Music K-2 2015

standards & Units	Gen TP	Sept.	Nov.	Feb.	April
NJ Core Curriculum Content Standards > Visual and Performing Arts > Grades: K-2(2014)					
{VPA.1.1.2} All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.					
{VPA.1.1.2.A} Dance					
{VPA.1.1.2.A.1} Identify the elements of dance in planned and improvised dance sequences.					
Unit #1, Music, First Grad	9				
Unit #1, Music, Kindergarte	1				
Unit #1, Music, Second Grad	•				
Unit #2, Music, First Grad	•				
Unit #2, Music, Kindergarte	ו				
Unit #2, Music, Second Grad	•				
Unit #3, Music, First Grade					
Unit #3, Music, Kindergarter					
Unit #3, Music, Second Grade					
Unit #4, Music, First Grade					
Unit #4, Music, Kindergartei					
Unit #4, Music, Second Grade					
Unit #5 Concert, Music, Kindergartei					
Unit #5 Concert, Music, Second Grad					
Unit #5, Music, First Grade, Concer	t				
{VPA.1.1.2.A.CS2} Original movement is generated through improvisational skills and techniques.					
Unit #1, Music, First Grade					
Unit #1, Music, Kindergarter					
Unit #1, Music, Second Grade					
Unit #2, Music, First Grad					
Unit #2, Music, Kindergarter					
Unit #2, Music, Second Grad					_
Unit #3, Music, First Grad					
Unit #3, Music, Kindergarter					
Unit #3, Music, Second Grad					
Unit #4, Music, First Grad					
Unit #4, Music, Kindergarte					
Unit #4, Music, Second Grade				-	
Unit #5 Concert, Music, Kindergarter					
Unit #5 Concert, Music, Second Grad					_
Unit #5, Music, First Grade, Concer	1				-
{VPA.1.1.2.A.2} Use improvisation to discover new movement to fulfill the intent of the choreography. Unit #1, Music, First Grad-					
Unit #1, Music, First Grad					
Unit #1, Music, Kindergartei Unit #1, Music, Second Grade					_

Unit #2, Music, First Grade	
Unit #2, Music, Kindergarten	
Unit #2, Music, Second Grade	
Unit #3, Music, First Grade	
Unit #3, Music, Kindergarten	
Unit #3, Music, Second Grade	
Unit #4, Music, First Grade	
Unit #4, Music, Kindergarten	
Unit #4, Music, Second Grade	
Unit #5 Concert, Music, Kindergarten	
Unit #5 Concert, Music, Second Grade	
Unit #5, Music, First Grade, Concert	
{VPA.1.1.2.A.CS4} The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.	
Unit #1, Music, First Grade	
Unit #1, Music, Kindergarten	
Unit #1, Music, Second Grade	
Unit #2, Music, First Grade	
Unit #2, Music, Kindergarten	
Unit #2, Music, Second Grade	
Unit #3, Music, First Grade	
Unit #3, Music, Kindergarten	
Unit #3, Music, Second Grade	
Unit #4, Music, First Grade	
Unit #4, Music, Kindergarten	
Unit #4, Music, Second Grade	
Unit #5 Concert, Music, Kindergarten	
Unit #5 Concert, Music, Second Grade	
Unit #5, Music, First Grade, Concert	
{VPA.1.1.2.A.4} Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.	
Unit #1, Music, First Grade	
Unit #1, Music, Kindergarten	
Unit #1, Music, Second Grade	
Unit #2, Music, First Grade	
Unit #2, Music, Kindergarten	
Unit #2, Music, Second Grade	
Unit #3, Music, First Grade	
Unit #3, Music, Kindergarten	
Unit #3, Music, Second Grade	
Unit #4, Music, First Grade	
Unit #4, Music, Kindergarten	
Unit #4, Music, Second Grade	
Unit #5 Concert, Music, Kindergarten	
Unit #5 Concert, Music, Second Grade	
Unit #5, Music, First Grade, Concert	
Similar, indicinal control to	

{VPA.1.1.2.B} Music		
{VPA.1.1.2.B.CS1} Ear training and listening skill are prerequisites for musical literacy.		+
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		1
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		i
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.1.2.B.1} Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.1.2.B.CS2} The elements of music are foundational to basic music literacy.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		_
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		*
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		

Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.1.2.B.2} Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Frist Glade Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Frist Grade Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.1.2.B.CS3} Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range,		
and rhythm.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert {VPA.1.1.2.B.3} Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to		
eighth notes and rests.		
Unit #1, Music, Second Grade		
Unit #2, Music, Second Grade		
Unit #3, Music, Second Grade		
Unit #4, Music, Second Grade		
{VPA.1.1.2.B.CS4} Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.		
Unit #1, Music, Second Grade		
Unit #2, Music, Second Grade		
Unit #3, Music, Second Grade		

Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.1.2.B.4} Categorize families of instruments and identify their associated musical properties.		
Unit #1, Music, Second Grade		
Unit #2, Music, Second Grade		
Unit #3, Music, Second Grade		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.1.2.C} Theatre		
{VPA.1.1.2.D} Visual Art		
{VPA.1.2.2} All students will understand the role, development, and influence of the arts throughout history and across cultures.		
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{VPA.1.3.2} All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.A} Dance		
{VPA.1.3.2.A} Dance {VPA.1.3.2.A.CS1} The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a		
choice. Dance can communicate meaning around a variety of themes.		
Unit #2, Music, Kindergarten		
Unit #4, Music, Kindergarten		
{VPA.1.3.2.A.1} Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate		
meaning around a variety of themes.		
Unit #1, Music, First Grade		
Unit #4, Music, First Grade		
{VPA.1.3.2.A.CS2} The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.		
Unit #4, Music, First Grade		
{VPA.1.3.2.A.2} Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade_		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.A.CS3} The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.		

Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.A.3} Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
Unit #0, music, 1 list Grade, Soficer.		
{VPA.1.3.2.A.4} Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.		
Unit #1, Music, First Grade		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
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Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		

Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.B} Music		+
(VPA.1.3.2.B.CS1) The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm,		+
dynamics, and tempo.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		A
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.B.1} Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.		_
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade Unit #3, Music, First Grade		
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Unit #3, Music, Kindergarten Unit #3, Music, Second Grade		
Unit #4, Music, Second Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		+
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.B.CS2} Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.		
Unit #2, Music, Second Grade		
Unit #3, Music, Second Grade		
{VPA.1.3.2.B.2} Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		

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Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.B.CS3} Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.B.3} Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.3.2.B.CS4} Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		

Unit #2, Music, Second Grade			
Unit #3, Music, First Grade			
Unit #3, Music, Kindergarter			
Unit #3, Music, Second Grade			
Unit #4, Music, First Grade			
Unit #4, Music, Kindergarter			
Unit #4, Music, Second Grade			
Unit #5 Concert, Music, Kindergarter			
Unit #5 Concert, Music, Second Grade			
Unit #5, Music, First Grade, Concer	t Control of the Cont		
{VPA.1.3.2.B.4} Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.			
Unit #1, Music, First Grade			
Unit #1, Music, Kindergarter			
Unit #1, Music, Second Grade			
Unit #2, Music, First Grade			
Unit #2, Music, Kindergarter	n		
Unit #2, Music, Second Grade			
Unit #3, Music, First Grade			
Unit #3, Music, Kindergarter	n		
Unit #3, Music, Second Grade			
Unit #4, Music, First Grade			
Unit #4, Music, Kindergarter	ı		
Unit #4, Music, Second Grade			
Unit #5 Concert, Music, Kindergarter	n en		
Unit #5 Concert, Music, Second Grade			
Unit #5, Music, First Grade, Concer	t		
{VPA.1.3.2.B.CS5} Improvisation is a foundational skill for music composition.			
Unit #1, Music, First Grade			
Unit #1, Music, Kindergarter	1		
Unit #1, Music, Second Grade			
Unit #2, Music, First Grade			
Unit #2, Music, Kindergarter	1		
Unit #2, Music, Second Grade			
Unit #3, Music, First Grade			
Unit #3, Music, Kindergarter			
Unit #3, Music, Second Grade			
Unit #4, Music, First Grade			
Unit #4, Music, Kindergarter	1		
Unit #4, Music, Second Grade			
Unit #5 Concert, Music, Kindergarter			
Unit #5 Concert, Music, Second Grade			
Unit #5, Music, First Grade, Concer			
{VPA.1.3.2.B.5} Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.			
Unit #1, Music, First Grade			
Unit #1, Music, Kindergarter			

Light Music County			
Unit #1, Music, Second Grade			-
Unit #2, Music, First Grade			
Unit #2, Music, Kindergarten			
Unit #2, Music, Second Grade			
Unit #3, Music, First Grade			
Unit #3, Music, Kindergarten			·
Unit #3, Music, Second Grade			
Unit #4, Music, First Grade			
Unit #4, Music, Kindergarten Unit #4, Music, Second Grade			
Unit #5 Concert, Music, Kindergarten Unit #5 Concert, Music, Second Grade			
Unit #5, Music, First Grade, Concert			-
			-
{VPA.1.3.2.B.CS6} Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts. Unit #2, Music, Second Grade			
{VPA.1.3.2.B.6} Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to			-
and including eighth notes and rests in a major scale.			
Unit #2, Music, Second Grade			
Unit #3, Music, First Grade			
Unit #3, Music, Second Grade			
{VPA.1.3.2.B.CS7} Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.			
Unit #5 Concert, Music, Kindergarten			
Unit #5 Concert, Music, Second Grade			
Unit #5, Music, First Grade, Concert			
{VPA.1.3.2.B.7} Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.			
Unit #5 Concert, Music, Kindergarten			
Unit #5 Concert, Music, Second Grade			
Unit #5, Music, First Grade, Concert			
{VPA.1.3.2.C} Theatre			
{VPA.1.3.2.D} Visual Art			
{VPA.1.4.2} All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
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{VPA.1.4.2.A} Aesthetic Responses		
{VPA.1.4.2.A.CS1} Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.		
Unit #3, Music, First Grade		
Unit #4, Music, First Grade		
{VPA.1.4.2.A.1} Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).		
Unit #2, Music, First Grade		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Second Grade		
{VPA.1.4.2.A.2} Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		-
{VPA.1.4.2.A.3} Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Kindergarten		
Unit #5, Music, First Grade, Concert		
{VPA.1.4.2.A.4} Distinguish patterns in nature found in works of dance, music, theatre, and visual art.		-
Unit #3, Music, First Grade		
Unit #4, Music, First Grade		_
One #4, music, i list Glade		

{VPA.1.4.2.B} Critique Methodologies		
{VPA.1.4.2.B.CS1} Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.		
Unit #5 Concert, Music, Kindergarten		_
Unit #5 Concert, Music, Second Grade		_
Unit #5, Music, First Grade, Concert		
{VPA.1.4.2.B.1} Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and		_
sual art.		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.4.2.B.CS2} Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.4.2.B.2} Apply the principles of positive critique in giving and receiving responses to performances.		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.4.2.B.CS3} Contextual clues are embedded in works of art and provided insight into artistic intent.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten		
Unit #1, Music, Second Grade	i	
Unit #2, Music, First Grade	*	
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade		
Unit #5 Concert, Music, Kindergarten		
Unit #5 Concert, Music, Second Grade		
Unit #5, Music, First Grade, Concert		
{VPA.1.4.2.B.3} Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
Unit #1, Music, First Grade		
Unit #1, Music, Kindergarten	i	
Unit #1, Music, Second Grade		
Unit #2, Music, First Grade		
Unit #2, Music, Kindergarten		
Unit #2, Music, Second Grade		
Unit #3, Music, First Grade		
Unit #3, Music, Kindergarten		
Unit #3, Music, Second Grade		
Unit #4, Music, First Grade		
Unit #4, Music, Kindergarten		
Unit #4, Music, Second Grade	+	
Unit #4, music, Second Glade		

Unit #5 Concert, Music, Kindergarten	
Unit #5 Concert, Music, Second Grade	
Unit #5, Music, First Grade, Concert	