

Atlantic City Public Schools



Music

Pre-K - 8th Grade

Curriculum Guide

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Acknowledgements

This curriculum guide was created and assembled by the K-8 Music task force representing the administrators and teachers of the Atlantic City Public Schools. Below are the names and affiliations.

We wish to express our thanks to all who have helped and for the excellent work they have done in producing a guide that represents the current pedagogy within the teaching of Music, as it relates to the needs of the teachers and students in the Atlantic City Public School System.

A final word of thanks to the Atlantic City Board of Education for the continued support and assistance that they provide to us, as we strive to improve our educational practices.

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Vision

We believe education and participation in the Performing Arts provides:

- Support in literacy development through interdisciplinary learning.
- Enhancement of technological skills during the creative process.
- A platform in which to develop multicultural and communal sensitivities.
- Experiences to promote self-awareness and an enhanced purpose.

Mission

The mission of the Atlantic City School District Performing Arts Department is to instill a lifelong appreciation for the fine and performing arts cultivate discipline, foster enduring character traits, and equip students with the 21st Century skills of creativity, critical thinking, communication, and collaboration. This is supported through the use of cross-curricular content and national, state, and local standards.

We affirm our faith in the power of the Performing Arts to enrich the lives and endeavors of humankind. In a highly technological society, the Performing Arts serve as a humanizing force, giving dignity and a sense of worth to the individual.

Philosophy

The purpose of Performing Arts education in the Atlantic City School District is to celebrate and preserve our cultural heritages, and to explore the realms of expression, imagination, and creation resulting in new knowledge. The Fine and Performing Arts Department, comprised of visual arts, music, dance, and theater, recognizes that this philosophy is achieved and understood through parental, community and administrative support.

Overview of Music Framework

The [framework](#) is divided into individual grade levels for quality music instruction. In each of these grade levels, instructional best practice in music includes following the National Core Arts Standards (as these have been updated more recently than the [NJCCCS](#)). The NCAS are divided into four categories: Creating, Performing, Responding and Connecting. In each of these categories, there are [anchor standards](#) that can be applied to each grade level and discipline within Music instruction.

Curriculum Design and Implementation

The PreK-8 Music Curriculum is designed to be a guideline for teachers to follow. Each grade levels' standards are presented followed by suggested activities in each category. This curriculum is not a step by step instruction manual, but rather a collection of resources and suggested structure for the Music Classroom. Each teacher will implement the curriculum by addressing the standards with the resources and skills that are available to them within their setting.

[PreKindergarten](#)

[Kindergarten](#)

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

[Fourth Grade](#)

[Fifth Grade](#)

[Sixth Grade](#)

[Seventh Grade](#)

[Eighth Grade](#)

[Sample Lesson Plans](#)

Integrated Accommodations and Modifications

The curriculum is developed to meet the academic needs of all children in Atlantic City Schools. The content and standards are the same for all students. Teachers use accommodations and modifications to make content comprehensible for all students. Lesson activities, assignments, and assessments are modified to lead students to mastery of content standards. The curriculum suggests the following accommodations and modifications:

Assessments

Authentic Assessment

As the instruction in all subject areas becomes more student centered, and the possibilities for broadening students' awareness and skill levels increases, the need for authentic assessment is more important than ever. Authentic assessment is a form of summative evaluation in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Jon Mueller).

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Authentic tasks involve challenges and roles that help students rehearse for the complex ambiguities of the “game” of adult and professional life. Traditional tests are more like drills (Grant Wiggins).

Authentic assessment requires students to be effective performers with acquired knowledge as opposed to traditional assessment where students are only required to “plug in” to what was learned out of context (Wiggins).

Supporting traditional and authentic assessments is the belief that the primary mission of schools is to help develop productive citizens. Therefore, schools must help students become proficient at not only acquiring knowledge and skills, but also help students become proficient at performing the tasks they will encounter when they graduate. To determine if this is successful, the school must then ask students to perform meaningful tasks that replicate real-world challenges to see if students are capable of doing so.

Notation of authentic assessment is highlighted in the units. The notations are placed under the suggested activities where appropriate. The activities show how authentic assessment can be practically applied and used in the classroom.

The National Core Arts Standards supply arts educators with [cornerstone assessments](#) to use.

Suggested Materials

Classroom Instruments

- Orff Xylophones (Soprano, Alto, Bass)
- Boomwhackers
- Tambourines
- Lumi Sticks
- Guiros
- Woodblocks
- Vibraslap
- Ratchet
- Thunder Tube
- Tubanos
- Djembes
- Ocean Drums
- Cymbals
- Guitar
- Piano
- Drumset

Technology

- Apple Computers- Garage Band
- Logic
- Noteflight
- Projector/Mimio Board

Paper Resources

- Share the Music: Music Curriculum K-8
- Gameplan Curriculum: K-5

Pacing Guide

Pacing is integrated through each grade level's curriculum. As a reference, this curriculum has included the NCAS standards overview, which presents a scaffolded view of each standard.

[PreK-8 Music Pacing](#)

Interdisciplinary Connections

Teachers make explicit interdisciplinary connections in Music to ELA, Social Studies, and Science. Some standards are inherently taught in the core material lessons, while other standards can be taught through interdisciplinary extension activities.

Integration of 21st Century Skills, Careers, and Technology

Music integrates [21st Century Skills, Careers](#), and [Technology NJSL](#) through either instructional materials or processes taught within classrooms.

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