Winslow Township School District
Grade K Music
Unit 8: Call and Response/Harmony

Overview: In this unit the students will be learning about Call and Response in music. They will learn that music is often much like a conversation and will learn to compare the two things. Students will sing and play repertoire that fits within the constructs of call and response. Students will also begin understanding harmony concepts in vocal music. They will learn what singing, "in round,"sounds like and learn how to do it effectively.

Overview	Standards for Musical Content	Unit Focus		Essential Questions
Unit 8 **Call and Response** **Harmony**	**1.3A.2.Cr1a** **1.3A.2.Cr2a** **1.3A.2.Cr2b** **1.3A.2.Pr4a** **1.3A.2Pr5a** **1.3A.2.Pr5c** **1.3A.2.Pr5d** **1.3A.2.Pr6a** **1.3A.2.Re7a** **1.3A.2.Re8a** **1.3A.2.Cn11a**	• Understand what call and response is in music. • Learn the differences between 1 part and 2 part singing. • Understand how to sing, "in round" • Understand melodic/linear movement and the differences between steps and skips • Learn how to sing with correct Solfege syllables • Learn how to sing with correct Kodaly hand signs		• Why do we call it, "Call and Response?" • What is singing in round? • What is the difference between singing in unison and singing in harmony? • What does it mean to listen to each other when we are singing?
Unit 8: Enduring Understandings	• Harmony is when more than one note is sung or played at the same time • Singing, "in round," is when two different groups of singers sing the same thing but start at different • Make correlations between conversation and call and response • Make connections from previous units regarding Do, Re, Mi, So, La • Demonstrate linear movement in music vs. skips			

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Curriculum Unit 8	Standards		Pacing	
			Weeks	Unit Weeks
Unit 8: **Call and Response** **Harmony**	**1.3A.2.Cr2a**	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	1	4
	1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance		
	1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.		
	1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.		
	1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		
	1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		
	1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy	1	
	1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.		
	1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.		
	1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.	1	
	1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.		
	1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		
	1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.		
	Assessment, Re-teach and Extension		1	

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Unit 8 Grade K		
Enduring Understanding	**Indicator #**	**Performance Expectations**
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	**1.3A.2.Cr1a**	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
Musicians' creative choices are influenced by their expertise, context and expressive intent.	**1.3A.2.Cr2a**	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
Musicians' creative choices are influenced by their expertise, context and expressive intent.	**1.3A.2.Cr2b**	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	**1.3A.2.Pr4a**	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	**1.3A.2Pr5a**	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	**1.3A.2.Pr5c**	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance
To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	**1.3A.2.Pr5d**	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	**1.3A.2.Pr6a**	Perform music for a specific purpose with expression and technical accuracy
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	**1.3A.2.Re7a**	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	**1.3A.2.Re8a**	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	**1.3A.2.Cn11a**	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 8 Grade K	
Assessment Plan	
• Performance Assessments • Self-Assessment • Peer Assessment	• Short Constructed Responses • Exit Tickets
Resources	**Activities**
- Share the Music gr. 3 - BeatBox World Music Drumming 101 - Round the Seasons - Orff We Go! - Just Jams - Peanut Butter Jam - BoomWhack Attack - IPads - Orff Instruments - Bucket Drums - Hand Bells - BoomWhackers - Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/	• Unpitched instrument performance. • Music and movement activities. • Sing with proper age appropriate vocal production. • Perform selections using Orff instruments. • Perform selections using handbells • Perform steady beat accompaniment with boomwhackers. • Melodic dictation and repetition • Pitch matching games on iPads

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.1.2.PB.2: Explain why an individual would choose to save money.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Peer helpers
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Study Guides, Study Aids and Re teaching as needed

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Extended time as needed

- Read directions aloud

- Assist with organization

- Emphasize/highlight key concepts

- Recognize success

- Provide timelines for work completion

- Break down multi-step tasks into smaller chunks

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 ☐ Grades 2-3 WIDA Can Do Descriptors:
     ☐ Listening ☐ Speaking
     ☐ Reading ☐ Writing
     ☐ Oral Language
 Students will be provided with accommodations and modifications that may include:
 • Relate to and identify commonalities in music from student's native culture
 • Assist with organization
 • Emphasize/highlight key concepts
 • Teacher Modeling
 • Peer Modeling
 • Label Classroom Materials - Word Walls
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	 • Raise levels of intellectual demands
	 • Require higher order thinking, communication, and leadership skills
	 • Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	 • Provide higher level tasks
	 • Expand use of open-ended, abstract questions
	 • Critical and creative thinking activities that provide an emphasis on research and in-depth study
	 • Enrichment Activities/Project-Based Learning/ Independent Study
	 Additional Strategies may be located at the links:
	 ❖ Gifted Programming Standards
	 ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	 ❖ REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
Interdisciplinary Connections: **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **NJSLSA.W3**. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **4.MD.1.** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
Integration of Computer Science and Design Thinking NJSLS 2
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats. **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.