

# March Music: Grade 1

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

## Unit Overview

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Creating ★ Connecting ★ Performing ★ Responding

Students explore music from different cultures and languages. When performing, they will learn to maintain a steady beat.

## Enduring Understandings

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All cultures create and enjoy music in different ways.

## Essential Questions

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What can we learn about a culture through music?

How can it influence our creation of music?

## Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Gain an awareness of music in other cultures and music in different languages	Participating in movement games and folk dances of various cultures	Teacher observation	Guitar
Demonstrate rhythmic sensitivity to beat, meter and duration	Singing American and multicultural songs	Oral/ Aural assessment Games	Big book Instrumental unpitched

Demonstrate melodic independence against and accompaniment	Responding to various meters and tempi with locomotor and non-locomotor movement		Piano
Respond to a variety of musical styles and moods	Singing songs and patterns to maintain steady beat and imitate long-short patterns  Sing songs with and without accompaniment  Dramatize stories		Songs :  Listeni

## **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.
TECH.9.4.2.CI	Creativity and Innovation
TECH.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).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  Different types of jobs require different knowledge and skills.  Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.  Brainstorming can create new, innovative ideas.

## **Technology and Design Integration**

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Students will interact with the Smartboard during the lessons.

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
CS.K-2.IC	Impacts of Computing

## 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.Cr1b	Combine movements using the elements of dance to solve a movement problem.
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.
DA.K-2.1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
DA.K-2.1.1.2.Re7a	Demonstrate movements in a dance that develop patterns.
DA.K-2.1.1.2.Re7b	Observe and describe performed dance movements from a specific genre or culture.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

## 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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Teacher observation

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

Oral/ Aural assessment

Games

**Instructional Materials**

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Guitar

Big book/Share the Music

Instruments/pitched and unpitched

Piano

Songs and chants

Listening examples

**Standards**

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MU.K-2.1.3A.2.Pr5c

Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.

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.Re9a

Apply personal and expressive preferences in the evaluation of music.