

Unit 3: Responding

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

UNIT RATIONALE

Artistic Process: Responding

1. Perceiving and analyzing products.
 2. Applying criteria to evaluate products.
 3. Interpreting intent and meaning.
- 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 individuals choose music to experience?

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

How do we discern the musical creators' and performers' expressive intent?

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

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.Re7a

Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.

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

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

Classroom observations and reflections

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate and explain how personal selection for specific purposes.
Student Learning Strategies	<ul style="list-style-type: none"> - Class discussion - Listening examples - Listening Journals
Success Criteria	Students can demonstrate and explain how personal interest selection for specific purposes.
Formative Assessment (drives instructional decisions)	Teacher and peer directed informal assessment

Activities and Resources

- 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

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

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

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

Students with 504 Plans

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Gifted & Talented Strategies

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

Modify/Change Activities:

Teachers will monitor and modify activities to accommoda
Additional reading, problem-solving, writing, or project wo
at a rate more accelerated than their peers. In this way, G &
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.

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 identified 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 more support.

Increase One to One Time: When other students are working, provide one-to-one support 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. List what needs to be done and ensure completion happens. Each day completed, 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 child 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 into portions: the test in the morning, another portion after lunch and the remainder 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 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe how specific music concepts are
Student Learning Strategies	<ul style="list-style-type: none">- Class discussion- Listening examples- Listening Journals
Success Criteria	Students can demonstrate how specific music concepts are
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 important</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and notes to help students comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary words they will need to know for a lesson. Pictures to go with the vocabulary words is also very beneficial.</p>

Special Education Students

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 be read aloud to the student.

Timers: The teacher will use timers as an instructional tool to trouble completing tasks. Timers can be helpful so the student 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 challenging activities. Students will be challenged to further their understanding, apply their knowledge, and use reference to acquired knowledge.

Modify/Change Activities:

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

Students at Risk of School Failure

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

Peer Support: Peers can help build confidence in other students. Use a "buddy" system. Use a "3 before me" approach. This is fine, however, a student at risk of failure should be identified 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 the assignment. 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 own, provide one-to-one support 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. List what needs to be done and ensure completion happens. Each day the student completes a task, provide a checkmark or happy face. The goal of using contracts is to ensure completion.

	<p>completion sign-offs.</p> <p>Hands On: As much as possible, think in concrete terms as you 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 need be. 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. Be close to the instruction which often means near the front of the room.</p>
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MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent.
Student Learning Strategies	<ul style="list-style-type: none"> - Musical vocabulary - Listening examples - Listening Journals
Success Criteria	Students can demonstrate basic knowledge of music concepts and how they support creators’/performers’ 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 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 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 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

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

Peer Support: Peers can help build confidence in other students before me' approach. This is fine, however, a student at risk

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Alternate or Modified Assignments: Always ask yourself "at risk are able to complete it?" Sometimes you'll simplify 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. as the need presents itself.

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

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

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 be close to the instruction which often means near the front

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to apply personal and expressive preferences
Student Learning Strategies	- Class discussion - Musical vocabulary
Success Criteria	Students can demonstrate personal and expressive preferences

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 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</p>

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. Text 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

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 students.

Checking for Understanding: It is important to constantly check for understanding. Teachers want to make sure students understand the material. It is important to 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, 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 at a rate more accelerated than their peers. In this way, Gifted & special needs students.

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. Increase one-to-one time as the need presents itself.

Contracts: It helps to have a working contract between you and the student. List what needs to be done and ensure completion happens. Each day completed, 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 child may require a calculator or counters. The child may need to see a picture of 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 into the morning, another portion after lunch and the afternoon.

Seating: Seat students near a helping peer or with quick access to the teacher.

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.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.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.