

# Sept. Music: Grade 1

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

## Unit Overview

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Creating ★ Connecting ★ Performing ★ Responding

Students explore rhythm and keeping the beat.

## Enduring Understandings

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

## Essential Questions

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How do we understand and reproduce rhythm?

## Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Keep a steady beat while listening to music	<i>Begin physically and aurally</i> preparing the students for the concept of <b>rhythm</b>	Teacher Observation	CD player
Chant rhymes using different types of voices	<i>Begin physically and aurally</i> preparing the students for the concept of <b>sol and mi</b>	Performance Assessment	Piano
Learn to subdivide the steady beat by reviewing the 8 <sup>th</sup> note	Show the steady beat by tapping and marching  March while listening to a single	Oral/Aural assessment  Games	Big book  Share t

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

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

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WRK.9.1.2.CAP

Career Awareness and Planning

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

Different types of jobs require different knowledge and skills.

## **Technology and Design Integration**

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Students will engage with the Interactive Smartboard.

## **Interdisciplinary Connections**

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DA.K-2.1.1.2.Cr1a

Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

DA.K-2.1.1.2.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.

DA.K-2.1.1.2.Pr4b

Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

MA.1.NBT.A

Extend the counting sequence.

## **Differentiation**

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- 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**

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

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

IEP and 504 accommodations as required.

## **Benchmark Assessments**

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**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**

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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**

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**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**

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CD player

Piano

Big book

Share the Music

Rhythmic instruments

Listening examples

Chants and songs

## **Standards**

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MU.K-2.1.3A.2.Cr	Creating
MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
MU.K-2.1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.