; non-locomotor (NL) – rocking the beat</p>	<p>Observe as students perform steady beat movements while listening to a variety of recorded music (see</p>	<p>“Stop and Go” <i>STM</i> Gr. 1 Statue Cards 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” <i>SOM</i> K</p>	<p>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</p>

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<p>simple musical characteristics in a listening selection.</p>	<p>Explore various NL movements with no beat (bend, twist, rock, shake, nod, etc.)</p> <p>Move (walk vs. run/jog) through shared space, internal tempo as a single student, small group, entire group</p> <p>Explore use of speaking, singing, whispering, and calling voices</p>	<p>Appendix p. 21) and assess them using a teacher-created or district -provided rubric.</p> <p>Match recorded vocal timbre samples to picture representations. [See <i>"Sing, Talk, Whisper, Yell"</i> Noreen Cannedy] (Interactive assessment available for free download at exchange.smarttech.com Text can be customized to read "call")</p> <p>Assess students' understanding using a</p>	<p>"Gonna Shake Out My Hands" (See Appendix)</p> <p>"Singing Time" <i>SOM K</i></p> <p>"Time to Sing" <i>SOM K</i></p> <p>"Stamping Land" <i>SOM K</i></p> <p>"Merrily We Roll Along" <i>SOM K</i></p> <p>"Sing a Song of Sixpence" <i>SOM K</i></p> <p>Whisper Voice: "Peanut Butter" <i>STM Gr. K</i></p> <p>"Today is Monday" Eric Carle (School library)</p> <p>Speaking Voice: "Here is a Nest" (See Appendix)</p> <p>"Johnny Caught a Flea" <i>SBMM Gr. 1</i></p> <p>"Mayflies" <i>SOM K</i></p> <p>Singing Voice: "Mama Buy Me a China Doll" <i>SBMM K</i></p> <p>"Five Little Mice" <i>MFLP</i></p> <p>"The Old Gray Cat" <i>SOM K</i></p>	<p>teaching "start and stop".</p> <p>Extend: Help students categorize the list into musical opposites (loud/soft, high/low, etc.) and non-musical opposites (hot/cold, left/right, etc.).</p> <p>Comprehension: Fluency</p> <p>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.</p> <p>K.FL.PC.1a Follow words from left to right/top to bottom/page by page.</p>

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	Move in different ways in response to teacher or student playing varied unpitched timbres.	teacher-created or district-provided rubric . Recognize triangle, wood block and drum <i>SOM T37</i> . Assess student understanding using a teacher-created or district-provided rubric .	Calling Voice: "Ballad of Cowboy Joe" <i>Music for Little People</i> "The Airplane Ride" <i>Pitch Exploration Stories</i> "Instrument Game" <i>SOM K</i>	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, using vocabulary from a word wall (with images),	Assess student understanding as they evaluate a musical	Word Wall Whisper Voice: "Peanut Butter" <i>STM Gr. K</i>	K.FL.VA.7biii Make real-life connections

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance.	verbally describe likes and dislikes about a performance, citing reasons.	performance using a teacher-created or district-provided rubric.	<p>“Today is Monday” Eric Carle (School library) Speaking Voice: “Here is a Nest” (See Appendix) “Johnny Caught a Flea” <i>SBMM</i> Gr. 1 “Mayflies” <i>SOM</i> K Singing Voice: “Mama Buy Me a China Doll” <i>SBMM</i> K “Five Little Mice” <i>MFLP</i> “The Old Gray Cat” <i>SOM</i> K Calling Voice: “Ballad of Cowboy Joe” <i>Music for Little People</i> “The Airplane Ride” <i>Pitch Exploration Stories</i></p>	<p>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.</p>

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.

KK Q1 CONNECT DOMAIN RESOURCE LIST

Music For Little People = *MFLP*
Spotlight on Music = *SOM*

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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).</p>	<p>Discuss personal interests in singing, playing instruments, dancing, and acting.</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>“Voice Choice” <i>SOM K</i> Vocal Exploration Cards</p>	<p>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.</p>
<p>Cn2.A Society, Culture and History Demonstrate an understanding of relationships between music and the other</p>	<p>Perform short poems/songs, nursery rhymes, and fingerplays with motions to reinforce words. Discuss ways in which poems and movement can be</p>	<p>Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or district-created rubric.</p>	<p>“Something About Me” <i>SOM K</i> “What the Animals Do” and “Five Little Mice” <i>Music For Little People</i> “Here’s a Little Alligator” (See Appendix)</p>	<p>Phonics: Rhyming words Students identify and predict rhyme pairs. K.FL.PA.2a Recognize and begin to produce rhyming words.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	related to music (e.g. dynamics, rhythm/syllables/meter, phrasing, tempo, etc.)		" Here is a Nest " (See Appendix)	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.

DOMAIN: PERFORM
Foundations

KK Q2 PERFORM DOMAIN RESOURCE LIST
Book of Pitch Exploration = BPE

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- 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.

Share the Music = STM
Silver Burdett Making Music = SBMM
Songs and Rhymes with Beat Motions = SRBM
Spotlight on Music = SOM

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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.</p>	<p>Demonstrate and identify whispering, speaking, shouting, and singing voices</p>	<p>Ask students (individual or small group) to recite a simple phrase given by the teacher in a voice type chosen by the teacher or another classmate. Assess students' ability to use, identify and select from four voices using a teacher-created or district-provided rubric.</p> <p>"Enrichment: Vocal Development" STM K T58</p>	<p>"A Circle of Friends" STM K "Look Who's Here" SOM K "Voice Choice" SOM K</p> <p>Have children create a vocal "howling wind" sound and perform this as an introduction to "North Winds Blow." SOM K</p> <p><u>Vocal Exploration Cards</u></p>	<p>Vocabulary: Using a labeled emoticon chart such as the one found on http://www.feelingsunlimited.com/poster.html to help develop vocabulary, encourage students to perform familiar songs or poems in varied vocal timbres as if they were feeling hopeful, afraid, curious, excited, etc.</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>
<p>P1.B Musical Contrasts</p>	<p>Copy teacher-led high/low movement,</p>	<p>Observe as students respond using body shape and/or</p>	<p>"Good Day Song" SOM K "Grandma's Glasses" Music for Little People</p>	<p>Writing/Vocabulary: Synonyms and Antonyms</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.</p> <p>Music contrasts for KK include high/low, fast/slow, loud/soft, same/different, upward/downward, jerky/smooth, and heavy/light.</p>	<p>including statues/body shape</p> <p>Perform poems with high and low speaking voices</p> <p>Imitate slide whistle patterns with voice.</p> <p>Using proper vocal technique, explore ascending and descending vocal sounds using iconic notation explore singing ascending/descending melodic patterns.</p>	<p>movement to a familiar melody played on different registers of the piano (e.g. "The Old Gray Cat" -- tiptoe like mice for high register, crawl like cat for low register.) Assess student understanding using a teacher-created or district-provided rubric.</p> <p>Observe as students sing ascending and descending melodic fragments using a teacher-created or district-provided rubric.</p>	<p>"Faeries and Giants" SOM K T52 Creative Movement</p> <p>"Ice Cream Sundae" <i>Music for Little People</i></p> <p>"Big Pig" <i>Book of Pitch Exploration</i> by John Feierabend</p> <p>"Way Up High in the Apple Tree" (See Appendix)</p> <p>"I Can Walk" – Konnie K. Saliba (See Appendix)</p> <p>Singing Scarf</p> <p>Feierabend Pitch Exploration Cards</p> <p>"The Snowman" SOM K</p> <p>"Trepak" from <i>Nutcracker (KCLKCM)</i></p>	<p>Briefly brainstorm a list of opposites before exploring "high and low". Extend: have students categorize them into musical opposites and non-musical opposites.</p> <p>K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.C Musical Context With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).</p>	<p>Use movement to demonstrate awareness of steady beat in varied tempi.</p> <p>Demonstrate awareness of vocal timbres.</p>	<p>Assess as students keep steady beat using a teacher-created or district-provided rubric.</p> <p>Assess as students differentiate between their four voices using a teacher-created or district-provided rubric.</p>	<p>Body Percussion Cards Use varied levels of body percussion (see cards for more ideas) to keep steady beat. Keeping the Beat CDs: "The Comedians: Epilogue" "Rodeo: Hoe-Down" "Prokofiev: Symphony #1 In D, Op. 25, "Classical" - 3. Gavotta: Non Troppo Allegro"</p> <p>"Poison Timbre Game" Students echo teacher's phrases unless s/he uses the identified "poison" voice. If a student echoes the poison voice, they go to the doctor for a few rounds.</p>	<p>K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P2.A Apply Feedback With guidance, apply feedback to refine performances.</p>	<p>Listen to feedback from a teacher or peer and restate it.</p>	<p>Assess as students restate and apply appropriate feedback using teacher-created or district-provided rubric.</p>	<p>P2.A Kindergarten Resource</p>	<p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. When listening to feedback, apply ELA standard K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>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).</p>	<p>Rehearse and perform steady beat to accompany a song, poem, or listening example using body percussion or unpitched percussion.</p> <p>Use strategies to improve singing</p>	<p>Assess steady beat competency using a teacher-created or district-provided rubric.</p> <p>Assess singing using a teacher-created or district-provided rubric.</p>	<p>"Here Comes Missus Macaroni" <i>SRBM</i> "Little Johnny Brown" <i>SRBM</i> "Listen, Listen" <i>SRBM</i> "March form Nutcracker" <i>STM 2</i></p> <p>Singing Strategies "Ifetayo" <i>SOM K</i></p>	<p>K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	technique and expression.			
<p>P3.A Singing With guidance, sing alone and with others, with expression. Specified Kindergarten skills: Echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation.</p>	<p>Sing simple songs with narrow range, practicing good vocal tone</p> <p>Perform echo songs, pitch-matching games, call-response songs</p>	<p>Sing with others a simple song on pitch. Assess vocal pitch matching using a teacher-created or district-provided rubric.</p> <p>Individually echo teacher patterns and/or sing responses, e.g. "Hello, Cinnamon" (a puppet's name) or "Today is Monday". Assess vocal pitch matching using a</p>	<p>"Seesaw, Margery Daw" SOM K "Allison's Camel" SOM K "My Pony Macaroni" SBMM Grade 1 "Bounce High, Bounce Low" SBMM Grade 1 "Charlie Over the Water" SBMM 1 (Can be played as a circle game like "Duck Duck Goose" once song is learned.) "Cobbler, Cobbler, Mend My Shoe" SOM K "Gogo" SOM K "Hop, Hop, Hop" SOM K</p> <p>"Must Be Santa" SOM K "Ifetayo" SOM K</p>	<p>Phonics: Reinforce rhyming words through student identification of rhyming pairs, prediction of future words, and pausing during teacher singing to allow students to fill in the missing word(s). K.FL.PA.2a Recognize and begin to produce rhyming words.</p> <p>Phonics: Once students are familiar with Sol-Mi echo responses, challenge students to sing responses that begin with a certain letter, such as the same letter as their first name-. Student: "My name is Billy and I like bubblegum." Class: "His</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		teacher-created or district-provided rubric.		name is Billy and he likes bubblegum.” K.FL.PA.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
P3.B Instruments and Body Percussion With guidance, using body percussion and/or instruments, perform, alone and with others, with expression.	Imitate teacher performing beat using isolated body parts (non-locomotor) while listening to new musical examples	Observe as students keep steady beat in a variety of locomotor and non-locomotor ways including body percussion, steady beat movement, walking and running. Assess their	"The Snowman" <i>SOM K</i> "Hanukkah is Here" <i>SOM K</i> "O Tannenbaum" <i>SOM K</i>	Acquiring the vocabulary to perform locomotor movements: K.FL.VA.7biv. Distinguish shades of meaning among verbs describing the same general action.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Specified Kindergarten skills: Exploring steady beat, iconic notation, chord bordun, with a song/story/poem/recording.	<p>Perform steady beat following iconic notation</p> <p>Continue to explore steady beat using non-locomotor and locomotor movements (walk vs. run/jog) to internal tempo as a single student, small group, entire group</p> <p>Play unpitched instruments as sound color or steady beat</p> <p>Perform proper technique with pitched and unpitched percussion instruments</p>	<p>beat competence using a teacher-created or district-provided rubric.</p> <p>Observe students' percussion technique and assess using a teacher-created or district provided rubric for unpitched or pitched instruments.</p>	<p>"March of the Toys from Babes in Toyland (Herbert)" <i>SOM K</i></p> <p>"Tree of Peace" <i>SOM K</i></p> <p>"Noble Duke of York" <i>SOM K</i></p> <p>"I Know an Old Lady" <i>SOM K</i></p> <p>"Nochebuena" <i>SOM K</i></p> <p>"Kwanzaa Time" <i>SOM K</i></p>	<p>Steady beat with iconic notation: K.FL.PC.1</p> <p>Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page.</p>
P3.C Performance Etiquette	Display grade-level appropriate applications	Observe student performance etiquette	Concert Etiquette Video 1 (General)	K.SL.CC.1 Participate with varied peers and

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette.	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.	assess using teacher-created or district-provided rubric.	Performance Practices by Grade Level	adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Discuss appropriate audience behaviors during a performance.	Watch and listen quietly while others are performing. Applaud as appropriate when the performance is over. Observe student behavior during performances and assess using a teacher-created or district-provided rubric.	Audience Etiquette Video Audience Etiquette Self-Evaluation List of live, local, free or low-cost events, field trip grants and how to apply for them.	Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.	KK Q2 CREATE DOMAIN RESOURCE LIST <i>Book of Pitch Exploration = BPE</i> <i>Share the Music = STM</i> <i>Silver Burdett Making Music = SBMM</i> <i>Spotlight on Music = SOM</i>
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QUARTER 2				
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,	Using proper vocal technique, explore ascending and descending vocal sounds Improvise singing ascending/descending melodic patterns	Assess students' ability to move, sing or play instruments to show ascending and descending melodic contour using a teacher-created or district-provided rubric .	"On a Dark and Stormy Night" <i>BPE</i> "I Thought I Heard a Puppy Whine" <i>BPE</i> "Sing a Little Song" <i>SOM K</i> "Hot Dog" <i>SOM K</i> "My Oak Tree" <i>SOM K</i> "The Snowman" <i>SOM K</i>	Writing: Using elements of <i>Conversational Solfege</i> (Feierabend), encourage students to create a "B" section by vocally improvising phrases that answer the teacher's questions about the story and/or what might happen

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
sequence, and ways to define music.	<p>Improvise movement to show ascending and descending melodic patterns</p> <p>Explore/ create /play ascending and descending patterns on barred instruments using appropriate technique</p>	<p>“Music Skills 2b” <i>SOM K T53</i></p> <p>“Eensy Weensy Spider” (Perform an ascending or descending glissando on glockenspiel after each phrase in response to directional words.)</p>	<p>“The Princess Story” Bob deFrece “Under the Dark” STM Gr. K (Melody, See Appendix)</p> <p>“Sing a Little Song” <i>SBMM Gr. K</i></p> <p>“Shine, Shine, Shine” <i>SBMM Gr. 1</i></p> <p>“Autumn Leaves” <i>STM Gr. 1</i> (stand still and sing song, float down as if you are leaves on instrumental section)</p> <p>“My Oak Tree” <i>SOM K</i></p> <p>“Five Little Christmas Trees” (See Appendix)</p> <p>“Jack Be Nimble” (See Appendix)</p> <p>“Jack and Jill” (See Appendix)</p>	<p>next. (See appendix for examples and process.)</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p> <p>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.</p>
Cr1.B Varied Timbres	Continue to create actions for	Informal Assessment: “Creative Movement” <i>SOM K T293</i>	<p>“If Things Grew Down” <i>SOM K</i></p> <p>“Star and Starfish” <i>STM K</i></p>	K.RL.RRTC.10 – With prompting and support, read stories and poems

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.	descriptive high/low words and sounds in poems and songs	Assess students' understanding of using movement to show high and low using a teacher-created or district-provided rubric .	"The Star Story" <i>STM K</i> "Soundcheck: Higher and Lower Sounds" <i>SOM K</i>	of appropriate complexity for Kindergarten.
Cr2.A Selecting Musical Ideas With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas.	Discuss personal favorite musical ideas (elements, dynamics, timbres, rhythms, etc.) in student improvisation and compositions.	Listen to students discuss their favorite musical elements in a given song or piece and assess their participation in the group discussion using a teacher-created or district-provided rubric .	"The Princess Story" Bob deFrece "Under the Dark" STM Gr. K (Melody, See Appendix)	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	Use pictures (line drawings or icons) to represent high and low / ascending and	Assess student's ability to represent and explain their musical ideas using a teacher-	"North Winds Blow" (SOM K) After vocally experimenting with howling wind sounds,	K.W.TTP.2 With prompting and support, use a combination of drawing, dictating,

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology.	descending sounds in a student-created melody.	created or district-provided rubric .	have students use string or markers (etc.) to notate their chosen melody.	and/or writing to compose informative/explanatory texts.
Cr3.A Refining Musical Ideas With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.	Use teacher's feedback to refine compositions and improvisations.	Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or district-provided rubric .	"North Winds Blow" (SOM K)	K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.
Cr3.B Demonstrate Musical Ideas With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas.	After applying feedback and refining the work, present a final performance of a student composition.		"North Winds Blow" (SOM K)	K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

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DOMAIN: RESPOND Foundations R1: Perceive and analyze artistic work. R2: Interpret intent and meaning in artistic work. R3: Apply criteria to evaluate artistic work.	KK Q2 RESPOND DOMAIN RESOURCE LIST <i>Share the Music = STM</i> <i>Silver Burdett Making Music = SBMM</i> <i>Spotlight on Music = SOM</i>
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
R1.A Musical Preferences With guidance, list personal interest and experiences explaining musical preference.	Share with others personal favorite holiday or other cultural songs, explaining reasons for your preference.	Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric .	"Five Little Christmas Trees" (See Appendix) "The Snowman" <i>SOM K</i> "Hanukkah is Here" <i>SOM K</i> "O Tannenbaum" <i>SOM K</i> "Ifetayo" <i>SOM K</i> "Must Be Santa" <i>SOM K</i> "March of the Toys from Babes in Toyland (Herbert)" <i>SOM K</i> "Tree of Peace" <i>SOM K</i>	K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking. K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
R2.A Musical Concepts and Effect With guidance, demonstrate awareness	Demonstrate the ability to move in response to auditory cue with locomotor and non-locomotor movement	Start and stop in response to auditory cues (e.g. beginning and ending of poem or song, teacher starting and stopping playing an	"Gonna Shake Out My Hands" (See Appendix) "I Can Walk" Konnie K. Saliba (See Appendix) "What Will You Be on Halloween?" <i>SBMM K</i>	Vocabulary/Phonics: Show students a visual of multiple traffic signs, such as the one found at https://trafficsignstore.com/old_pages/ .

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Demonstrate awareness of changing tempo in speech/song	<p>rectangle, or circle. Assess student mastery of instrument identification using a teacher-created or district-provided rubric.</p> <p>Use fast or slow movements to identify the fast or slow changes in a song. Assess student mastery of responding to tempo changes using a teacher-created or district-provided rubric. (Use third option: Responding to Tempo Change)</p>	<p>“Walk to School” <i>SOM K</i> “I Know an Old Lady” <i>SOM K</i> “See the Pony Galloping” <i>STM Gr. K</i> “Cats and Birds” – Jerry Sanders (See Appendix)</p>	<p>setting of a story or song. K.RL.KID.3-With prompting and support, orally identify characters, settings, and major events in a story.</p> <p>Comprehension: After learning the original song “I Know an Old Lady,” do a picture walk through of any of the “Old Lady” series by Lucille Colandro found in your school library. Ask students to plan the tempo changes that would be appropriate to that story. Perform the story according to the students’ plan and have them improvise movement accordingly. K.RL.KID.3 With prompting and support,</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				orally identify characters, settings, and major events in a story. K.RL.IK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
R3.A Evaluating Artistic Work With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance.	With guidance, using vocabulary from a word wall (with images), verbally describe likes and dislikes about a performance, citing reasons.	Assess student understanding as they evaluate a musical performance using a teacher-created or district-provided rubric .	Word Wall Any previously-learned repertoire including: "Five Little Christmas Trees" (See Appendix) "The Snowman" <i>SOM K</i> "Hanukkah is Here" <i>SOM K</i> "O Tannenbaum" <i>SOM K</i> "Ifetayo" <i>SOM K</i> "Must Be Santa" <i>SOM K</i> "March of the Toys from Babes in Toyland (Herbert)" <i>SOM K</i>	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Tree of Peace" <i>SOM K</i>	

<p>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.</p>	<p>KK Q2 CONNECT DOMAIN RESOURCE LIST <i>Silver Burdett Making Music = SBMM</i> <i>Spotlight on Music = SOM</i></p>
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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</p>	<p>Discuss how music is used to celebrate various fall/winter holidays.</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>"Five Little Pumpkins/Jack-o-Lanterns" (See Appendix) "What Will You Be on Halloween?" SBMM K "Five Little Christmas Trees" (See Appendix) "The Snowman" <i>SOM K</i> "Hanukkah is Here" <i>SOM K</i> "O Tannenbaum" <i>SOM K</i> "Ifetayo" <i>SOM K</i> "Must Be Santa" <i>SOM K</i></p>	<p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
music or how music is used in daily life).			"March of the Toys from Babes in Toyland (Herbert)" <i>SOM K</i> "Tree of Peace" <i>SOM K</i> "Kwanzaa Time" <i>SOM K</i> "Must Be Santa" <i>SOM K</i> "Ifetayo" <i>SOM K</i>	
Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	Continue to perform short poems, nursery rhymes and fingerplays with motions to reinforce words. Discuss ways that poems and movement can relate to musical elements. (e.g. dynamics, rhythm/syllables/meter, phrasing, tempo, etc.)	Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or district-created rubric .	"Jack Be Nimble" (speak rhyme and take turns jumping over candlestick) "Five Little Pumpkins/Jack-o-Lanterns" (See Appendix) "Grandma's Glasses" <i>Music for Little People</i>	Phonics: Rhyming words (Students identify and predict rhyme pairs) Comprehension: Sequencing, fluency (Speak poems with a cadence appropriate to the meter, natural rhythm of the words.) K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

DOMAIN: PERFORM
Foundations

KK Q3 PERFORM DOMAIN RESOURCE LIST

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- 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.

Beginning Book of Beginning Circle Games = BBOCG
Rhythmically Moving = RM
Share the Music = STM
Silver Burdett Making Music = SBMM
Spotlight on Music = SOM
Thyme for a Rhyme = TFAR
Orff Source 1= OS1, OS2
Music for Little People=MFLP

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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.</p>	<p>Explore ascending and descending melodies in a song.</p>	<p>Assess as students explore ascending and descending melodies using a teacher-created or district-provided rubric.</p>	<p>"Martin Luther King" <i>SOM K</i> "Kum Ba Yah" <i>SOM K</i> "The Farmer in the Dell" <i>SOM K</i> "New Shoes" <i>OS2</i> "Old King Glory" <i>MFLP</i> "Alley-Alley-O" <i>MFLP</i></p>	<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				frequently occurring verbs and adjectives by relating them to their opposites. Iii. Make real life connections between words and their use. Iv. Distinguish shades of meaning among verbs describing the same general action
P1.B Musical Contrasts With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance. Music contrasts for KK include high/low, fast/slow, loud/soft, same/different,	Perform rhymes/short poems naturally spoken in simple (2/4) and compound (6/8) duple meter Perform rhymes/short poems using high/low, soft/loud voices. Demonstrate contrasting movement upward/downward, jerky/smooth, heavy/light.	Listen to students perform rhymes and short poems in 2/4 and 6/8. Assess using a teacher-created or district-provided rubric .	2/4: "Deedle Deedle Dumpling" SOM K "Wee Willie Winkie" SOM K "Pat a Cake" "Hey Diddle Diddle" 6/8: "Ring Around the Rosy" SOM K "Little Miss Muffet" "Humpty Dumpty" "Jack be Nimble" "All in One" Music for Creative Dance	Comprehension: Fluency Have ½ of the students maintain a steady beat on body percussion or instruments to encourage fluency while the other ½ performs the rhyme. Vocabulary: Sight Words Use a nursery rhyme visual such as the one found at Smart

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
upward/downward, jerky/smooth, and heavy/light.			“Jeremiah Blow the Fire” (Traditional Rhyme)	<p><u>Exchange Link 1</u> to allow students to circle sight words, OR this interactive visual to allow students to complete the phrases.</p> <p><u>Smart Exchange Link 2</u></p> <p>K.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. c. Read common high frequency words by sight</p> <p>K. RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.C Musical Context With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).</p>	<p>Continue to explore steady beat in a variety of tempi using movement including locomotor and non-locomotor movement: gallop, slide, jump, and hop</p> <p>Perform jump and hop movements to the beat of a song, poem, or listening example</p>	<p>Observe as students respond to the steady beat of recorded music by walking or skipping/galloping. Assess their beat competency using a teacher-created or district-provided rubric.</p>	<p>“The Farmer in the Dell” SOM K “The Mulberry Bush” SOM K “Hickory Dickory Dock” SOM K “Walking and Galloping” SOM K “Listening for Walking and Galloping/Skipping” SOM K “See the Pony Galloping” STM K “Ronde Dance” by Susato STM Gr. 1 (change from running/jogging to galloping) “Popcorn” poem (See Appendix) “Humpty Dumpty” (the king’s horsemen gallop across the castle bridge) “The Magical Musical Bridge” STM Gr. K</p> <p>“The Kangaroo” SOM K “Hop, Hop, Hop” SOM K “Y Ahora Vamos a Cantar” SOM K</p>	<p>Vocabulary: Sight Words See Appendix for “Popcorn” poem activity.</p> <p>Comprehension/Vocabulary Introduce different ways of moving by reading either <i>Gallop</i> or <i>Waddle</i> by Rufus Butler Seder. After reading the book, use the images to cue students to move in varied ways to the steady beat as they listen to recorded music.</p> <p>K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			"Popcorn" RM 7 (teacher-led movement)	
P2.A Apply Feedback With guidance, apply feedback to refine performances.	Listen to feedback from a teacher or peer and restate it in your own words.	Assess as students restate and apply appropriate feedback using teacher-created or district-provided rubric.	P2.A Kindergarten Resource	K. SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics
P2.B Rehearse and Refine With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).	Rehearse and perform steady beat to accompany a song, poem, or listening example using body percussion or unpitched percussion. Refine vocal performances of echo songs.	Assess students' steady beat competency using a teacher-created or district-provided rubric. Assess students' vocal competency using a teacher-created or district-provided rubric.	"Don't Get Around Much Anymore" <i>SBMM 1</i> "A-tisket, A-tasket (listening)" <i>STM 1</i> "Sliding" <i>RM1</i> "Pata Pata" <i>RM6</i> "Come Along" <i>BES</i> "Candy Man" <i>BES</i> "Hoo, Hoo" <i>SOM 1</i> "Down by the Bay" <i>SBMM 1</i>	K. SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.A Singing With guidance, sing alone and with others, with expression. Specified Kindergarten skills: Echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation.</p>	<p>Use good vocal tone while performing pentatonic and diatonic songs and singing games</p> <p>Echo songs using sol-mi and la-sol-mi patterns.</p> <p>Sing songs using pentatonic/diatonic melodies.</p>	<p>Sing phrases of "One, Two Tie My Shoe". Teacher assesses individual students using a teacher-created or district-provided rubric.</p>	<p>"The Muffin Man" <i>SOM K</i> "I Got Shoes" <i>SOM K</i> "One, Two Tie My Shoe" <i>SOM K</i> "Going on a Picnic" <i>SBMM Gr. K</i> "Did You Feed My Cow?" <i>Music For Little People</i> "The Bus" <i>SOM K</i> "The Bear Went Over the Mountain" <i>SOM K</i> "Tengo, Tengo, Tengo" <i>SOM K</i> "Hokey Pokey" <i>SOM K</i> "This Is What I Can Do" <i>SOM K</i> <i>The Book of Beginning Circle Games</i></p>	<p>Vocabulary: Sight Words Use visuals to allow students to identify and circle sight words. K. FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. c. Read common high frequency words by sight d. Decode regularly spelled CVC words. e. Distinguish between similarly spelled words by identifying the letters that differ</p> <p>Comprehension: Fluency Use storybook versions of familiar songs such as</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>"Wheels on the Bus" to reinforce lyrics and motions with images and text. Try versions by Paul Zelinsky or James Dean or any version available in your school library.</p> <p>K. SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>
<p>P3.B Instruments and Body Percussion With guidance, using body percussion and/or instruments, perform, alone and with others, with expression. Specified Kindergarten skills: Exploring steady beat, iconic notation,</p>	<p>Perform chord bordun (steady beat) accompaniment for a pentatonic song using appropriate mallet technique</p> <p>Perform proper technique with pitched and unpitched percussion instruments</p>	<p>Observe as students play a steady beat chord bordun to accompany a pentatonic song. Assess their technique using a teacher-created or district-provided rubric.</p> <p>Observe students' percussion technique and assess using a teacher-created or</p>	<p>"Bickle Bockle" (Game) <i>SOM K</i> "Ring Around the Rosy" <i>Tyme for a Rhyme</i> "Starlight" <i>OS1</i> "We are Playing in the Forest" <i>SOM K</i> "Bell Horses" <i>SOM K</i> "Engine, Engine" <i>OS1</i></p>	<p>Phonics/Letter Recognition "Bickle Bockle": During the singing of the song, some students play bordun while others sit in the circle. One child ("it") stands in the center and points to students on steady beat, until the word "me". That student calls out a letter of the alphabet</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
chord bordun, with a song/story/poem/recording.	Dramatize nursery rhymes using speaking/singing voices, movement, and unpitched instruments	district provided rubric for unpitched or pitched instruments. Observe as individual or small groups of students play long/short and or fast/slow sounds appropriate for a song, story, poem or recorded selection. Assess using a teacher-created or district-provided rubric . Use the perform rubric for this domain/skill.	"Allison's Camel" <i>SBMM</i> <i>K</i> "Two Little Sausages" <i>STM 2</i> "Little Ducky Duddle" <i>SOM K</i>	and each student going around the circle must name a word that begins with that letter. The first person who cannot think of a word is the new "it". K.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. a. Demonstrate knowledge of one to one letter sound correspondence by producing the most frequent sound for each consonant.
P3.C Performance Etiquette	Display grade-level appropriate applications of performance etiquette skills including	Observe student performance etiquette assess using teacher-	Concert Etiquette Video 1 (General)	K. FL.VA.7b With guidance and support from adults, explore word relationships and

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette.	watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.	created or district-provided rubric.	Performance Practices by Grade Level	nuances in word meanings.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Discuss appropriate audience behaviors during a performance and how they affect performers and the performance.	Watch and listen quietly while others are performing. Applaud as appropriate when the performance is over. Observe student behavior during performances and assess using a teacher-created or district-provided rubric.	Audience Etiquette Video Audience Etiquette Self-Evaluation List of live, local, free or low-cost events, field trip grants and how to apply for them.	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. Make real life connections between words and their use. d. Distinguish shades of meaning among verbs describing the same general action.

DOMAIN: CREATE
Foundations

KK Q3 CREATE DOMAIN RESOURCE LIST
Orff Source = OS

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<p>Cr1: Generate and conceptualize artistic ideas and work. Cr2: Organize and develop artistic ideas and work. Cr3: Refine and complete artistic work.</p>	<p><i>Silver Burdett Making Music = SBMM</i> <i>Spotlight on Music = SOM</i></p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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.</p>	<p>Vocally improvise answers to teachers sung questions using Sol-Mi or Sol-Mi-La patterns</p>	<p>Listen as students individually sing answers to the teacher's sung questions (Sol-Mi, La-Sol-Mi). Assess using a teacher-created or district-provided rubric.</p>	<p>"Going on a Picnic" <i>SBMM Gr. K</i> "Instrument Games" <i>SOM K</i></p>	<p>Vocabulary: Sight Words "Going on a Picnic" (See appendix for reproducible student manipulatives.) K. SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>
<p>Cr1. B Varied Timbres With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-</p>	<p>Dramatize nursery rhymes using speaking/singing voices, movement and unpitched instruments (student-created).</p>	<p>Observe as individual or small groups of students play long/short and or fast/slow sounds appropriate for a song, story, poem or recorded selection. Assess using a teacher-created or district-provided rubric.</p>	<p>"Hickory Dickory Dock" <i>SOM K</i> "Humpty Dumpty" <i>SOM K</i> "Little Miss Muffet" <i>SOM K</i> "Wee Willie Winkie" <i>SOM K</i></p>	<p>Comprehension: Sequencing, fluency (Speak poems with a cadence appropriate to the meter, natural rhythm of the words.) Students answer questions about what happened first, next, then and last.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
rhythmically) to accompany songs, poems, stories, or listening examples.	Explore pitched timbres and melodic sounds in pentatonic by improvising on barred instruments.	[Use the create rubric for this domain/objective.]	<p>"Starlight" OS 1 Between verses, students sing their wishes on Sol- and Mi, then improvise a phrase of the same length on pitched percussion.</p> <p>"Choo Choo Train" OS 2 (Playing and Creating)</p>	<p>K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p>Writing: Encourage students to create and dramatize a story about what might happen next (e.g. What would happen if the story were "The Very HOT Day" or What would happen in Hickory Dickory Dock if the clock struck 2?)</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr2.A Selecting Musical Ideas With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas.</p>	<p>Discuss personal favorite musical ideas in student improvisation and compositions. Use those ideas to create forms with sections that are the same and different (AB or ABA).</p>	<p>Listen to students discuss their favorite musical elements and assess their participation in the group discussion using a teacher-created or district-provided rubric.</p>	<p>"Hickory Dickory Dock" SOM K "Humpty Dumpty" SOM K "Little Miss Muffet" SOM K "Wee Willie Winkie" SOM K "Starlight" OS 1 Between verses, students sing their wishes on Sol- and Mi, then improvise a phrase of the same length on pitched percussion. "Choo Choo Train" OS 2</p>	<p>K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>
<p>Cr2.B Notating Ideas With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using</p>	<p>Use pictures (line drawings or icons) to represent high and low / ascending and descending sounds in a student-created melody.</p>	<p>Assess student's ability to represent and explain their musical ideas using a teacher-created or district-provided rubric.</p>	<p>"Choo Choo Train" OS 2 "Starlight" OS 1 [create B sections]</p>	<p>K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
iconic notation and/or recording technology.	Use tokens, stickers, pictures, Legos, etc. to notate steady beat, short and long sounds, fast and slow sounds.			
Cr3.A Refining Musical Ideas With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.	Use teacher's feedback to refine and improve compositions and improvisations.	Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or district-provided rubric.	"Choo Choo Train" OS 2 "Starlight" OS 1 [student-created B sections]	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics
Cr3.B Demonstrate Musical Ideas With guidance, using created vocal, instrumental, or	After applying feedback and refining the work, present a final performance of a student composition.	Assess as students apply feedback about their composition or improvisation using a teacher-created or district-provided rubric.	"Choo Choo Train" OS 2 "Starlight" OS 1 "Hickory Dickory Dock" SOM K "Humpty Dumpty" SOM K	K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
movement pieces, demonstrate a final version of musical ideas.			"Little Miss Muffet" SOM K "Wee Willie Winkie" SOM K [student-created B sections]	

DOMAIN: RESPOND Foundations R1: Perceive and analyze artistic work. R2: Interpret intent and meaning in artistic work. R3: Apply criteria to evaluate artistic work.	KK Q3 RESPOND DOMAIN RESOURCE LIST <i>Kids Can Listen, Kids Can Move = KCLKCM</i> <i>Share the Music = STM</i> <i>Silver Burdett Making Music – SBMM</i> <i>Spotlight on Music = SOM</i>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
R1.A Musical Preferences With guidance, list personal interest 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 .	Kindergarten R1.A Resource	K. SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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.</p>	<p>Perform a song or poem in two ways (AA') using speech, song, and/or movement following a teacher- or class created map.</p> <p>Perform pieces with same and different sections (AB, ABA form) using songs/poems, movement, body percussion, instruments and point to the</p>	<p>Observe as students perform song or poem two ways (AA') using speech, song, movement. Ask them to show the form using icons or point to teacher-created icons (letters or shapes) as they perform and assess using a teacher-created or district-provided rubric.</p> <p>Observe as students perform pieces with same and different sections (AB, ABA form) using speech, song, movement. Ask them to show the form using</p>	<p>"Bienvenidos" STM K (See Appendix) "Wake Me, Shake Me" STM K "Mitten Song" STM Gr. 1 "Humpty, Dumpty" (A = speak, A' = gallop while listening to teacher play rhythm of the words on unpitched)</p> <p>"Doing the Weekly Walk" SOM K "Martin Luther King" SOM K "Wait and See" SOM K "Radetzky March" SOM K</p>	<p>Writing: Comparison and Contrast After teaching "Wake Me, Shake Me", play a recording of the version by The Coasters while students perform imitative or creative steady beat. Help the class create and complete a Venn diagram comparing the two versions. K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p> <p>Vocabulary: Sight Words "Doing the Weekly Walk"- Tape cards with the names of the week around the room in scattered arrangement.</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>sections represented visually with icons.</p> <p>Listen to and describe music with loud and soft dynamic levels</p> <p>Identify vocal vs. instrumental music in a recording</p>	<p>icons or point to teacher-created icons (letters or shapes) as they perform and assess using a teacher-created or district-provided rubric.</p> <p>Or</p> <p>Observe as students use movement and/or body percussion to identify same and different sections and assess their understanding using a teacher-created or district-provided rubric.</p> <p>Observe as student use movement to identify the loud and soft sections while listening to a piece of music and assess their understanding using a teacher-created or district-provided rubric.</p>	<p>Beat Activity (not dance) "Yankee Doodle" RM2 "Gallop" STM Gr. 1 (See Appendix) "March" KCLKCM</p> <p>"Nampaya Oname" SOM K "Little Train of the Caipira" SOM K</p> <p>"Fall (Allegro) from The Four Seasons (Concerto No. 3 in F Major) (excerpt) (Vivaldi)" SOM K "Butterfly" STM Gr. 1</p>	<p>During the A section, students walk to the steady beat. During the contrasting sections, students freeze and point to the card that shows the appropriate day of the week.</p> <p>K.RL.IKI.9</p> <p>With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Phonics/Letter recognition While students walk during instrumental sections of "Butterfly", have them flutter and fly like butterflies and "land on" (pause near) things that begin with B</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		<p>Observe as students stand in place during sections that have singing and walk own pathway during instrumental sections of recording. Assess their understanding using a teacher-created or district-provided rubric.</p> <p>Listen as students explain how spoken and instrumental tone colors were used in the music (guided discussion) and assess their understanding using a teacher-created or district-provided rubric (KK-1 adaptation).</p>	<p>"Spell of the Moon" SOM K</p>	<p>(Bass Xylophone, blue mallet, books, benches). You may wish to add picture cards of things that do and do not begin with the letter B for added variety. The same process can be used with "Spell of the Moon" and things beginning with "M". K.RL.CS.5 Recognize common types of texts.</p>
<p>R3.A Evaluating Artistic Work</p>	<p>With guidance, using vocabulary from a word wall (with images),</p>	<p>Assess student understanding as they evaluate a musical</p>	<p>Word Wall</p>	<p>K.SL.PKI.6 With guidance and support,</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance.	verbally describe likes and dislikes about a performance, citing reasons.	performance using a teacher-created or district-provided rubric .	Any previously-learned repertoire, including: "Butterfly" STM Gr. 1 "Spell of the Moon" SOM K "Wake Me, Shake Me" STM K "Mitten Song" STM Gr. 1	express thoughts, feelings, and ideas through speaking. K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

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.	KK Q3 CONNECT DOMAIN RESOURCE LIST <i>Kids Can Listen, Kids Can Move = KCLKCM</i> <i>Mother Goose Nursery Rhymes</i>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A	Discuss how personal preferences for	Observe as students participate in a group	This standard may be considered a partner	K.FL.VA.7b With guidance and support

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Music and Personal Experiences</p> <p>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).</p>	<p>expressive qualities (fast vs. slow, vocal or instrumental, loud vs. Soft, etc.) effect choices and intent when creating, performing, and responding to music</p>	<p>discussion and assess using a teacher-created or district-provided rubric.</p>	<p>standard to Cn2.A, Dramatize Nursery Rhymes and stories.</p>	<p>from adults, explore word relationships and nuances in word meanings.</p> <p>iii. Make real-life connections between words and their use.</p> <p>K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.</p>
<p>Cn2.A Society, Culture and History</p>	<p>Explore emotions and imagery through body shapes and movement, (e.g. jump like a frog, move as if sleepy)</p>	<p>Assess as students use movement to dramatize literary and musical concepts using a</p>	<p>"I Can Walk" – Jerry Sanders (See Appendix)</p> <p>"Forgotten Dreams"</p> <p><i>Kids Can Listen, Kids Can Move</i> / paired with "The</p>	<p>Comprehension: Sequencing</p> <p>Use "Re-telling Sticks" to help students plan their own performance and</p>

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	Dramatize nursery rhymes using speaking/singing voices, movement, and unpitched instruments. Discuss how music can make a performance of a rhyme or story more engaging.	teacher-created or district-provided rubric . Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or district-created rubric .	<i>Snowy Day</i> ” Ezra Jack Keats Mother Goose Nursery Rhymes: "Baa, Baa, Black Sheep" "Old King Cole" "Diddle Diddle Dumpling"	dramatization of these stories. This resource is a free download at the following link: https://www.teacherspayteachers.com/Product/Retelling-Sticks-739822 K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.

DOMAIN: PERFORM

Foundations

P1: Select, analyze and interpret artistic work for performance.

KK Q4 PERFORM DOMAIN RESOURCE LIST

Rhythmically Moving = RM

Orff Source = OS

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<p>P2: Develop and refine artistic techniques and work for performance. P3: Convey and express meaning through the presentation of artistic work.</p>	<p><i>Silver Burdett Making Music = SBMM</i> <i>Songs and Rhymes With Beat Motions = SRBM</i> <i>Spotlight on Music = SOM</i> <i>Strike it Rich = SIR</i> <i>Third Rhyme's the Charm = TRTC</i> <i>In All Kinds of Weather Kids Make Music=IAKOWKMM</i> <i>Fingerplays, Action Songs= FAS</i></p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>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.</p>	<p>Perform poems/songs in AA' form, where A' is the rhythm of the words using body percussion and unpitched percussion.</p>	<p>Assess students' ability to perform and label sections that are similar using a teacher-created or district-provided rubric.</p>	<p>"Bickle Bockle" <i>SOM K</i> "Bye Baby Bunting" <i>TRTC</i> "See-saw Sacaradown" <i>TRTC</i> <i>Mother Goose Nursery Rhymes</i></p>	<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				verbs and adjectives by relating them to their opposites. lii. Make real life connections between words and their use. Iv. Distinguish shades of meaning among verbs describing the same general action
P1.B Musical Contrasts With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance. Musical contrasts for KK include high/low, fast/slow, loud/soft, same/different, upward/downward,	Perform music and movement in AB and ABA form that demonstrates contrasts including high/low, fast/slow, loud/soft, same/different, upward/downward, jerky/smooth, and heavy/light.	Assess students' ability to perform an label sections that are the same and different using a teacher-created or district-provided rubric .	"Yankee Doodle" <i>RM 2</i> (Jump in place on A and skip on B) "Tick Tock" <i>OS 2</i> (Slow and Fast; metered and unmetered) "Parade From Divertissement From Un Chapeau De Paille D'italie (Ibert)" <i>SOM K</i> (move to show loud and soft) "A Tisket, A Tasket" <i>STM 1</i> (not listening selection)	K.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. a. Demonstrate knowledge of one to one letter sound correspondence by producing the most frequent sound for each consonant b. Associate the long and short phonemes with common spellings

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
jerky/smooth, and heavy/light.			"Sally Go Round the Sun" <i>IAKOWKMM</i> "Diddley Diddley Dumpty" <i>TRTC</i>	for the five major vowels c. Read common high frequency words by sight. K. RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
P1.C Musical Context With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).	Continue to explore steady beat using non-locomotor and locomotor movements including walking, running, hopping, galloping, skipping, jumping and sliding	Observe as students move to the steady beat (including walking, running, hopping, galloping, skipping, jumping and sliding) and assess their beat awareness using a teacher-created or district provided rubric .	"Dinosaurs Dancing" <i>SOM K</i> "Mbombela" <i>SOM K</i> "Skip to My Lou" <i>SBMM K</i> "Jim Along, Josie" <i>SBMM K</i> "The Kangaroo Song" <i>SBMM K</i> "Rig-a-Jig-Jig" <i>SBMM K</i>	Vocabulary: Spelling Help the class brainstorm and write a list of animals that run, animals that hop, animals that jump, etc. on the whiteboard or chart paper. Allow a student leader to select varied movement styles from the list for the class to perform to recorded music (Hop like a kangaroo, swim

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				like a fish, gallop like a horse, etc.) K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
P2.A Apply Feedback With guidance, apply feedback to refine performances.	Listen to feedback from a teacher or peer, restate it in your own words and apply the feedback to improve your next performance.	Assess as students restate and apply appropriate feedback using teacher-created or district-provided rubric.	P2.A Kindergarten Resource	K. SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics
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 a chord bordun accompaniment to a song, or poem. Refine vocal performances of simple songs with narrow range.	Assess students' performance of bordun accompaniments using a teacher-created or district-provided rubric. Observe as students sing alone and with others and assess using a teacher-created or district-provided rubric.	"Merlin" <i>SIR</i> "The Queen of Hearts" <i>SRA</i> "Pease Porridge Hot" <i>OS</i> "Bluebells" <i>OS</i> "One Potato" <i>OS</i> "Aiken Drum" <i>SRBM</i> "All Around the Brickyard" <i>SRBM</i>	K. SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				if something is not understood.
<p>P3.A Singing With guidance, sing alone and with others, with expression. Specified Kindergarten skills: Echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation.</p>	<p>During singing games, use good vocal tone while performing simple pentatonic and diatonic songs with narrow range</p>	<p>Observe as students sing alone and with others and assess using a teacher-created or district-provided rubric.</p>	<p>"Old MacDonald" <i>SOM K</i> "London Bridge" <i>SOM K</i> "The Farmer in the Dell" <i>SOM K</i> "Cake! Cake! Cake!" <i>SBMM K</i> "Here We Sit" (See Appendix) "Who has the Penny?" <i>SBMM K</i> "Doggie, Doggie" <i>OS</i></p>	<p>Vocabulary: Sight Words Prepare a set of cards with animal names and a corresponding set with animal sounds. Allow volunteers to choose the next verse of Old MacDonald by correctly matching an animal name to its sound, or play a silly version in which animals make sounds that don't match. K. FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. c. Read common high frequency words by sight</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				d. Decode regularly spelled CVC words. e. Distinguish between similarly spelled words by identifying the letters that differ
<p>P3.B Instruments and Body Percussion With guidance, using body percussion and/or instruments, perform, alone and with others, with expression. Specified Kindergarten skills: Exploring steady beat, iconic notation, chord bordun, with a song/story/poem/recording.</p>	<p>Continue to perform rhymes and fingerplays in simple (2/4) and compound (6/8) duple meter with motions or body percussion to reinforce words ("Special words")</p> <p>Perform proper technique with pitched and unpitched percussion instruments</p>	<p>Observe as students perform rhymes and fingerplays in simple (2/4) and compound (6/8) duple meter with motions or body percussion to reinforce words and assess using a teacher-created or district-provided rubric.</p> <p>Observe students' percussion technique and assess using a teacher-created or district provided rubric for unpitched or pitched instruments.</p>	<p>"School Is Over" <i>SOM K</i> "Toaster Time" <i>SBMM K</i> "Mr. Lynn" <i>FAS</i> "Two Little Houses" <i>FAS</i> "One, Two, Buckle My Shoe" <i>TFAR</i> " I See the Moon" <i>OS</i></p>	<p>Phonics: Identify and predict rhyming words Phonics: Reinforce sight words using text visuals. Fluency: Teacher and students speak poems with a cadence appropriate to the meter, natural rhythm of the words. K.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text. a. Demonstrate knowledge of one</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Continue to perform chord bordun accompaniment for a pentatonic song using appropriate mallet technique	<p>"Music Skills 2b" SOM K T184</p> <p>Observe as students play a chord bordun accompaniment and assess their mastery using a teacher-created or district-provided rubric.</p>	<p>"Hop, Hop, Hop" SOM K</p> <p>"Circus Rondo" (See Appendix)</p>	<p>to one letter sound correspondence by producing the most frequent sound for each consonant.</p> <p>b. Associate the long and short phonemes with common spellings for the five major vowels.</p> <p>Writing: Organizing Details</p> <p>Ask students to recall the three animals in "Circus Rondo" and list them on the board. Under each animal's name, write student suggested words that describe how each animal moved ("gallop", "run", "stomp", etc.). Next, list words that describe each animal</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				(“striped”, “sleek”, “wrinkled”, etc.). How do these words change your ideas about how to move for each animal’s section? K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)
P3.C Performance Etiquette Perform appropriately for the audience; demonstrate appropriate posture,	Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture,	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Performance Practices by Grade Level	

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and evaluate performance etiquette.	remaining on-task, refraining from distracting others, and properly acknowledging the audience.			
<p>P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	Discuss appropriate audience behaviors during a performance and how they affect performers and the performance.	Watch and listen quietly while others are performing. Applaud as appropriate when the performance is over. Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	<p>Audience Etiquette Video</p> <p>Audience Etiquette Self-Evaluation</p> <p>List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections.</p> <p>K. FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				verbs and adjectives by relating them to their opposites. c. Make real life connections between words and their use. d. Distinguish shades of meaning among verbs describing the same general action.

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.

KK Q4 CREATE DOMAIN RESOURCE LIST

Fingerplays and Action Songs = FAS

First Steps in Music = FSIM

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A</p> <p>Musical Concepts</p> <p>With guidance, explore and experience music concepts such as pitch, short rhythms, different</p>	<p>Echo, explore, and create improvised rhythms in 2/4 and 6/8 meter.</p>	<p>Assess as students create simple rhythms using a teacher-created or district-provided rubric.</p>	<p>Create a B section for a poem using rhythmic improvisation.</p> <p>"Ten Little Soldiers" FAS (2/4)</p> <p>"Whisky Frisky" FAS (6/8)</p>	<p>K.SL.PKI.6</p> <p>With guidance and support, express thoughts, feelings, and ideas through speaking.</p> <p>K.SL.PKI.5</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.			"Mouse Mousie" OS	Add drawings or other visual displays of descriptions as desired to provide additional detail.
<p>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.</p>	<p>Sing answers to teacher's sung questions</p> <p>Improvise rhythmically and non-rhythmically with unpitched percussion to accompany a song tale.</p>	<p>Listen as students individually improvise answers to teacher's sung questions (e.g. "What's your favorite color?" or "What would you like on your pizza?") (Sol-Mi, La-Sol-Mi) and assess using a teacher-created or district-provided rubric.</p>	<p>"Arioso Land Level III" FSIM (Tell me three things about you?)</p> <p>"I Had a Little Rooster" FSIM</p> <p>"There Was a Man and He Was Mad" FSIM</p> <p>"The Tailor and the Mouse" FSIM</p> <p>"Momma, Buy Me A China Doll" FSIM</p> <p>"The Frog and the Mouse" FSIM</p>	<p>Spelling and Alphabetical Order Game: Teacher sings "What Will You Bring on Our Picnic?" (Sol-Mi). Students, seated in a circle, individually sing responses, each beginning with the next letter of the alphabet. (e.g., S1: "I'll bring apples", S2: "I'll bring bananas, S3: "I'll bring the chips", etc.)</p> <p>K. SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr2.A Selecting Musical Ideas With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas.</p>	<p>Discuss/ demonstrate "favorite parts" (sounds, timbres, choices) of student-improvised/created movement, songs, or pieces.</p>	<p>Listen to students discuss their favorite musical elements and assess their participation in the group discussion using a teacher-created or district-provided rubric.</p>	<p>Refer to the student-created portions of the following songs and activities: "Ten Little Soldiers" <i>FAS</i> "Whisky Frisky" <i>FAS</i> "I Had a Little Rooster" <i>FSIM</i> "There Was a Man and He Was Mad" <i>FSIM</i> "The Tailor and the Mouse" <i>FSIM</i> "Momma, Buy Me A China Doll" <i>FSIM</i> "The Frog and the Mouse" <i>FSIM</i></p>	<p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics</p>
<p>Cr2.B Notating Ideas With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using</p>	<p>Use pictures (line drawings or icons) to represent high and low / ascending and descending sounds in a student-created melody.</p>	<p>Assess student's ability to represent and explain their musical ideas using a teacher-created or district-provided rubric.</p>	<p>Refer to the student-created portions of the following songs and activities: "Ten Little Soldiers" <i>FAS</i> "Whisky Frisky" <i>FAS</i> "I Had a Little Rooster" <i>FSIM</i></p>	<p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
iconic notation and/or recording technology.	Use tokens, stickers, pictures, Legos, etc. to notate steady beat, short and long sounds, fast and slow sounds.		"There Was a Man and He Was Mad" <i>FSIM</i> "The Tailor and the Mouse" <i>FSIM</i> "Momma, Buy Me A China Doll" <i>FSIM</i> "The Frog and the Mouse" <i>FSIM</i>	
Cr3.A Refining Musical Ideas With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.	Use teacher or peer's feedback to refine and improve compositions and improvisations.	Assess as students receive and apply feedback about their composition or improvisation using a teacher-created or district-provided rubric .	Refer to the student-created portions of the following songs and activities: "Ten Little Soldiers" <i>FAS</i> "Whisky Frisky" <i>FAS</i> "I Had a Little Rooster" <i>FSIM</i> "There Was a Man and He Was Mad" <i>FSIM</i> "The Tailor and the Mouse" <i>FSIM</i> "Momma, Buy Me A China Doll" <i>FSIM</i> "The Frog and the Mouse" <i>FSIM</i>	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr3.B Demonstrate Musical Ideas With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of musical ideas.</p>	<p>After applying feedback and refining the work, present a final performance of a student composition.</p>	<p>Assess as students apply feedback about their composition or improvisation using a teacher-created or district-provided rubric.</p>	<p>"Mouse Mousie" OS Refer to the student-created portions of the following songs and activities: "Ten Little Soldiers" FAS "Whisky Frisky" FAS "I Had a Little Rooster" FSIM "There Was a Man and He Was Mad" FSIM "The Tailor and the Mouse" FSIM "Momma, Buy Me A China Doll" FSIM "The Frog and the Mouse" FSIM "Mouse Mousie" OS</p>	<p>K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p>

DOMAIN: RESPOND

Foundations

- R1:** Perceive and analyze artistic work.
- R2:** Interpret intent and meaning in artistic work.
- R3:** Apply criteria to evaluate artistic work.

KK Q4 RESPOND DOMAIN RESOURCE LIST

- Kids Can Listen, Kids Can Move = KCLKCM*
- Share the Music = STM*
- Silver Burdett Making Music = SBMM*
- Spotlight on Music = SOM*

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences With guidance, list personal interest and experiences explaining musical preference.</p>	<p>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.]</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>Kindergarten R1.A Resource</p>	<p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.</p>
<p>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.</p>	<p>Continue to perform pieces with same and different sections (AB, ABA form) using songs/poems, movement, body percussion, instruments or sections represented visually with icons to demonstrate awareness of same/different sections in a musical selection. (AB and ABA)</p>	<p>Observe as students individually describe what makes the sections of music with AB or ABA form same and different (loud/soft, fast/slow, vocal/instrumental, speech/song) using speech, song, movement. Ask them to show the form using icons or point to teacher-created icons (letters or shapes) as they perform and assess using a teacher-created</p>	<p>“Simi Yadech” <i>SOM K</i> “Git on Board” <i>SOM K</i> “Lady Lady” <i>SOM K</i> “Jack Be Nimble” <i>SOM K</i> “Waltzing Cat” (Listening) <i>SOM K</i> “Radetzky March” <i>SOM K</i> “I Hear the Windmill” (See Appendix) “Hunt the Cows” <i>STM Gr. 1</i> “Run, Run!” <i>Kids Can Listen, Kids Can Move</i> “Walking the Dog” <i>SOM1</i></p>	<p>Comprehension: Story sequencing Read the story given for “Run, Run” in <i>Kids Can Listen Kids Can Move</i>, then do the movement activity. While helping students recall the story sequence, note the musical form on the whiteboard or using foam shapes to create a listening map. Comprehension: Story Sequencing, Writing</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	<p>Demonstrate awareness of like and different sections of music in a simple rondo. (Rondo)</p> <p>Respond to show awareness of loud and soft using speech and/or listening activities.</p>	<p>or district-provided rubric.</p> <p>Observe as students show same and different sections in a musical selection using contrasting movement and assess their understanding using a teacher-created or district-provided rubric.</p>	<p>"Eine Kleine Nachtmusik" <i>SOM K</i> "Circus Rondo" (See Appendix) "Aquarium" SBMM Gr. 5 (Movt. Carol King, See Appendix) "Colonel Bogey March" <i>Kids Can Listen, Kids Can Move</i> "Lieutenant Kije" <i>Kids Can Listen, Kids Can Move (ABACABA)</i> "All in One" <i>Music for Creative Dance</i></p> <p>"3 Little Muffins" STM Gr. 1 "Radetzky March" <i>SOM K</i></p>	<p>Access the listening map for "Walking the Dog" at the following link: http://spotlightonmusic.macmillanmh.com/n/teachers (scroll to the bottom). Then ask students to create a story for the pictured scenario.</p> <p>K. SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p>Vocabulary: Sight Words Create a print-rich classroom environment by labeling manipulatives used to map form with sight words.</p> <p>K.FL.PWR.3 Know and apply grade</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Read common high frequency words by sight..</p> <p>Comprehension Introduce Loud and Soft with a reading of <i>Holler Loudly</i> by Cynthia Leitich Smith and Barry Gott. Encourage students to respond to the story with appropriate dynamics.</p> <p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>ii. Demonstrate understanding of</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				frequently occurring verbs and adjectives by relating them to their Opposites. iv. Distinguish shades of meaning among verbs describing the same general action
<p>R3.A Evaluating Artistic Work With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance.</p>	<p>With guidance, using vocabulary from a word wall (with images), verbally describe likes and dislikes about a performance, citing reasons.</p>	<p>Assess student understanding as they evaluate a musical performance using a teacher-created or district-provided rubric.</p>	<p>Word Wall</p> <p>Any previously-learned repertoire including: "Momma, Buy Me A China Doll" <i>FSIM</i> "The Frog and the Mouse" <i>FSIM</i> "Mouse Mousie" <i>OS</i></p>	<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action

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.	KK Q4 CONNECT DOMAIN RESOURCE LIST <i>Spotlight on Music = SOM</i>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and	Have students explain how personal preferences and intent helped them select instruments and movement to represent	Assess as students participate in a group discussion using a teacher-created or district-provided rubric.	This standard may be considered a partner standard to Cn2.A, Dramatize Nursery Rhymes and stories.	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
intent when creating performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	the characters and plot in a nursery rhyme.			K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).</p>	Dramatize nursery rhymes and stories using speaking/singing voices, movement, and unpitched instruments. Identify the sequence of events in the story/rhyme and explore how they can be represented musically.	<p>Observe as individual or small groups of students choose and play unpitched percussion sounds appropriate for a song, story, poem or recorded selection. Assess using a teacher-created or district-provided rubric.</p> <p>Observe as students demonstrate the connection between music and rhymes and assess using a teacher-created or district-created rubric.</p>	<p>“The Frog and the Snake” <i>SOM K</i> (Spotlight on Performance) “The Fox, the Hen, and the Drum” <i>SOM K</i> (Spotlight on Performance) <i>The Bear Snores On</i> - Karma Wilson <i>The Tiny Seed</i> – Eric Carle</p>	<p>Comprehension: Sequencing Use “Re-telling Sticks” to help students plan their own performance and dramatization of these stories. This resource is a free download at the following link: https://www.teacherspayteachers.com/Product/Retelling-Sticks-739822 K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>K.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>iii. Make real-life connections between words and their use</p>