

Instructional Map

Orff Music Kindergarten

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</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/main.phtml (New York Philharmonic)</p> <p>http://www.classicsforkids.com/</p> <p>https://kids.usa.gov/art-and-music/index.shtml</p> <p>https://www.youtube.com/playlist?list=PLowZMjMv4riM_Mk61pwrJuVhAqhKkFzpB (John Feierabend's Youtube Channel Playlist)</p> <p>http://teachingwithorff.com/</p>	
<p>Group Singing</p>	<p>Sing simple songs with narrow range, practicing good vocal tone</p>	<p>Pre-Assessment: Observe as students individually echo a Sol-Mi pattern (e.g. "Hello, Teddy Bear.") and assess using a teacher-created or district-provided rubric.</p>	<p>"Old Mister Woodpecker" SOM K</p> <p>"Head and Shoulders" SOM K</p> <p>"Teddy Bear" STM K</p> <p>"Hello, There" SBMM K</p> <p>"Juba" SBMM K</p>	<p>Comprehension: Story Sequencing</p> <p>In songs such as Teddy Bear, Juba, students may be asked to recall the plot of the song using musical and movement clues. Students may be asked to create additional verses to change the story.</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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<p>High and Low</p>	<p>Explore high and low through speech and movement</p>	<p>Observe as students change body level in response to a melody played in the highest or lowest register of the piano SOM K p. T53 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>“The Giant’s Shoes” SOM K “If Things Grew Down” SOM K “Spinning Song” SOM K “Tame Bear” (Movement) SOM K</p> <p>“The Story of Epaminondas” STM Gr. 1 “Two Little Puppets” <i>Pitch Exploration Stories</i> (Feierabend)</p>	<p>Vocabulary: Reinforce place words and directional words as they occur in song texts using vocalizations and movement (e.g., high, low, up, down, above, below, around, over, under, through). Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Steady Beat</p>	<p>Follow the leader into room using Locomotor (L) – walking the beat; non-locomotor (NL) – rocking the beat</p> <p>Explore various NL movements with no beat (bend, twist, rock, shake, nod, etc.)</p> <p>Moving (walk vs. run/jog) through shared space, internal tempo as a single student, small group, entire group</p>	<p>Observe as students perform steady beat movements while listening to recorded music (see Appendix p. 21) SOM K p. T46 (Individual pre-assessment) and assess them using a teacher-created or district-provided rubric.</p>	<p>“Follow Me” SOM K “Gonna Shake Out My Hands” (See Appendix)</p> <p>“Singing Time” SOM K “Time to Sing” SOM K “Stamping Land” SOM K</p> <p>“Merrily We Roll Along” SOM K “Sing a Song of Sixpence” SOM K</p>	<p>Comprehension: Fluency Perform steady beat to recorded songs following teacher’s model. Teacher may choose to model some of the SB motions to follow left to right (from the students’ perspective) to reinforce visual tracking used in both music and text reading. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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<p>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>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>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>High and Low Sounds</p>	<p>Create actions for descriptive high and low words and sounds in poems and songs</p>	<p>Observe and assess as students respond to high and low with a variety of musical elements. 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>“Wee Willie Winkie” <i>STM K</i></p> <p>“Andrew Got a Pogo Stick” <i>Pitch Exploration Stories</i> (Feierabend)</p> <p><i>Pitch Exploration Pathways</i> (Feierabend)</p>	<p>Writing: Categorization and/or Comparison and Contrast</p> <p>Students create vocalizations and actions to describe characters and plot points in a story.</p> <p>Literacy.CCRA.SL.1 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.</p>

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<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Beginning and Ending</p>	<p>Demonstrate a moment of stillness before and after performing a song/poem or performing movement to a listening example</p> <p>Practice starting and stopping with locomotor and non-locomotor movement</p>	<p>Demonstrate performance etiquette by standing in a neutral position with good posture before and after a song. Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>“Gonna Shake Out My Hands” (See Appendix)</p> <p>“Stop and Go” <i>STM</i> Gr. 1</p>	<p>Writing/Vocabulary: Synonyms and Antonyms</p> <p>Briefly brainstorm a list of opposites before 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>Literacy.CCRA.R.9</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>

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<p>Vocal Timbres</p>	<p>Explore use of speaking, singing, whispering, and calling voices</p>	<p>Match recorded vocal timbre samples to picture representations</p> <p>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 teacher-created or district-provided rubric.</p>	<p>“The Old Gray Cat” <i>SOM K</i></p> <p>“Neat Feet” <i>SOM K</i></p> <p>“The Giant’s Shoes” <i>SOM K</i></p> <p>“Mayflies” <i>SOM K</i></p> <p>“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>Singing Voice: “Mama Buy Me a China Doll” <i>SBMM K</i></p> <p>“Five Little Mice” <i>Music For Little People</i></p> <p>Calling Voice: “Ballad of Cowboy Joe” <i>Music for Little People</i></p> <p>“The Airplane Ride” <i>Pitch Exploration Stories</i></p>	<p>Comprehension: Story Sequencing</p> <p>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.</p> <p>Comprehension: Plot and Character development</p> <p>Ask open-ended questions to help students relate timbre to plot and character (e.g., Why do we use a whisper voice for that part of the story? Why is this vocal timbre used for this character?).</p> <p>Literacy.CCRA.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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<p>Unpitched Timbres</p>	<p>Explore playing sounds non-rhythmically on unpitched instruments with stories and poems</p>	<p>Recognize triangle, wood block and drum <i>SOM T37</i>. Assess student understanding using a teacher-created or district-provided rubric.</p> <p>Explore long/short fast/slow patterns (pre-assessment). Observe and assess student performance using unpitched percussion using a teacher-created or district-provided rubric.</p>	<p>“Instrument Game” <i>SOM K</i> “Monkey, Monkey” (Conducting Game) <i>SOM K</i> Children’s book <i>Baby Rattlesnake</i> by Lynn Moroney / <i>Te Ata</i></p>	<p>Comprehension: Guide students to select timbres that appropriately reflect the characters, plot or setting of a story or song. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Appropriate Audience Etiquette</p>	<p>Discuss appropriate audience behaviors during a performance</p>	<p>Students list behaviors appropriate to different performance/ entertainment settings. (Pre-assessment)</p> <p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<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. Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>

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<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Stories and Poems</p>	<p>Perform short poems, nursery rhymes, and fingerplays with motions to reinforce words</p>	<p>Observe student performances of poetry and rhymes with motions and assess using a teacher-created or district-provided rubric.</p>	<p>“Something About Me” SOM K “What the Animals Do” and “Five Little Mice” <i>Music For Little People</i> “Here’s a Little Alligator” (See Appendix) “Here is a Nest” (See Appendix)</p>	<p>Phonics: Rhyming words Students identify and predict rhyme pairs. Phonics: Reinforce sight words using text visuals. Comprehension: Sequencing, fluency Teacher and students speak poems with a cadence appropriate to the meter, natural rhythm of the words. Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Group and Solo Singing</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 teacher-created or district-provided rubric.</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 "Ifetayo" SOM K "Hop, Hop, Hop" 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).</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 name is Billy and he likes bubblegum."</p> <p>Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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High and Low	<p>Copy teacher-led high/low movement, including statues/body shape</p> <p>Perform poems with high and low speaking voices</p>	<p>Respond with body shape and/or 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>“Good Day Song” <i>SOM K</i></p> <p>“Grandma’s Glasses” <i>Music for Little People</i></p> <p>“Faeries and Giants” <i>SOM K T52 Creative Movement</i></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>Writing/Vocabulary: Synonyms and Antonyms</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>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Steady Beat	<p>Imitate teacher performing beat using isolated body parts (non-locomotor) while listening to new musical examples</p> <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>Move to the steady beat in the way the teacher instructs (walk, jog, or run) or even freeze when the music stops. Assess students’ beat competency using a teacher-created or district-provided rubric.</p>	<p>Beethoven: <i>Symphony No. 8, Second Mvmt. SOM K</i></p> <p>“One Finger, One Thumb” <i>SOM K</i></p> <p>“Doot Doot” <i>STM K</i></p> <p>“I’m a Dreydl” <i>STM K</i></p> <p>“One, Two, Tie My Shoe” <i>SOM K</i></p> <p>“Put Your Finger in the Air” <i>SOM K</i></p> <p>“Pick a Pumpkin” <i>STM Grade 2</i></p> <p>“Toodala” <i>SOM K</i></p> <p><i>Music for Little People; The Book of Songs & Rhymes with Beat Motions</i> – John Feierabend (Teacher’s Choice)</p>	<p>Fluency: Using an icon chart (see appendix for one-line and four-line examples), have students tap the steady beat while teacher or students recite a nursery rhyme. Reinforce tapping each icon, beginning at the top left and moving to the right, working from the top to bottom on the page.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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Performance Etiquette	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.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
Upward and Downward	<p>Imitate slide whistle patterns with voice</p> <p>Using proper vocal technique, explore ascending and descending vocal sounds using iconic notation</p> <p>Explore singing ascending/descending melodic patterns</p> <p>Explore creating/playing ascending and descending patterns on barred instruments</p>	<p>“Music Skills 6b” SOM K T69</p> <p>“Music Skills 2b” SOM K T53</p> <p>“Eensy Weensy Spider” (Perform an ascending or descending glissando on glockenspiel after each phrase in response to directional words.)</p> <p>Assess students’ ability to move, sing or play instruments to show ascending and descending melodic contour using a teacher-created or district-provided rubric.</p>	<p>“Sing a Little Song” SOM K “Hot Dog” SOM K “My Oak Tree” SOM K “The Snowman” SOM K “The Princess Story” Bob deFrece “Under the Dark” STM Gr. K (Melody, See Appendix) “Sing a Little Song” SBMM Gr. K “Shine, Shine, Shine” SBMM Gr. 1 “Autumn Leaves” STM Gr. 1 (stand still and sing song, float down as if you are leaves on instrumental section)</p> <p>“Five Little Christmas Trees” (See Appendix) “Jack Be Nimble” (See Appendix) “Jack and Jill” (See Appendix)</p>	<p>Vocabulary: Reinforce the concept of synonyms and antonyms</p> <p>Comprehension: Story Sequencing Ask students to arrange the story in proper sequence or to recall “first, then, next, and finally”, especially using “The Princess Story”, “Jack and Jill”, and “Five Little Christmas Trees”.</p> <p>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 next. (See appendix for examples and process.) Literacy.CCRA.R.4 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.</p>

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	using appropriate technique			
High and Low	Continue to create actions for descriptive high/low words and sounds in poems and songs	Informal Assessment: "Creative Movement" <i>SOM K T293</i> Assess students' understanding of using movement to show high and low using a teacher-created or district-provided rubric .	"If Things Grew Down" <i>SOM K</i> "Star and Starfish" <i>STM K</i> "The Star Story" <i>STM K</i>	See above cell for vocabulary, comprehension and writing activities. Literacy.CCRA.SL.1 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.
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				

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<p>Beginning and Ending</p>	<p>Demonstrate the ability to start and stop in response to auditory cue with locomotor and non-locomotor movement</p>	<p>Start and stop in response to auditory cues (e.g. beginning and ending of poem or song, teacher starts and stops playing an instrument). As students perform this task, assess their focus, attention to the conductor, posture and other performance skills using a teacher-created or district-provided rubric.</p>	<p>“Gonna Shake Out My Hands” (See Appendix) “I Can Walk” Konnie K. Saliba (See Appendix) “What Will You Be On Halloween?” SBMM K (Stand still and sing during vocal sections, walk to steady beat as favorite character or costume on instrumental sections.)</p>	<p>Vocabulary/Phonics: Show students a visual of multiple traffic signs, such as the one found at https://trafficsignstore.com/old_pages/. Encourage students to identify and read the ones they recognize by sight and use context clues and phonics skills to decipher the ones they do not. Discuss what “auditory” means, and what cues a conductor might use to tell musicians to start and stop. Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p>
<p>Vocal Timbres</p>	<p>Demonstrate and identify whispering, speaking, shouting, and singing voices</p>	<p>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>“Echoing Four Kinds of Voices” SOM K “A Circle of Friends” STM K “Look Who’s Here” SOM K “Voice Choice” SOM K</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. Literacy.CCRA.R.4 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.</p>

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Unpitched Timbres	Play unpitched instruments as sound color or steady beat	Identify the sound of a triangle, wood block, and hand drum by holding up the correct shape visual of the instrument: triangle, rectangle, or circle. Assess student mastery of instrument identification using a teacher-created or district-provided rubric .	<p>“Instrument Game” SOM K “It’s So Good to See You” SOM K “Ten Little Frogs” SOM K “Willoughby Wallaby Woo” SOM K “The Strange Visitor” <i>The Singing Sack</i></p>	<p>Comprehension: Select timbres that appropriately reflect the characters, plot or setting of a story or song. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
Fast vs. Slow	Perform speech/song examples that change tempo	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>“Walk to School” SOM K “I Know an Old Lady” SOM K “See the Pony Galloping” STM Gr. K “Cats and Birds” – Jerry Sanders (See Appendix)</p>	<p>Comprehension: After learning the original song “I Know an Old Lady,” do a picture walk through 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. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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<p>Appropriate Audience Etiquette</p>	<p>Discuss appropriate audience behaviors during a performance</p>	<p>Watch and listen quietly while others are performing. Applaud if appropriate when the performance is over. Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<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>Literacy.CCRA.SL.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Rhythmic speech and Movement</p>	<p>Continue to perform short poems, nursery rhymes and fingerplays with motions to reinforce words.</p>	<p>Observe student performances of rhythmic speech with motions and assess using a teacher-created or district-provided rubric.</p>	<p>"Jack Be Nimble" (speak rhyme and take turns jumping over candlestick)</p> <p>"Five Little Pumpkins/Jack-o-Lanterns" (See Appendix)</p> <p>"Grandma's Glasses" <i>Music for Little People</i></p>	<p>Phonics: Rhyming words (Students identify and predict rhyme pairs)</p> <p>Comprehension: Sequencing, fluency (Speak poems with a cadence appropriate to the meter, natural rhythm of the words.)</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

QUARTER 3

KNOWLEDGE & SKILLS

ACTIVITIES/OUTCOMES

ASSESSMENTS

RESOURCES

LITERACY CORRELATIONS

PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.
Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.
Standard 5.0 Reading and Notating: Students will read and notate music.

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Rhythmic Speech in Duple Meter</p>	<p>Perform rhymes/short poems naturally spoken in simple (2/4) and compound (6/8) duple meter</p>	<p>Listen to students perform rhymes and short poems in 2/4 and 6/8. Assess using a teacher-created or district-provided rubric.</p>	<p>2/4: "Deedle Deedle Dumpling" SOM K "Wee Willie Winkie" STM K "Pat a Cake" "Hey Diddle Diddle" 6/8: "Ring Around the Rosy" SOM K "Little Miss Muffet" "Humpty Dumpty" "Jack be Nimble"</p>	<p>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.</p> <p>Vocabulary: Sight Words Use a nursery rhyme visual such as the one found at Smart Exchange Link 1 to allow students to circle sight words, OR this interactive visual to allow students to complete the phrases. Smart Exchange Link 2 Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>

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QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Beat Awareness	<p>Continue to explore steady beat 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 "Popcorn" RM 7 (teacher-led movement)</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. Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
Group and Solo Singing	<p>Use good vocal tone while performing pentatonic and diatonic songs and singing games</p>	<p>Sing phrases of "One, Two Tie My Shoe". Teacher scores individual students using a teacher-created or district-provided rubric.</p>	<p>"The Muffin Man" SOM K "I Got Shoes" SOM K "One, Two Tie My Shoe" SOM K "Going on a Picnic" SBMM Gr. K "Did You Feed My Cow?" <i>Music For Little People</i> "The Bus" SOM K "The Bear Went Over the Mountain" SOM K "Tengo, Tengo, Tengo" SOM K "Toodala" SOM K "Hokey Pokey" SOM K "This Is What I Can Do" SOM K <i>The Book of Beginning Circle Games</i></p>	<p>Vocabulary: Sight Words Use visuals to allow students to identify and circle sight words.</p> <p>Comprehension: Fluency Use storybook versions of familiar songs such as "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. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Chord Bordun	Perform chord bordun (steady beat) accompaniment for a pentatonic song using appropriate mallet technique	Observe as students play a steady beat chord bordun to accompany a simple song. Assess their technique using a teacher-created or district-provided rubric .	“Bickle Bockle” (Game) SOM K “Ring Around the Rosy” <i>Tyme for a Rhyme</i>	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 and each student going around the circle has to name a word that begins with that letter. The first person who cannot think of a word is the new “it”. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Performance Etiquette	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.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Solo Singing</p>	<p>Sing answers to teacher’s sung question individually and in a group</p>	<p>Listen as students individually sing answers to Teacher sung questions (Sol-Mi, La-Sol-Mi). Assess using a teacher-created or district-provided rubric.</p>	<p>“Going on a Picnic” <i>SBMM</i> Gr. K “Instrument Games” <i>SOM</i> K “Hoo, Hoo” <i>SOM</i> 1</p>	<p>Vocabulary: Sight Words “Going on a Picnic” (See appendix for reproducible student manipulatives.) Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Form AA’</p>	<p>Perform a song or poem two ways (AA’) using speech, song, and/or movement following a teacher- or class created map.</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>“Bienvenidos” STM K (See Appendix) “Wake Me, Shake Me” <i>STM</i> K “Mitten Song” <i>STM</i> Gr. 1 “Humpty, Dumpty” (A = speak, A’ = gallop while listening to teacher play rhythm of the words on unpitched)</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. Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
AB Form and ABA Form	Perform pieces with same and different sections (AB, ABA form) using songs/poems, movement, body percussion, instruments and point to the sections represented visually with icons	Observe as students perform pieces with same and different sections (AB, ABA form) 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 . Or 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 .	“Doing the Weekly Walk” SOM K “Martin Luther King” SOM K “Wait and See” SOM K “Radetsky March” SOM K Beat Activity (not dance) “Yankee Doodle” RM2 “Gallop” STM Gr. 1 (See Appendix) “March” <i>Kids Can Listen, Kids Can Move</i>	Vocabulary: Sight Words “Doing the Weekly Walk”- Tape cards with the names of the week around the room in scattered arrangement. 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. Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Loud vs. Soft	Speak a rhyme/poem with loud and soft voices Listen to music with loud and soft dynamic levels	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 .	“Taking Off” SOM K “Nampaya Omame” SOM K “Little Train of the Caipira” SOM K “Jeremiah Blow the Fire” (Traditional Rhyme) “3 Little Muffins” STM Gr. 1	Comprehension and Sight Words Read “Dinosaur vs. Bedtime” --Bob Shea (book available in school or public library; read aloud version available on gaggletube). Have students respond with a loud or soft voice depending on the size of the text of the word “roar”. Ask open-ended questions like, “Why was did the dinosaur keep getting louder and softer?”

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Vocal vs. Instrumental	Identify vocal vs. instrumental music in a recording	<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>“Butterfly” <i>STM</i> Gr. 1</p> <p>“Spell of the Moon” <i>SOM</i> K</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 (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”.</p> <p>Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
Audience Etiquette	Discuss appropriate audience behaviors during a performance and how they affect performers and the performance.	<p>Watch and listen quietly while others are performing. Applaud if appropriate when the performance is over. Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<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>Literacy.CCRA.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Speaking Voice, Singing Voice, Movement and Unpitched Instruments</p>	<p>Dramatize nursery rhymes using speaking/singing voices, movement, and unpitched instruments</p> <p>ELA: follow directions, listen for a purpose, dramatization, visualizing, rhymes, expressing point of view, Mother Goose rhymes</p> <p>Explore emotions and imagery through body shapes and movement, e.g. jump like a frog, move as if sleepy</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” SOM K “Humpty Dumpty” SOM K “Little Miss Muffet” SOM K “Wee Willie Winkie” SOM K</p> <p>“Little Ducky Duddle” SOM K “I Can Walk” – Jerry Sanders (See Appendix) “Forgotten Dreams” <i>Kids Can Listen, Kids Can Move I</i> paired with “The Snowy Day” Ezra Jack Keats</p>	<p>Phonics: Rhyming words (Students identify and predict rhyme pairs)</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> <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>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Rhymes and Fingerplays</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</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>“School Is Over” <i>SOM K</i> “Toaster Time” <i>SBMM K</i></p>	<p>Phonics: Rhyming words Students identify and predict rhyme pairs. Phonics: Reinforce sight words using text visuals. Comprehension: Sequencing, fluency Teacher and students speak poems with a cadence appropriate to the meter, natural rhythm of the words. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Beat Awareness with Locomotor and Non- Locomotor Movement</p>	<p>Continue to explore steady beat using non-locomotor and locomotor movements including skipping</p>	<p>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.</p>	<p>“Dinosaurs Dancing” SOM K “Mbombela” SOM K “Skip to My Lou” SBMM K “Jim Along, Josie” SBMM K</p>	<p>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 like a fish, gallop like a horse, etc.) Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Group and Solo Singing</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” SOM K “London Bridge” SOM K “The Farmer in the Dell” SOM K “Cake! Cake! Cake!” SBMM K</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. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Chord Bordun</p>	<p>Continue to perform chord bordun accompaniment for a pentatonic song using appropriate mallet technique</p>	<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>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 (“striped”, “sleek”, “wrinkled”, etc.). How do these words change your ideas about how to move for each animal’s section?</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>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>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>Literacy.CCRA.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Solo Singing</p>	<p>Sing answers to teacher's sung questions</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>"Here We Sit" (See Appendix)</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>Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

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<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>AB Form and ABA Form</p>	<p>Continue to perform pieces with same and different sections (AB, ABA form) using songs/poems, movement, body percussion, instruments (sections represented visually with icons)</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 or district-provided rubric.</p>	<p>“Simi Yadech” SOM K “Git on Board” SOM K “Lady Lady” SOM K “Jack Be Nimble” SOM K “Waltzing Cat” (Listening) SOM K “Radetzsky March” SOM K “I Hear the Windmill” (See Appendix) “Hunt the Cows” STM Gr. 1 “Run, Run!” <i>Kids Can Listen, Kids Can Move</i> “Walking the Dog” SOM1</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 Access the listening map for “Walking the Dog” at the following link: http://spotlightonmusic.macmillanmh.com/n/teachers (scroll to the bottom). After following the listening map, ask students to create a story for the pictured scenario. Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

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<p>Rondo</p>	<p>Experience more examples of music with like and different sections, including a simple rondo</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” SOM K "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</i> (ABACABA)</p>	<p>Vocabulary: Sight Words Create a print-rich classroom environment by labeling manipulatives used to map form with sight words (either the names of the shapes used for mapping- “Circle, square, circle, triangle, circle” or with words related to elements of the musical selection “waves, fish, waves, fish, waves”). Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Loud and Soft</p>	<p>Reinforce soft and loud through speech and listening activities</p>	<p>Observe as students identify and label dynamics in a poem or musical selection as loud or soft. Assess their understanding using a teacher-created or district-provided rubric.</p>	<p>“Radetzky March” SOM K “Three Little Muffins” SOM K (See Appendix)</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. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines. Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Dramatization</p>	<p>Dramatize nursery rhymes and stories using speaking/singing voices, movement, and unpitched instruments</p> <p>Identify the sequence of events in a story</p>	<p>Observe as individual or small groups of students choose and 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>“The Frog and the Snake” SOM K (Spotlight on Performance) “The Fox, the Hen, and the Drum” SOM K (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 Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>