

Unit 4: Connecting

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Artistic Process: Connecting

1. Synthesizing and relating knowledge and personal experiences to create products
 2. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
- In today's multimedia society, the arts are omnipresent, and provide powerful and essential means of communication.
 - Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.
 - Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs.
 - Participation in the arts as creators, performers/presenters/producers and audience members (responders) enhances mental, physical and emotional well-being.
 - The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare and share artwork that bring communities together.

ESSENTIAL QUESTIONS

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

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

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Section New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) -
Music

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| MU.K-2.1.3A.2.Cn10a | Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. |
| MU.K-2.1.3A.2.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

New Section New Jersey (NJSL) - Grades K-2 - Visual and Performing Arts (2020) - Theater

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| TH.K-2.1.4.2.Cn10a | With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama). |
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NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

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| 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.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

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| TECH.8.1.2.A.1 | Identify the basic features of a digital device and explain its purpose. |
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PRE-ASSESSMENTS

Previous year's music grades

INSTRUCTIONAL PLAN

MODULE 1

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning to demonstrate how interests, knowledge : creating, performing, and responding to music. |
| Student Learning Strategies | - Class discussion - Listening examples |

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| | - Musical vocabulary |
| Success Criteria | |
| Formative Assessment (drives instructional decisions) | Teacher and peer directed informal assessment |
| Activities and Resources | <ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives - Computer and related online materials - Quaver online |
| Suggested Modifications | <p>English Language Learners</p> <p>Native language support: The teacher provides auditory or</p> <p>Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most imp</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads voca important vocabulary words they will need to know for a b pictures to go with the vocabulary words is also very benef</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working me to deliver information is to organize it into meaningful unit easily, chunking is an effective strategy to use with them.</p> |

Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. It is important to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. Students with trouble completing tasks. Timers can be helpful so the student can complete the assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory is limited. To deliver information is to organize it into meaningful units. For students with learning disabilities, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly accommodate. Teachers want to make sure students understand sense to them.

Extra time: The teacher provides students with special needs. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with challenges. Students will be challenged to further their understanding, in reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate Additional reading, problem-solving, writing, or project work at a rate more accelerated than their peers. In this way, Gifted & Talented as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in directions/instructions verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

Peer Support: Peers can help build confidence in other students. Use the 'ask 3 before me' approach. This is fine, however, a student should be encouraged to ask for help from the teacher. Set this up for the student so he/she knows who to ask for help.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk are able to complete it?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may prefer to give you the information verbally. Or, it just may be that you need to provide additional support.

Increase One to One Time: When other students are working, provide one-to-one time out if they're on track or needing some additional support. Intervene as the need presents itself.

Contracts: It helps to have a working contract between you and the student that need to be done and ensure completion happens. Each time a task is done, provide a checkmark or happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on experiences. A child may require a calculator or counters. The child may need to see a picture of the object. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if need be. By the test in the morning, another portion after lunch and the Seating: Seat students near a helping peer or with quick access to be close to the instruction which often means near the front

MODULE 2

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| <p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p> | <p>We are learning to demonstrate understanding of relationships in varied contexts, and daily life.</p> |
| <p>Student Learning Strategies</p> | <ul style="list-style-type: none"> - Class discussion - Listening examples |
| <p>Success Criteria</p> | |
| <p>Formative Assessment (drives instructional decisions)</p> | <p>Teacher and peer directed informal assessment</p> |
| <p>Activities and Resources</p> | <ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators - Dry-Erase Markers - Song Manipulatives -Computer and related online materials -Quaver online |
| <p>Suggested Modifications</p> | <p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written</p> <p>Adjusted Speech: The teacher changes speech patterns to increase facing the students, paraphrasing, clearly indicating the most important</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives</p> |

and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary; important vocabulary words they will need to know for a book, I Including pictures to go with the vocabulary words is also very t

Special Education Students

Chunking: The teacher presents information in a way that make Chunking is based on the presumption that our working memory way to deliver information is to organize it into meaningful units overloaded easily, chunking is an effective strategy to use with t

Checking for Understanding: It is important to constantly chec have accommodations. Teachers want to make sure students und makes sense to them.

Extra time: The teacher provides students with special needs ex important to give students enough time to process their thoughts

Oral Reading: The teacher will read work orally to students. Cl need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The trouble completing tasks. Timers can be helpful so the student is assignment.

Students with 504 Plans

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Extra time: The teacher provides students with special needs extra time important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented Students will be challenged to further their understanding, to apply something in reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate the Additional reading, problem-solving, writing, or project work is on at a rate more accelerated than their peers. In this way, G & T support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions directions/instructions verbally and in simple written format. Always ensure understanding occurs. Check back with the student to ensure

Peer Support: Peers can help build confidence in other students through 'ask 3 before me' approach. This is fine, however, a student at risk Set this up for the student so he/she knows who to ask for clarification

Alternate or Modified Assignments: Always ask yourself, "How students at risk are able to complete it?" Sometimes you'll simply allow for a different mode of delivery. For instance, many students jot notes and give you the information verbally. Or, it just may be an assignment.

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| | <p>Increase One to One Time: When other students are working, find out if they're on track or needing some additional support. Intervene as the need presents itself.</p> <p>Contracts: It helps to have a working contract between you and that need to be done and ensure completion happens. Each day you are done, provide a checkmark or happy face. The goal of using you for completion sign-offs.</p> <p>Hands On: As much as possible, think in concrete terms and print math may require a calculator or counters. The child may need to writing them. A child may have to listen to a story being read in:</p> <p>Tests/Assessments: Tests can be done orally if need be. Break the test in the morning, another portion after lunch and the final Seating: Seat students near a helping peer or with quick access to need to be close to the instruction which often means near the front</p> |
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MODULE 3

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning to identify similarities between characters in a d and experience to personal experiences of self and peers. |
| Student Learning Strategies | - Musical stories |
| Success Criteria | |
| Formative Assessment (drives instructional decisions) | Teacher and peer directed informal assessment |
| Activities and Resources | <ul style="list-style-type: none"> - Piano - Board - Journals - Sound System - Classroom Instruments - Student Whiteboard or Communicators |

- Dry-Erase Markers
- Song Manipulatives
- Computer and related online materials
- Quaver online

English Language Learners

Native language support: The teacher provides auditory or written

Adjusted Speech: The teacher changes speech patterns to increase understanding for the students, paraphrasing, clearly indicating the most important

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives to help students understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary by introducing important vocabulary words they will need to know for a book, lesson, or unit. Including pictures to go with the vocabulary words is also very helpful.

Special Education Students

Chunking: The teacher presents information in a way that makes it easier to understand. Chunking is based on the presumption that our working memory can only hold a limited amount of information at one time. One way to deliver information is to organize it into meaningful units. Because students are overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand and that the information makes sense to them.

Extra time: The teacher provides students with special needs extra time. It is important to give students enough time to process their thoughts and answers.

Oral Reading: The teacher will read work orally to students. Complex text that needs to be read aloud to the student.

Suggested Modifications

Timers: The teacher will use timers as an instructional tool. The trouble completing tasks. Timers can be helpful so the student is assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that make Chunking is based on the presumption that our working memory way to deliver information is to organize it into meaningful units overloaded easily, chunking is an effective strategy to use with t

Checking for Understanding: It is important to constantly check have accommodations. Teachers want to make sure students understand makes sense to them.

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Extensions/Enrichments: Teachers will provide gifted and talented Students will be challenged to further their understanding, to apply something in reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate the Additional reading, problem-solving, writing, or project work is on at a rate more accelerated than their peers. In this way, G & T support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions

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Peer Support: Peers can help build confidence in other students. Use the 'ask 3 before me' approach. This is fine, however, a student at risk should be encouraged to ask for help from the teacher. Set this up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "How can I ensure students at risk are able to complete it?" Sometimes you'll simply modify the assignment to allow for a different mode of delivery. For instance, many students may struggle with written notes and give you the information verbally. Or, it just may be a different assignment.

Increase One to One Time: When other students are working, use this time to check out if they're on track or needing some additional support. A few minutes of one-to-one intervention as the need presents itself.

Contracts: It helps to have a working contract between you and the student that need to be done and ensure completion happens. Each day when tasks are done, provide a checkmark or happy face. The goal of using contracts is to ensure you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on experiences. Some students may require a calculator or counters. The child may need to tape letters or words. A child may have to listen to a story being read instead of reading it.

Tests/Assessments: Tests can be done orally if needed. Break the test into portions. Give one portion of the test in the morning, another portion after lunch and the final portion at the end of the day.

Seating: Seat students near a helping peer or with quick access to the teacher. Students at risk need to be close to the instruction which often means near the front of the classroom.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.K-12.NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| LA.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| LA.K-12.NJSLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.K-12.NJSLSA.L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| LA.K-12.NJSLSA.L5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| LA.K-12.NJSLSA.L6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| SOC.6.1.2.HistorySE.1 | Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. |