June Music: Grade 1

Content Area: **Music**
Course(s):
Time Period: **June**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Creating ★ Connecting ★ Performing ★ Responding

Students continiue to explore musical notation and musical variety.

Enduring Understandings

We can create music is we understand the components of music.

Essential Questions

How can we create and respond to music by understanding the components?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Res
Gain an awareness of music in other cultures and music in different languages	Recognize and sing sol feg syllables demonstrating SOL< MI and LA	Teacher observation	Big Bo
		Performance assessment	Supple
Demonstrate rhythmic sensitivity to beat, meter and duration	Use body movement to demonstrate same and different sections of music	Oral/Aural assessment	Classrc unpitcl
Demonstrate an understanding of repetition and contrast	Visually representing sections	Games	Supple

Respond to a variety of musical styles and moods	using contrasting pictoral forms Playing instruments to demonstrate repetition and contrast Sing songs, echo sing and solo sing Visually represent registers using partial staff Listen to music to identify high, low and middle registers		

Integration of Career Exploration, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Students will interact with the lesson on the Smartboard.

Interdisciplinary Connections

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.
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

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.

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

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.

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

Big Book/ Share the music

Supplemental recordings

Classroom pitched and unpitched instruments

Supplemental recordings

Standards

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.Re9a	Apply personal and expressive preferences in the evaluation of music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.