

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music



Original Adoption:	August 2025
Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: General Music	
Course Title: General Music	
Grade Level: Kindergarten	
Unit Title	Pacing Guide in Days
Music Exploration	18 days (1 day per week)
Integrating Basic Musical Concepts	18 days (1 day per week)

Unit 1 Overview	
Content Area: General Music	
Unit Title: Music Exploration	Duration: 18 days (1 day per week)
Target Course/Grade Level: Kindergarten	
Introduction: In this foundational music unit, kindergarten students will begin their journey into the world of music through exploration and hands-on experiences. Using their voices, instruments, and movement, students will develop key musical skills that help them become more tuneful, beautiful, and artful musicians. Young learners will discover the difference between their speaking and singing voices, participate in group and solo singing, and explore rhythm and melody using classroom	

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

instruments. They will have opportunities to create, improvise, and perform simple musical ideas while learning to express themselves musically in a safe and encouraging environment.

Through movement, listening, and playing, students will begin identifying musical elements such as tempo, dynamics, and melodic contour, while also learning to recognize and name a variety of instruments. These engaging experiences aim to build not only musical understanding, but also creativity, confidence, and joy in making music.

Students will begin to understand that music is a form of expression influenced by personal experiences and emotions. They will learn that musicians improve through practice, reflection, and exploration, and that music-making is a meaningful way to connect with themselves and others.

This unit sets the stage for lifelong musical growth by fostering curiosity, developing foundational skills, and inspiring each child's unique musical voice.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>
New Jersey Student Learning Standards for Visual and Performing Arts

Anchor Standards:	Performance Expectations	Practice
Anchor Standard 1: Generating and conceptualizing ideas	1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Imagine

**Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music**

Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Select, Analyze, Interpret
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent	Rehearse, Evaluate, Refine
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Interconnection

New Jersey Student Learning Standards: Interdisciplinary Connections <https://www.nj.gov/education/cccs>

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

K.CC.A. Know number names and the count sequence

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Brainstorming can create new, innovative ideas.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Brainstorming can create new, innovative ideas.	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Individuals from different cultures may have different points of view and	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

experiences.	7.1.NL.IPERS.6).
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ● Use their singing voice confidently and recognize how it differs from their speaking voice ● Sing songs independently and with others, showing musical expression ● Move to music in ways that reflect rhythm, tempo, and mood ● Experiment with sounds to create their own short rhythms and melodies ● Improvise musical ideas using voice, body percussion, or instruments ● Play classroom instruments using safe and proper technique ● Perform familiar songs on instruments with steady beat and accuracy ● Listen and respond while playing in group music-making activities ● Identify classroom instruments by name, sound, and appearance ● Describe how music changes (faster/slower, louder/softer, higher/lower) using simple musical terms

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

Unit Enduring Understandings:

Students will know...

- Music can come from imagination, experiences, and emotions
- Everyone can create and perform music in their own unique way
- Making music well takes listening, trying new ideas, and practicing over time
- Musicians choose what to play and how to play it based on their interests and skills

Unit Essential Questions:

- What inspires us to make music?
- How do we express ourselves through music?
- What helps musicians grow and improve?
- How do musicians decide what music to perform or create?

Instructional Plan

Students will explore musical activities with the goal of becoming more beatful, tuneful, and artful. Suggested activities include:

- vocal exploration
- fragment singing
- call and response
- singing games
- performance of beat on various instruments
- movement to demonstrate steady beat
- movement exploration
- movement for form and expression

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher made assessments

Benchmark Assessments:

- Performances

Alternative Assessments:

- Based on IEP or 504 as needed

Performance Tasks:

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
 - Use visuals, icons, or color coding for musical concepts.
 - Pre-teach and reinforce key vocabulary (note names, rhythms, instruments).
 - Provide step-by-step modeling of singing, rhythm, or movement.
 - Use teacher-guided, choral, and small-group singing before moving to independent practice.
 - Pair students with a peer “buddy” for support.
 - Offer preferential seating near teacher or instruments.
 - Reinforce vocabulary with movements, gestures, or visual cues.
 - Allow extra response time during activities.
 - Provide extended time to create, practice, or perform.
 - Accept oral or physical demonstrations in place of written responses.
 - Provide small-group instruction for singing, instrument practice, or rhythm activities.
 - Use augmentative communication systems or adapted instruments when needed.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice and performance.
 - Offer small-group or quiet work settings.
 - Provide preferential seating near teacher or resources.
 - Allow oral or non-written demonstrations of knowledge.
 - Provide adapted instruments or communication supports as needed.
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Students at Risk of Failure

- Use visuals, demonstrations, and repetition.
- Pre-teach key musical vocabulary and tasks.
- Provide teacher modeling for rhythm, singing, or movement.
- Pair with a peer tutor or supportive “buddy.”
- Use group singing and chants for reinforcement.
- Offer preferential seating.
- Break multi-step tasks (e.g., clapping patterns, simple instruments) into smaller parts.
- Provide frequent encouragement and feedback.

Gifted and Talented

- Ask open-ended, higher-order questions (e.g., “How could you change this rhythm to make it more interesting?”).
 - Encourage creativity and improvisation in singing, rhythm, or movement.
 - Provide choice in instruments, songs, or project formats.
 - Offer enrichment activities such as composing simple pieces, leading group activities, or experimenting with new sounds.
 - Encourage student leadership in group singing or rhythm games.
 - Provide opportunities for solo or small-group performances.
 - Allow for independent or interest-based extension projects.
 - Encourage reflection and self-assessment (“What did you like about your song?”).
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Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Use visuals, labeled instruments, and gestures to support directions.
 - Pre-teach vocabulary (music terms, instrument names) with pictures.
 - Provide sentence frames for reflection (e.g., “I played __,” “The song made me feel __”).
 - Pair vocabulary with actions, rhythms, or movements.
 - Allow extra time for practice and performance.
 - Accept oral demonstrations and partner support instead of written work.
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Diversity and Inclusion

- Include songs and musical traditions from diverse cultures.
- Involve families in sharing cultural music or instruments.
- Provide alternative formats for participation (movement, rhythm, or art responses).
- Use visuals and clear instructions; avoid idioms.
- Establish inclusive routines for group singing and performance.
- Provide sufficient wait time for responses.
- Encourage respect for all styles of musical expression.
- Create a nurturing, supportive environment that values creativity and collaboration.

Supplemental Resources

- Musicplayonline
- First Steps in Music

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

- Various performance materials
- Classroom instruments

Teacher Notes

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: General Music	
Unit Title: Integrating Basic Musical Concepts	Duration: 18 days (1 day per week)
Target Course/Grade Level: Kindergarten	
Introduction: In this unit, kindergarten students will deepen their exploration of music through singing, instrument playing, and movement activities that encourage creativity, coordination, and expression. By engaging with a wide range of musical experiences, students will begin to develop essential skills that help them become more tuneful, beautiful, and artful musicians. Students will continue to refine their understanding of the difference between their speaking and singing voices, sing independently and in groups, and learn to keep a steady beat. They will explore instruments through proper playing technique, perform songs both solo and in ensemble settings, and respond to music through purposeful movement. Creative expression is encouraged as students improvise and compose simple rhythmic and melodic patterns using voice, body, and instruments. Throughout the unit, students will also begin identifying musical elements such as tempo, dynamics, and melodic contour, as well as recognizing and naming classroom instruments. These foundational skills support a growing awareness of how music is created, performed, and shared. This unit encourages students to think like musicians, considering where musical ideas come from, how to improve performances, and how music connects to personal experiences. Through exploration, reflection, and active participation, students begin to understand that music is both a creative outlet and a shared experience shaped by context, culture, and emotion.	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

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Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

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Anchor Standards	Performance Expectation	Practice
Anchor Standard 1: Generating and conceptualizing ideas	1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	Imagine
Anchor Standard 4: Selecting, analyzing, and interpreting work.	1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Select, Analyze, Interpret
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent	Rehearse, Evaluate, Refine
Anchor Standard 6: Conveying meaning through art.	1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Present

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	Interconnection
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs		
RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.		
K.CC.A. Know number names and the count sequence 1. 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills		
Core Ideas	Performance Expectations (Identified with Standard Number and statement)	
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Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.	
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Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	
New Jersey Student Learning Standards: Computer Science and Design Thinking		
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)	
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.	
New Jersey Student Learning Standards: Climate Change Mandate		

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ● Move their bodies in ways that reflect musical changes like tempo, dynamics, and mood ● Keep a steady beat using movement, voice, or instruments ● Use classroom instruments safely and with proper technique ● Play simple musical patterns on instruments with others and by themselves ● Sing songs alone and with a group, using a clear singing voice ● Understand and show the difference between singing and speaking voices ● Create their own short rhythmic or melodic ideas using their voice or instruments ● Improvise musical responses using sounds, movement, or instruments ● Identify how music changes in speed, volume, and pitch ● Recognize and name different classroom instruments by their look and sound
Unit Enduring Understandings: <i>Students will know...</i> ● Music helps us express ideas, stories, and emotions in creative ways ● Musicians make choices about what to play and how to perform based on what they enjoy and understand ● Musical growth happens through practice, listening, and exploring new ideas ● Performances are shaped by when, where, and how the music is shared ● Music connects people across different places, cultures, and times
Unit Essential Questions: ● How does music help us tell stories or share feelings? ● What do musicians think about when choosing music to perform or create? ● What helps musicians get better at what they do? ● When is a performance ready to be shared with others? ● How does music bring people together or connect us to different experiences?

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

Instructional Plan

Students will explore musical activities with the goal of becoming more beatful, tuneful, and artful. Suggested activities include:

- vocal exploration
- fragment singing
- call and response
- singing games
- performance of beat on various instruments
- movement to demonstrate steady beat
- movement exploration
- movement for form and expression
- echoing rhythms in various forms, including rhythm syllables
- echoing short 3-note pitch patterns in various contexts

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during musical activities
- Verbal questioning
- Anecdotal Notes
- Kinesthetic Assessments
- Digital Music Games

Summative Assessments:

- Conferencing
- Daily performance
- Teacher made assessments

Benchmark Assessments:

- Performances

Alternative Assessments:

- Based on IEP or 504 as needed

Performance Tasks:.

- Students will echo sing a simple melody
- Students will demonstrate the steady beat through performance

Suggested Options for Differentiation

Special Education

- Follow all IEP modifications.
- Use visuals, icons, or color coding for musical concepts.
- Pre-teach and reinforce key vocabulary (note names, rhythms, instruments).
- Provide step-by-step modeling of singing, rhythm, or movement.
- Use teacher-guided, choral, and small-group singing before moving to independent practice.
- Pair students with a peer “buddy” for support.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

- Offer preferential seating near teacher or instruments.
 - Reinforce vocabulary with movements, gestures, or visual cues.
 - Allow extra response time during activities.
 - Provide extended time to create, practice, or perform.
 - Accept oral or physical demonstrations in place of written responses.
 - Provide small-group instruction for singing, instrument practice, or rhythm activities.
 - Use augmentative communication systems or adapted instruments when needed.
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Students with 504 Plans

- Follow the 504 plan.
 - Provide extended time for practice and performance.
 - Offer small-group or quiet work settings.
 - Provide preferential seating near teacher or resources.
 - Allow oral or non-written demonstrations of knowledge.
 - Provide adapted instruments or communication supports as needed.
-

Students at Risk of Failure

- Use visuals, demonstrations, and repetition.
 - Pre-teach key musical vocabulary and tasks.
 - Provide teacher modeling for rhythm, singing, or movement.
 - Pair with a peer tutor or supportive “buddy.”
 - Use group singing and chants for reinforcement.
 - Offer preferential seating.
 - Break multi-step tasks (e.g., clapping patterns, simple instruments) into smaller parts.
 - Provide frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended, higher-order questions (e.g., “How could you change this rhythm to make it more interesting?”).
- Encourage creativity and improvisation in singing, rhythm, or movement.
- Provide choice in instruments, songs, or project formats.
- Offer enrichment activities such as composing simple pieces, leading group activities, or experimenting with new sounds.
- Encourage student leadership in group singing or rhythm games.
- Provide opportunities for solo or small-group performances.
- Allow for independent or interest-based extension projects.

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Music

- Encourage reflection and self-assessment (“What did you like about your song?”).

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Use visuals, labeled instruments, and gestures to support directions.
- Pre-teach vocabulary (music terms, instrument names) with pictures.
- Provide sentence frames for reflection (e.g., “I played __,” “The song made me feel __”).
- Pair vocabulary with actions, rhythms, or movements.
- Allow extra time for practice and performance.
- Accept oral demonstrations and partner support instead of written work.

Diversity and Inclusion

- Include songs and musical traditions from diverse cultures.
- Involve families in sharing cultural music or instruments.
- Provide alternative formats for participation (movement, rhythm, or art responses).
- Use visuals and clear instructions; avoid idioms.
- Establish inclusive routines for group singing and performance.
- Provide sufficient wait time for responses.
- Encourage respect for all styles of musical expression.
- Create a nurturing, supportive environment that values creativity and collaboration.

Supplemental Resources

- Musicplayonline
- First Steps in Music
- Various performance materials: song books, printouts, etc.
- Classroom instruments (pitched and unpitched percussion instruments)

Teacher Notes