

Unit 01: Getting Started/Review

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **7 Weeks**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

VPA.1.1.2.B	Music
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.3.2	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.2.A	Dance
VPA.1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
VPA.1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

Integration of 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.CRP3	Attend to personal health and financial well-being.
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.CRP7	Employ valid and reliable research strategies.
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.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

LA.RL.1	Reading Literature Text
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.
	Craft and Structure
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.1	Reading Informational Text
	Key Ideas and Details
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
	Craft and Structure
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	Integration of Knowledge and Ideas
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
	Range of Reading and Level of Text Complexity
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RF.1	Reading Foundation Skills
	Print Concepts
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

	Phonics and Word Recognition
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.K-12.NJSLSA.L	Language
	Fluency
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
	Conventions of Standard English
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Sing and identify call and response form. Read ta titi patterns.

Meaning

Essential Questions

Essential Questions

What are the music elements?

What are titi and ta? How do we read and write them?

What is call and response form?

How can we change expression with dynamics, texture, rhythm, melody and tempo?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

We can understand music through its elements.

We can experience texture, rhythm, melody, dynamics, tempo.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

Beat, no beat

Head ("high") voice

Word rhythm, ta titi,

How to sing loudly and softly

How to show soft and loud with body

Form-call and response

high and low tones; show melodic direction with hands

Skills

Skills

Student will be skilled at ...

Showing beat in many ways, singing in head voice, tapping word rhythm.

Singing in head voice with good singing posture,

dramatizing words

Echoing patterns

Reading ta and titi

Singing loudly and softly

Matching pitch

Showing word rhythm and beat, with help.

Identifying beat/no beat

Identifying high and low pitches in melody.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Silver Burdett Making Music unit 1

Kodaly rhythm syllables

library of songs

Formative Assessment Strategies

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Whole group echo sing greeting each day. Solo singing for assessment.

Teacher observation of motions to beat.

Group and solo reading from book.

Solo singing.

pretest- ta titi patterns, reading and writing

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Beat-Tap beat to songs. Tap on body in different places. Sing songs line by line.

Patch beat while listening to poems. Tap in another place of the room.

create motions and dances to songs and poems while standing in personal space.

Loud and soft- show with small and large motions.

Dramatize words to poems and songs.

Sing in head voice.

Identify music with beat and no beat.

chant.

Echo long and short patterns without syllables and with syllables ta and titi.

Discuss pictures in text and their connection to the songs.

Read text in books. Discuss meaning of graphs and charts.

Play telephone game passing ta titi message up the line.

Read ta titi patterns.

Echoing so mi la patterns

Sing call and response songs. Identify the form.

create motions to dance with partner, and echo motions.

Melody-high and low tones. Listen to end range piano tones and gesture high and low.

Listen for high and low sounds in recorded music.

Follow melodic listening map with finger.

Listen for same and different melodic phrases.

Listen for same and different phrases in poetry.

Voice timbre- sing, speak, whisper and shout.

Texture- sing call and response with group and solo. Analyze for thin and thick texture.

Sing Halloween songs. Demonstrate use of whisper and singing voices.

Choose songs from sustained vocal library

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

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

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project

work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.