1st Grade General Music

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **1 year**
Status: **Published**

Course Pacing Guide

Unit	Module	Weeks
Steady Beat,Meter, Strong/Weak Beat,Rhythm,Sing/Play/Move,Ostinatos	1	9
4 voices,sing and breath,lines and space, Treble Clef, Pitches and intervals,patterns and direction,Melody, What is a song	2	9
Sound and beats,notes and rests, pitches/rhythms,basic tempos,faster/slower,loud and soft,dynamics/space	3	9
String Family,Percussion, AB form,ABA form,repeat sign	4	9

Unit Overview

Enduring Understandings

Creating:

Imagine: Generate musical ideas for various purposes and contexts.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources

Plan and Make: Select and develop musical ideas for defined purposes and contexts.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets

appropriate criteria

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

PERFORMING

Select: Select varied musical works to present based on interest, knowledge, technical skill, and context

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Analyze: Analyze the structure and context of varied musical works and their implications for performance.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Interpret Develop personal interpretations that consider creators' intent.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Rehearse, Evaluate and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Present Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

RESPONDING:

Select: Choose music appropriate for a specific purpose or context.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Analyze: Analyze how the structure and context of varied musical works inform the response.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Interpret Support interpretations of musical works that reflect creators'/performers' expressive intent.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

CONNECTING

Connect #10 Synthesize and relate knowledge and personal experiences to make music.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Connect #11 Relate musical ideas and works to varied contexts and daily life to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions

CREATING

Imagine: Generate musical ideas for various purposes and contexts

Essential Question: How do musicians generate creative ideas?

Plan and Make: Select and develop musical ideas for defined purposes and contexts.

Essential Question: How do musicians make creative decisions?

Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

Essential Question: When is creative work ready to share?

PERFORMING

Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.

Essential Question: How do performers select repertoire?

Analyze: Analyze the structure and context of varied musical works and their implications for performance

Essential Question: How does understanding the structure and context of musical works inform

performance?

Rehearse: Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Essential Question: How do musicians improve the quality of their performance?

Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

Select: Choose music appropriate for a specific purpose or context.

Essential Question: How do individuals choose music to experience?

Analyze Analyze how the structure and context of varied musical works inform the response.

Essential Question: How does understanding the structure and context of music inform a response?

Interpret Support interpretations of musical works that reflect creators'/performers' expressive intent

Essential Question: How do we discern musical creators' and performers' expressive intent?

Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

Connect #10: Synthesize and relate knowledge and personal experiences to make music

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Connect #11: Relate musical ideas and works to varied contexts and daily life to deepen understanding

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

New Jersey Student Learning Standards (No CCS)

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and

meters (such as duple and triple)

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

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MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that

represent expressive intent.

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose.

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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Technology Standards

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Themes/Careers

List specific standards that are relevant
No general statements

CAEP.9.2.4.A	Career Awareness
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

Instructional Strategies & Learning Activities

Students will be able to generate musical ideas for various purposes and contexts

Students will be able to select and develop musical ideas for defined purposes and contexts.

Students will be able to evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

Students will be able to share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

Students will be able to select varied musical works to present based on interest, knowledge, technical skill, and context.

Students will be able to analyze the structure and context of varied musical works and their implications for performance

Students will be able to evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Students will be able to perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Students will be able to choose music appropriate for a specific purpose or context.

Students will be able to analyze how the structure and context of varied musical works inform the response.

Students will be able to interpret Support interpretations of musical works that reflect creators'/performers' expressive intent

Students will be able to evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

Students will be able to synthesize and relate knowledge and personal experiences to make music

Students will be able to relate musical ideas and works to varied contexts and daily life to deepen understanding

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate

- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Analyzing Student Work

Strategic Questioning

Think Pair-Share

Classroom Polls

Rubric Check-ins

Thumbs Up, Thumbs Down

Summative Assessment

-Performance based

`-Aurally

-Visually

-Reading notation

Benchmark Assessments

Alternate Assessments

Resources & Technology

TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.2.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

BOE Approved Texts

Closure

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy
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At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking