# Sept. Music: Grade 1

Content Area: **Music**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

Creating ★ Connecting ★ Performing ★ Responding

Students explore rhythm and keeping the beat.

## Enduring Understandings

Music has rhythm and beats that contribute to the pleasing quality of music.

## Essential Questions

How do we understand and reproduce rhythm?

## Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations | Res |
|---|---|---|---|
| Keep a steady beat while listening to music | *Begin physically and aurally* preparing the students for the concept of **rhythm** | Teacher Observation | CD pla |
| Chant rhymes using different types of voices | *Begin physically and aurally* preparing the students for the concept of **sol and mi** | Performance Assessment | Piano |
| Learn to subdivide the steady beat by reviewing the $8^{th}$ note | Show the steady beat by tapping and marching | Oral/Aural assessment | Big bo |
| | March while listening to a single | Games | Share t |

| | | | |
|---|---|---|---|
| Recognize call and response, verse/refrain | line melody<br><br>Hands tap the words<br><br>Identify song from teacher clapping with and w/o pictures<br><br>Show melodic contour of songs<br><br>Indicate high and low with text indicate high and low with body signs from a melodic instrument | | Rhythn<br><br>Listeni<br><br>Chants<br><br>Smart l |

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.1.2.CAP | Career Awareness and Planning |
| | Different types of jobs require different knowledge and skills. |
| 9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |

## Technology and Design Integration

Students will engage with the Interactive Smartboard.

## Interdisciplinary Connections

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| 1.1.2.Cr1a | Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. |
| MA.1.NBT.A | Extend the counting sequence. |
| 1.1.2.Pr4a | Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. |
| 1.1.2.Pr4b | Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will be offered support and challenges as determined by teacher evaluation.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

IEP and 504 accommodations as required.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

Teacher made benchmark assessments to assess growth over time.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher Observation

Performance Assessment

Oral/Aural assessment

Games

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Teacher Observation

Performance Assessment

Oral/Aural assessment

Games

## Instructional Materials

CD player

Piano

Big book

Share the Music

Rhythmic instruments

Listening examples

Chants and songs

## Standards

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| 1.3A.2.Cr | Creating |
| 1.3A.2.Cr1a | Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. |
| 1.3A.2.Pr5d | When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. |
| 1.3A.2.Pr6b | Perform appropriately for the audience and purpose. |
| 1.3A.2.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |