

Unit 1: Music Fundamentals

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

UNIT RATIONALE

ESSENTIAL QUESTIONS

How do we perform music?

What are the elements of music?

How is music represented in our voice, our body, and in notation?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

PRE-ASSESSMENTS

- *Grades from previous year's music class*
- **Teacher informal assessment**

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are reviewing tonal and rhythm content up to build upon for new concepts.
Student Learning Strategies	<ul style="list-style-type: none">- Rhythm warm-ups- Writing and composing rhythms- Rhythm Poison game
Formative Assessment (drives instructional decisions)	Performance Based Rubric
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
	<p>English Language Learners</p> <p>Native language support: The teacher provides native language.</p> <p>Adjusted Speech: The teacher changes speech could include facing the students, paraphrasing, speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, vis better understand and comprehend the subjects</p> <p>Front-Loading Vocabulary: The teacher front lo with a list of important vocabulary words they w the lesson being taught. Including pictures to go</p>

for the students.

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them is chunking.

Checking for Understanding: It is important to check for understanding with students who have accommodations. Teachers will check for understanding of concepts being covered in a way that makes sense to the student.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to complete an assignment.

Oral Reading: The teacher will read work orally to students. Literature circles may need to be read aloud to students.

Timers: The teacher will use timers as an instructional strategy with students who have trouble completing tasks. Timers will indicate how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them is chunking.

Checking for Understanding: It is important to check for understanding with students who have accommodations. Teachers will check for understanding of concepts being covered in a way that makes sense to the student.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to complete an assignment.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide extensions/enrichments for gifted and talented students.

extension/enrichment projects. Students will be apply acquired knowledge, and/or to produce some

Modify/Change Activities: Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are 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 are clear. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence. Many teachers use the 'ask 3 before me' approach. They may have to have a specific student or two to know who to ask for clarification before going on.

Alternate or Modified Assignments: Always assign alternate or modified assignments to ensure the students at risk are able to complete the assignment. You can reduce the length of the assignment or allow the student to complete the assignment in many ways. For example, many students may hand something in, the assignment may be completed verbally. Or, it just may be that the student needs a different assignment.

Increase One to One Time: When other students are working, take time to work with students at risk and find out if they're on track. Spending a few minutes here and there will go a long way to improve their performance.

Contracts: It helps to have a working contract. A contract helps prioritize the tasks that need to be done.

write down what needs to be completed, as the happy face. The goal of using contracts is to completion sign-offs.

Hands On: As much as possible, think in concrete means a child doing math may require a calculator record comprehension activities instead of writing story being read instead of reading it him/her

Tests/Assessments: Tests can be done orally in increments by having a portion of the test in the final part the next day.

Seating: Seat students near a helping peer or with hearing or sight issues need to be close to the instructor

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are building upon our knowledge of rhythmic using these new concepts.
Student Learning Strategies	<ul style="list-style-type: none">- Songs with syncopated rhythms- Songs with tied notes
Formative Assessment (drives instructional decisions)	Performance Based Rubric
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

English Language Learners

Native language support: The teacher provides native language.

Adjusted Speech: The teacher changes speech and could include facing the students, paraphrasing, speaking more slowly.

Visuals: The teacher uses graphics, pictures, visual aids to help students better understand and comprehend the subjects.

Front-Loading Vocabulary: The teacher front loads the lesson with a list of important vocabulary words they will use during the lesson being taught. Including pictures to go along with the words for the students.

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on breaking information into easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs may have difficulty with an effective strategy to use with them.

Checking for Understanding: It is important to check for understanding with students who have accommodations. Teachers will check for understanding of concepts being covered in a way that makes sense to the student.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to complete an assignment.

Oral Reading: The teacher will read work orally. Students with reading difficulties may need to be read aloud to them.

Timers: The teacher will use timers as an instructional strategy for students who have trouble completing tasks. Timers help students know how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on breaking information into

easily overloaded by excessive detail. The best way to create meaningful units. Because students with special needs need an effective strategy to use with them.

Checking for Understanding: It is important to check for understanding with students who have accommodations. Teachers will check for understanding of concepts being covered in a way that makes sense.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to answer questions.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide extension/enrichment projects. Students will be able to apply acquired knowledge, and/or to produce something new.

Modify/Change Activities: Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T students will receive support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions are clear and use numbers. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence. Many teachers use the 'ask 3 before me' approach. Teachers may have to have a specific student or two to help. Teachers should know who to ask for clarification before going on.

Alternate or Modified Assignments: Always as

to ensure the students at risk are able to complete the assignment or allow to reduce the length of the assignment or allow to many students may hand something in, the at- information verbally. Or, it just may be that

Increase One to One Time: When other students at risk and find out if they're on track minutes here and there will go a long way to increase

Contracts: It helps to have a working contract helps prioritize the tasks that need to be done write down what needs to be completed, as the happy face. The goal of using contracts is to completion sign-offs.

Hands On: As much as possible, think in concrete means a child doing math may require a calculator record comprehension activities instead of writing story being read instead of reading it him/her

Tests/Assessments: Tests can be done orally increments by having a portion of the test in the final part the next day.

Seating: Seat students near a helping peer or with hearing or sight issues need to be close to the instructor

MODULE 3

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

We are learning about musical forms so that we can understand concepts.

Student Learning Strategies	<ul style="list-style-type: none"> - Call and response songs - AABA songs
Formative Assessment (drives instructional decisions)	<p>Teacher directed informal assessment</p>
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 native language.</p> <p>Adjusted Speech: The teacher changes speech and could include facing the students, paraphrasing, speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visual aids to help students better understand and comprehend the subjects.</p> <p>Front-Loading Vocabulary: The teacher front loads the lesson with a list of important vocabulary words they will use during the lesson being taught. Including pictures to go along with the words for the students.</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on breaking down information into easily understood units. It is not easily overloaded by excessive detail. The best way to use chunking is to present meaningful units. Because students with special needs have difficulty with large amounts of information, chunking is an effective strategy to use with them.</p> <p>Checking for Understanding: It is important to check for understanding with students who have accommodations. Teachers will use a variety of strategies to check for understanding.</p>

concepts being covered in a way that makes sense

Extra time: The teacher provides students with extra time to answer questions. It is important to give students

Oral Reading: The teacher will read work orally. Literature circles may need to be read aloud to

Timers: The teacher will use timers as an instructional strategy for students who have trouble completing tasks. Timers indicate how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on breaking down information into easily understood units. It is not easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs may have difficulty with complex information, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to check for understanding with students who have accommodations. Teachers will present concepts being covered in a way that makes sense

Extra time: The teacher provides students with extra time to answer questions. It is important to give students

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide challenging extension/enrichment projects. Students will be encouraged to apply acquired knowledge, and/or to produce something new

Modify/Change Activities: Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T students receive the support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions are given in numbered steps. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence. Many teachers use the 'ask 3 before me' approach. They may have to have a specific student or two to help. They know who to ask for clarification before going on.

Alternate or Modified Assignments: Always assign alternate or modified assignments to ensure the students at risk are able to complete the assignment. You can reduce the length of the assignment or allow for multiple attempts. If many students may hand something in, the assignment can be given verbally. Or, it just may be that the assignment is not appropriate.

Increase One to One Time: When other students are working, students at risk and find out if they're on track. Spending a few minutes here and there will go a long way to improve their skills.

Contracts: It helps to have a working contract. A contract helps prioritize the tasks that need to be done. It helps to write down what needs to be completed, as the student works. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms. For example, a child doing math may require a calculator. Record comprehension activities instead of writing. Story being read instead of reading it him/herself.

	<p>Tests/Assessments: Tests can be done orally in increments by having a portion of the test in the final part the next day.</p> <p>Seating: Seat students near a helping peer or w hearing or sight issues need to be close to the in</p>
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MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning solfege decoding up to the pent music using these concepts.
Student Learning Strategies	<ul style="list-style-type: none"> - Performing pentatonic songs - Composing and improvising pentatonic songs
Formative Assessment (drives instructional decisions)	Teacher and peer directed and informal assessr
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 native language.</p> <p>Adjusted Speech: The teacher changes speech could include facing the students, paraphrasing, speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, vis</p>

better understand and comprehend the subjects

Front-Loading Vocabulary: The teacher front loads with a list of important vocabulary words they will use in the lesson being taught. Including pictures to go along with the words for the students.

Special Education Students

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them.

Checking for Understanding: It is important to check for understanding for students who have accommodations. Teacher should check concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to complete an assignment.

Oral Reading: The teacher will read work orally to students. Literature circles may need to be read aloud to them.

Timers: The teacher will use timers as an instructional strategy for students who have trouble completing tasks. Timers help students know how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them.

Checking for Understanding: It is important to check for understanding for students who have accommodations. Teacher should check concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to complete an assignment.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide extension/enrichment projects. Students will be able to apply acquired knowledge, and/or to produce something new.

Modify/Change Activities: Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T students receive support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions are clear. Give directions/instructions verbally and repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence. Many teachers use the 'ask 3 before me' approach. They may have to have a specific student or two to help. They know who to ask for clarification before going on.

Alternate or Modified Assignments: Always assign alternate or modified assignments to ensure the students at risk are able to complete the assignment. Reduce the length of the assignment or allow students to complete the assignment in many ways. If many students may hand something in, the assignment may be completed verbally. Or, it just may be that the assignment is modified.

Increase One to One Time: When other students are working, find out if they're on track.

minutes here and there will go a long way to i

Contracts: It helps to have a working contrac helps prioritize the tasks that need to be don write down what needs to be completed, as th happy face. The goal of using contracts is to completion sign-offs.

Hands On: As much as possible, think in concr means a child doing math may require a calcul record comprehension activities instead of wri story being read instead of reading it him/her

Tests/Assessments: Tests can be done orally increments by having a portion of the test in the final part the next day.

Seating: Seat students near a helping peer or w hearing or sight issues need to be close to the ir

MODULE 5

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning solfege decoding up to the pent music using these concepts.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> - Performing pentatonic songs - Composing and improvising pentatonic songs
<p>Formative Assessment (drives instructional decisions)</p>	<p>Teacher and peer directed and informal assessr</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

English Language Learners

Native language support: The teacher provides native language.

Adjusted Speech: The teacher changes speech | could include facing the students, paraphrasing, speaking more slowly.

Visuals: The teacher uses graphics, pictures, vis better understand and comprehend the subjects

Front-Loading Vocabulary: The teacher front l with a list of important vocabulary words they the lesson being taught. Including pictures to go for the students.

Special Education Students

Chunking: The teacher presents information in a understand and remember. Chunking is based on easily overloaded by excessive detail. The best v meaningful units. Because students with special i effective strategy to use with them.

Checking for Understanding: It is important to for students who have accommodations. Teacher concepts being covered in a way that makes sens

Extra time: The teacher provides students with answer questions. It is important to give student

Oral Reading: The teacher will read work orally literature circles may need to be read aloud to t

Timers: The teacher will use timers as an instru

Suggested Modifications

students who have trouble completing tasks. Time is an important factor in how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that is easy to understand and remember. Chunking is based on the idea that students are easily overloaded by excessive detail. The best way to present information is in meaningful units. Because students with special needs have difficulty with this, an effective strategy to use with them.

Checking for Understanding: It is important to check for understanding for students who have accommodations. Teachers should check concepts being covered in a way that makes sense to the student.

Extra time: The teacher provides students with extra time to answer questions. It is important to give students extra time to complete assignments.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide extension/enrichment projects. Students will be expected to apply acquired knowledge, and/or to produce something new.

Modify/Change Activities: Teachers will monitor students who need to be challenged further. Additional project work is necessary for those students who are accelerated than their peers. In this way, G & T students receive support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions are clear. Give directions/instructions verbally and in writing. Repeat the instructions or directions to ensure the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence and provide support.

learning. Many teachers use the 'ask 3 before me' strategy. A student at risk may have to have a specific student so he/she knows who to ask for clarification. Alternate or Modified Assignments: Always assign to ensure the students at risk are able to complete. You can reduce the length of the assignment or allow many students may hand something in, the at-risk student can provide information verbally. Or, it just may be that the assignment is not the best assignment.

Increase One to One Time: When other students are working, students at risk and find out if they're on track. Spending a few minutes here and there will go a long way to improve their skills.

Contracts: It helps to have a working contract. A contract helps prioritize the tasks that need to be done. Write down what needs to be completed, as the student works towards a happy face. The goal of using contracts is to ensure completion sign-offs.

Hands On: As much as possible, think in concrete terms. Means a child doing math may require a calculator. Record comprehension activities instead of writing. Story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally. Break tests into increments by having a portion of the test in the final part the next day.

Seating: Seat students near a helping peer or with a student who has hearing or sight issues need to be close to the instructor.

REFLECTIONS

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

MA.3.NF.A.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.