Red Bank Charter School
Grades K-2 Music Curriculum

Recommended Pacing Guide	
Unit 1: Rhythm ● Echoing Rhythm ● Creating Rhythm	10-15 days
Unit 2: Melody ● Musical Inspiration ● Expression ● Emotion	10-15 days
Unit 3: Form ● AB Form ● ABA Form ● Verse/Chorus	10-15 days
Unit 4: Movement ● Expressive Movement ● Moving to the Beat	10-15 days
Unit 5: Concert Preparation ● Rehearsal ● Concert Skills	10-12 Days

ACCOMODATIONS	**MATERIALS**	**INTERDISCIPLINARY STANDARDS**

Evidence of Student Learning		
Formative Tasks: ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Self-evaluation of performance and progress ● Quizzes ● Exit Slips ● Running Records ● Class Observation ● Think-pair-share	**Summative Assessments:** ● Listening Exam ● Performance ● Verbal feedback ● Student Critique ● Individual evaluation ● Observation	**Benchmark Assessments:** ● Baseline SGO ● Mid-year SGO ● End of year SGO ● Oral Review of Techniques and Vocabulary ● Winter Concert ● Rhythm Echo Quiz

Unit 1: Rhythm
10-15 Days

Standards	Objectives
Anchor Standard 1: Generating and conceptualizing ideas. **2.3A.2.CR1a**: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Students will be able to: ● Understand the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ● Know that musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Understand that musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● Learn that 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. ● Understand that 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.
Anchor Standard 2: Organizing and developing ideas. **2.3A.2.CR2a:** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. **2.3A.2.CR2b: Use** iconic or standard notation and/or recording technology to organize and document personal musical ideas.	
Anchor Standard 3: Refining and completing products **2.3A.2.CR3a:** Interpret and apply personal, peer, and teacher feedback to revise personal music. **2.3A.2.CR3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	
Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. **2.3A.2P1b:** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	
Anchor Standard 5: Selecting, analyzing, and interpreting work. **2.3A.2.P2a:** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. **2.3A.2.P2b:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. **2.3A.2.P2c:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	
Anchor Standard 5: Selecting, analyzing, and interpreting work.	

2.3A.2.P2a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. **2.3A.2.P2b:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. **2.3A.2.P2c:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	● Know that musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. ● Understand that individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. ● Understand that the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ● Learn that musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Learn that musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Anchor Standard 6: Conveying meaning through art. **2.3A.2.P3a:** Perform music for a specific purpose with expression and technical accuracy.	
Anchor Standard 7: Perceiving and analyzing products. **2.3A.2.R1b:** Describe how specific music concepts are used to support a specific purpose in music.	
Anchor Standard 8: Applying criteria to evaluate products. **2.3A.2.R2a:** Apply personal and expressive preferences in the evaluation of music.	
Anchor Standard 9: Interpreting intent and meaning. **2.3A.2.R3a:** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. **2.3A.2.C1a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. **2.3A.2.C2a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Alternative Assessments
● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review

Unit Materials
● Freddie the Frog book series ● Lyrics to songs used throughout the year ● Teacher-created rhythm building blocks ● Floor staff & notes

Unit 2: Melody
10-15 Days

Standards	Objectives
Anchor Standard 1: Generating and conceptualizing ideas. **2.3A.2.CR1a**: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Students will be able to: ● Identify low and high pitches. ● Name and plot treble clef note names. ● Learn how to use dance to accompany a melody. ● Understand that there is a difference between their speaking voice and singing voice. ● Learn that they can match pitch with voice or instrument.
Anchor Standard 2: Organizing and developing ideas. **2.3A.2.CR2a:** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. **2.3A.2.CR2b: Use** iconic or standard notation and/or recording technology to organize and document personal musical ideas.	
Anchor Standard 3: Refining and completing products **2.3A.2.CR3a:** Interpret and apply personal, peer, and teacher feedback to revise personal music. **2.3A.2.CR3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	
Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. **2.3A.2P1b:** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	
Anchor Standard 5: Selecting, analyzing, and interpreting work. **2.3A.2.P2a:** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. **2.3A.2.P2b:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. **2.3A.2.P2c:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	
Anchor Standard 5: Selecting, analyzing, and interpreting work.	

2.3A.2.P2a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. **2.3A.2.P2b:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. **2.3A.2.P2c:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	
Anchor Standard 6: Conveying meaning through art. **2.3A.2.P3a:** Perform music for a specific purpose with expression and technical accuracy.	
Anchor Standard 7: Perceiving and analyzing products. **2.3A.2.R1b:** Describe how specific music concepts are used to support a specific purpose in music.	
Anchor Standard 8: Applying criteria to evaluate products. **2.3A.2.R2a:** Apply personal and expressive preferences in the evaluation of music.	
Anchor Standard 9: Interpreting intent and meaning. **2.3A.2.R3a:** Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. **2.3A.2.C1a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. **2.3A.2.C2a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Alternative Assessments
● Rubric or Observation Checklist scoring student planning, lyrics, sheet music, or practice towards performance ● Student self-reflection or discussion while planning their performance ● Conversation/presentation rubric to score student work and presentation of final project or performance ● Portfolio Review

Unit Materials
Varied Levels of Text: ● Freddie the Frog book series ● Lyrics to songs used throughout the year ● Floor staff & notes

Unit 3: Form
10-15 Days

Standards	Objectives
Anchor Standard 1: Generating and conceptualizing ideas. **2.3A.2.CR1a**: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Students will be able to: ● Understand that songs can be divided into parts, which can be labeled by letters such as AB/ABA. ● Learn that there is repetition and contrast in music. ● Understand that body movements can be used to demonstrate different parts of a song.
Anchor Standard 2: Organizing and developing ideas. **2.3A.2.CR2a:** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. **2.3A.2.CR2b: Use** iconic or standard notation and/or recording technology to organize and document personal musical ideas.	
Anchor Standard 3: Refining and completing products **2.3A.2.CR3a:** Interpret and apply personal, peer, and teacher feedback to revise personal music. **2.3A.2.CR3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	
Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. **2.3A.2P1b:** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	
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Anchor Standard 5: Selecting, analyzing, and interpreting work.	

2.3A.2.P2a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. **2.3A.2.P2b:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. **2.3A.2.P2c:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	
Anchor Standard 6: Conveying meaning through art. **2.3A.2.P3a:** Perform music for a specific purpose with expression and technical accuracy.	
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Unit Materials
Varied Levels of Text: ● Freddie the Frog book series ● Lyrics to songs used throughout the year ● Teacher-created rhythm building blocks

Unit 4: Movement
10-15 Days

Standards	Objectives
Anchor Standard 1: Generating and conceptualizing ideas. **2.3A.2.CR1a**: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Students will be able to: ● Learn that there are a variety of styles, cultures and time periods in music. ● Understand that creative movement can express a musical thought or mood. ● Use movement to express different aspects of a musical composition.
Anchor Standard 2: Organizing and developing ideas. **2.3A.2.CR2a:** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. **2.3A.2.CR2b: Use** iconic or standard notation and/or recording technology to organize and document personal musical ideas.	
Anchor Standard 3: Refining and completing products **2.3A.2.CR3a:** Interpret and apply personal, peer, and teacher feedback to revise personal music. **2.3A.2.CR3b:** Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.	
Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. **2.3A.2P1b:** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	
Anchor Standard 5: Selecting, analyzing, and interpreting work. **2.3A.2.P2a:** Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. **2.3A.2.P2b:** Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. **2.3A.2.P2c:** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	
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Unit Materials
Varied Levels of Text: ● Freddie the Frog book series ● Lyrics to songs used throughout the year ● Teacher-created rhythm building blocks

Unit 5: Concert Preparation
10-15 Days

Standards	Objectives
Anchor Standard 1: Generating and conceptualizing ideas. **2.3A.2.CR1a**: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Students will be able to: ● Know that music performance combines rhythm, melody, form and movement into one setting. ● Understand that Performance takes weeks of hard work and showcases all of that work for other people to watch. ● Understand what a performer does in a concert. ● Understand what the audience does in a concert. ● Understand that concert etiquette allows the performers to do the best they can and the audience to enjoy the concert fully.
Anchor Standard 2: Organizing and developing ideas. **2.3A.2.CR2a:** Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. **2.3A.2.CR2b: Use** iconic or standard notation and/or recording technology to organize and document personal musical ideas.	
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Unit Materials
● **Varied Levels of Text:** Spanish Heritage Month, Special Persons' Day, Winter Concert, and STEAM Expo Performance Lyrics