

# Unit 2: Initial Instrument Study

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

## UNIT RATIONALE

---

### ESSENTIAL QUESTIONS

---

How do we read music?  
How do I play a recorder?  
How do I play a ukulele?  
How do I play a desk xylophone?  
What are good musicianship habits?

### STANDARDS

---

#### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

---

#### New Jersey (NJSL) - Grades 3-5 - Visual and Performing Arts (2020) - Music

MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded

	expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

---

PFL.9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
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**

---

### **PRE-ASSESSMENTS**

---

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

## **INSTRUCTIONAL PLAN**

---

### **MODULE 1**

---

**Student Learning Intentions (SLI) WALT: (We**

**We are learning how to identify notes on a music**

are learning to...)	instruments.
Student Learning Strategies	<ul style="list-style-type: none"> <li>- Online Theory Games</li> <li>- Mnemonic devices</li> <li>- Note naming worksheets</li> <li>- Flash Cards</li> <li>- Staff tape race</li> <li>- Staff concept songs</li> </ul>
Formative Assessment (drives instructional decisions)	Participation based rubric
Activities and Resources	<ul style="list-style-type: none"> <li>- Piano</li> <li>- Board</li> <li>- Sound System</li> <li>- Ukuleles</li> <li>- Recorders</li> <li>- Student Whiteboard or Communicators</li> <li>- Dry-Erase Markers</li> <li>- Computer and related online materials</li> <li>- Recorder Karate Comprehensive Method</li> </ul>
Suggested Modifications	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech   could include facing the students, paraphrasing, speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, vis better understand and comprehend the subjects</p> <p><b>Front-Loading Vocabulary:</b> The teacher front lc with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.</p> <p><b>Special Education Students</b></p> <p><b>Chunking:</b> The teacher presents information in a understand and remember. Chunking is based on</p>

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 instrui students who have trouble completing tasks. Tir much time they have to complete an assignment.

### **Students with 504 Plans**

**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

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide c extension/enrichment projects. Students will be apply acquired knowledge, and/or to produce son

**Modify/Change Activities:** Teachers will monitc students who need to be challenged further. Ad

project work is necessary for those students who 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 student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in 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 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 many students may hand something in, the at-risk student can provide information verbally. Or, it just may be that the assignment is not appropriate.

**Increase One to One Time:** When other students are working, take time 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 learning.

**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, they get a happy face. The goal of using contracts is to ensure completion sign-offs.

**Hands On:** As much as possible, think in concrete terms.

	<p>means a child doing math may require a calcul record comprehension activities instead of wri story being read instead of reading it him/her</p> <p><b>Tests/Assessments:</b> Tests can be done orally increments by having a portion of the test in the final part the next day.</p> <p><b>Seating:</b> Seat students near a helping peer or w hearing or sight issues need to be close to the ir</p>
--	--

**MODULE 2**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to play the recorder so that we lessons.
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>- Recorder Karate belt songs</li> <li>- History of Recorder worksheet</li> <li>- Peer Assessment</li> <li>- Small Group Centers</li> </ul>
<b>Formative Assessment (drives instructional decisions)</b>	Teacher directed informal assessment
<b>Activities and Resources</b>	<ul style="list-style-type: none"> <li>- Piano</li> <li>- Board</li> <li>- Sound System</li> <li>- Ukuleles</li> <li>- Recorders</li> <li>- Student Whiteboard or Communicators</li> <li>- Dry-Erase Markers</li> <li>-Computer and related online materials</li> <li>- Recorder Karate Comprehensive Method</li> </ul>
<b>Suggested Modifications</b>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides</p>

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 students who have trouble completing tasks. Tim much time they have to complete an assignment.

### **Students with 504 Plans**

**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 sense

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

### **Gifted & Talented Strategies**

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

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

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

**Alternate or Modified Assignments:** Always assign to ensure the students at risk are able to complete reduce the length of the assignment or allow

many students may hand something in, the at- information verbally. Or, it just may be that assignment.

**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 i

**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 to play the ukulele so that we can

**Student Learning Strategies**

- [Ukulele Labeling Worksheet](#)
- Ukulele Songs

	<ul style="list-style-type: none"> <li>- Peer Assessment</li> <li>- Small Group Centers</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>Teacher directed informal assessment</p>
<p><b>Activities and Resources</b></p>	<ul style="list-style-type: none"> <li>- Piano</li> <li>- Board</li> <li>- Sound System</li> <li>- Ukuleles</li> <li>- Recorders</li> <li>- Student Whiteboard or Communicators</li> <li>- Dry-Erase Markers</li> <li>- Computer and related online materials</li> <li>- Recorder Karate Comprehensive Method</li> </ul>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech   could include facing the students, paraphrasing, speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, vis better understand and comprehend the subjects</p> <p><b>Front-Loading Vocabulary:</b> The teacher front l with a list of important vocabulary words they w the lesson being taught. Including pictures to go for the students.</p> <p><b>Special Education Students</b></p> <p><b>Chunking:</b> 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 l effective strategy to use with them.</p> <p><b>Checking for Understanding:</b> It is important to students who have accommodations. Teachers w</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 them.

**Timers:** The teacher will use timers as an instructional strategy for students who have trouble completing tasks. Timers are used to 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 large amounts of 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 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

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide 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 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. 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 them to complete many students may hand something in, the assignment verbally. Or, it just may be that the assignment is not an assignment.

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

**Contracts:** It helps to have a working contract. The contract helps prioritize the tasks that need to be done. Write down what needs to be completed, as the student is 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/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 ir

## 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.

SOC.6.1.4.D.13

Describe how culture is expressed through and influenced by the behavior of people.