

Unit 1: Creating

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

UNIT RATIONALE

Artistic Process: Creating

1. Conceptualizing and generating ideas.
 2. Organizing and developing ideas.
 3. Refining and completing products
- 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 generate creative ideas?
How do musicians make creative decisions?
How do musicians improve the quality of their creative work?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

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

TH.K-2.1.4.2.Cr1c	Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
TH.K-2.1.4.2.Cr3b	Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
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

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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PRE-ASSESSMENTS

Previous year's music grades

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to explore, create and improvise musical meters and tonalities.
Student Learning Strategies	<ul style="list-style-type: none">- Echo songs- Call and response- Tone clusters- Body percussion
Success Criteria	Students can explore, create and improvise musical ideas using various meters and tonalities.
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 Music 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 important</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and n</p>

comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a book. Pictures to go with the vocabulary words is also very beneficial.

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory to deliver information is to organize it into meaningful units. 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 the 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. Work should be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. Timers can be helpful so the student does not have trouble completing tasks. Timers can be helpful so the student can complete an assignment.

Students with 504 Plans

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accommodations. Teachers want to make sure students understand the content and have a sense of ownership and a sense to them.

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

Gifted & Talented Strategies

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

Modify/Change Activities:

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

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. Check back with the student to ensure understanding occurs. Check back with the student to ensure understanding occurs.

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

Alternate or Modified Assignments: Always ask yourself, "Can students at risk be able to complete it?" Sometimes you'll simplify the assignment or use a different mode of delivery. For instance, many students may not be able 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 on their assignments, provide one-to-one time for students at risk of school failure.

out if they're on track or needing some additional support. as the need presents itself.

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

Hands On: As much as possible, think in concrete terms a may require a calculator or counters. The child may need to them. A child may have to listen to a story being read inste

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

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate and explain personal rea that represent expressive intent.
Student Learning Strategies	<ul style="list-style-type: none">- Rhythm composition- Rhythm improvisation
Success Criteria	Students can demonstrate and explain personal reasons for expressive intent.
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 Music Online

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or

Adjusted Speech: The teacher changes speech patterns to the students, paraphrasing, clearly indicating the most impo

Visuals: The teacher uses graphics, pictures, visuals, and n comprehend the subjects at hand.

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

Special Education Students

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 chunking is an effective strategy to use with them.

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

Extra time: The teacher provides students with special nee important to give students enough time to process their tho

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Timers: The teacher will use timers as an instructional tool to help students with trouble completing tasks. Timers can be helpful so the student can complete their 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. 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 the material and sense to them.

Extra time: The teacher provides students with special needs with extra time. 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 extensions and enrichments. Students will be challenged to further their understanding, skills, and knowledge in reference to acquired knowledge.

Modify/Change Activities:

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

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given 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 a '3 before me' approach. This is fine, however, a student at risk should be set up for the student so he/she knows who to ask for clarification.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk be able to complete it?" Sometimes you'll simplify or provide a different mode of delivery. For instance, many students may not be able to give you the information verbally. Or, it just may be that you need to provide a different mode of delivery.

Increase One to One Time: When other students are working, provide one-to-one time for students who are out of sync. Check out if they're on track or needing some additional support. Provide support 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 use manipulatives. A student may require a calculator or counters. The child may need to use a calculator. 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 in the morning, another portion after lunch and the rest in the afternoon.

Seating: Seat students near a helping peer or with quick access to the teacher. Be close to the instruction which often means near the front of the room.

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to)

We are learning to use iconic or standard notation and/or represent numbers on a number line.

are learning to...)	musical ideas.
Student Learning Strategies	<ul style="list-style-type: none"> - Quarter note, eighth note, quarter rest identification and a - Rhythm composition
Success Criteria	Students can iconic or standard notation and/or recording to
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 Music 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 impo</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>

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working memory to deliver information is to organize it into meaningful units 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 important to give students enough time to process their thoughts.

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

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

Students with 504 Plans

Chunking: The teacher presents information in a way that Chunking is based on the presumption that our working memory to deliver information is to organize it into meaningful units 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 important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with activities that challenge them to further their understanding of a concept in reference to acquired knowledge.

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate individual students. Additional reading, problem-solving, writing, or project work may be assigned at a rate more accelerated than their peers. In this way, Gifted and talented and special needs students are both accommodated.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given 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 a '3 before me' approach. This is fine, however, a student at risk of failure should be encouraged to ask for clarification from the teacher first.

Alternate or Modified Assignments: Always ask yourself, "Can students at risk complete this?" Sometimes you'll simplify the assignment or provide 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 on a task, provide one-to-one support to students at risk of failure. Monitor their progress and provide support 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.

	<p>Hands On: As much as possible, think in concrete terms as they may require a calculator or counters. The child may need to use them. A child may have to listen to a story being read instead of reading it.</p> <p>Tests/Assessments: Tests can be done orally if needed. Begin the test in the morning, another portion after lunch and the remainder in the afternoon.</p> <p>Seating: Seat students near a helping peer or with quick access to the teacher. Seating should be close to the instruction which often means near the front of the room.</p>
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MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to convey expressive intent for a specific purpose through musical ideas to peers or informal audiences.
Student Learning Strategies	<ul style="list-style-type: none"> - Performance skills - Audience etiquette
Success Criteria	Students can convey expressive intent for a specific purpose through musical ideas to informal audiences.
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 Music Online
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or visual support.</p>

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

Visuals: The teacher uses graphics, pictures, visuals, and non-verbal cues to help students comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a benchmark. Pictures to go with the vocabulary words is also very beneficial.

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand. Chunking is based on the presumption that our working memory can only hold a limited amount of information at one time. To deliver information is to organize it into meaningful units. 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 the content and make sense to them.

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

Oral Reading: The teacher will read work orally to students. This helps students who struggle to read aloud to the student.

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

Students with 504 Plans

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

Modify/Change Activities:

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Students at Risk of School Failure

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

Contracts: It helps to have a working contract between you and students 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 use manipulatives that may require a calculator or counters. The child may need to use them. 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 in the morning, another portion after lunch and the afternoon.

Seating: Seat students near a helping peer or with quick access to you. Be close to the instruction which often means near the front of the room.

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning ways in which voice, gestures, movements and facial expressions can be used to retell a story in guided drama experiences.
Student Learning Strategies	<ul style="list-style-type: none">- Vocal explorations- Exploration of musical genres- Locomotor movement- Upper/lower body movement- Movement explorations
Success Criteria	Students can perform voices, gestures, movements, and facial expressions to retell a story in guided drama experiences.

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
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 impo</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 chunking is an effective strategy to use with them.</p> <p>Checking for Understanding: It is important to constantly accommodations. Teachers want to make sure students und sense to them.</p>

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. Work should be read aloud to the student.

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

Students with 504 Plans

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Gifted & Talented Strategies

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

Modify/Change Activities:

Teachers will monitor and modify activities to accommodate individual students. Additional reading, problem-solving, writing, or project work.

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Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students. Use a '3 before me' approach. This is fine, however, a student at risk may need a peer support person set up for the student so he/she knows who to ask for clarification.

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

Increase One to One Time: When other students are working out if they're on track or needing some additional support. Increase one-to-one time 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 as much as possible. Some tasks may require a calculator or counters. The child may need to use manipulatives. 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. Break the test in the morning, another portion after lunch and the rest in the afternoon.

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

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning similarities and differences in sounds and
Student Learning Strategies	<ul style="list-style-type: none">- High/low- Fast/slow- Loud/soft- Singing/speaking voice- Beat/rhythm
Success Criteria	Students can identify similarities and differences in sounds
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
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 impo</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</p>

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Students with 504 Plans

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Gifted & Talented Strategies

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

Modify/Change Activities:

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

Students at Risk of School Failure

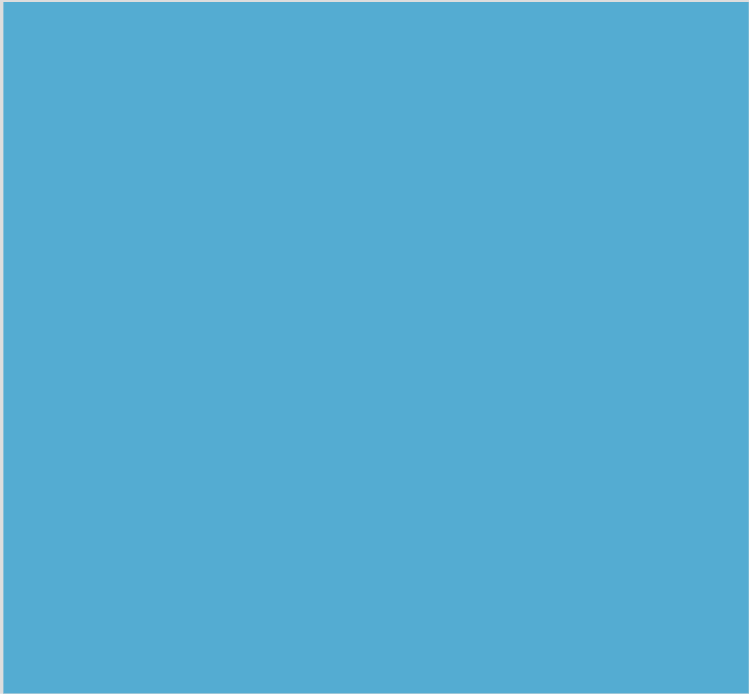
Directions or Instructions: Make sure directions and/or instructions are given verbally and in simple written form to ensure understanding occurs. Check back with the student to ensure understanding.

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Alternate or Modified Assignments: Always ask yourself, "Can students at risk 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 independently, use this time to work out if they're on track or needing some additional support. Address the need as the need presents itself.

Contracts: It helps to have a working contract between you and the student.



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Hands On: As much as possible, think in concrete terms a may require a calculator or counters. The child may need to them. A child may have to listen to a story being read inste

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Seating: Seat students near a helping peer or with quick acc be close to the instruction which often means near the front

REFLECTIONS

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

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.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.