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 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.CS2} Original movement is generated through improvisational skills and techniques.					
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.2} Use improvisation to discover new movement to fulfill the intent of the choreography.					
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.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	■				
{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		■			
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.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, 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.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.					
{VPA.1.2.2.A} History of the Arts and Culture					
{VPA.1.2.2.A.1} Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.					
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} 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, Second Grade	■				
Unit #5, Music, First Grade, Concert	■				
{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	■				
{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, 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} 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				■	
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				■	
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.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				■	
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, 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.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, 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.CS5} Improvisation is a foundational skill for music composition.					
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.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, 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.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.					
{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, Second Grade	■				
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					■
{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 visual 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		■			
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		■			
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	■				