Oct. Music: Grade 1

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

Unit Overview

Creating □ Connecting □ Performing □ Responding

Students will explore rhythm patterns and sound registers.

Enduring Understandings

Melody lines are developed through rhythm and patterns.

Essential Questions

How do we make music?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Res
Develop rhythmic sensitivity to rhythm patterns Identify and respond to high, middle and low registers	Reading quarter and eighth notes on flashcards Continue physically and aurally preparing the students for the concept of **sol and mi** March to a melody line played on an instrument Name the term, rhythm Identify same or different song from 2 or 4 beat phrases	Teacher Observation Performance Assessment Oral/Aural assessment Games	CD Pla Piano Chants Instrun

	Sing song and tap rhythm or step beat Change from tapping beat to rhythm on cue Sing songs with ta ati-ti and ta rest Clap rhythm while singing or play an instrument Put pictures of known songs on lines and spaces (2 spaces and 3 lines) (2 lines and 1 space)		Big bo

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
	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.
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).
9.4.2.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 engage in the lessons using the interactive Smartboard.

CS	Computing Systems
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2	Explain the purpose of a product and its value.

Interdisciplinary Connections

1.1.2.Cr1	Generating and conceptualizing ideas.
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.Cr1b	Combine movements using the elements of dance to solve a movement problem.
1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
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.
1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
1.1.2.Pr5a	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

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

Chants and songs

Instruments

Big book/ Share the Music

Standards

1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.