

GRADE 1st General Music Unit 1

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 1, students will learn to:

- Follow rules and procedures in music class.
- Identify musical elements in music such as tempo, dynamics and pitch
- Maintain a steady beat when singing, playing, and listening to music.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Elements of Music	1st trimester: 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 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. 1.3A.2.Re8a: Demonstrate	Develop and awareness of the musical elements. (i.e. soft vs loud, high vs low, fast vs slow) Distinguish between steady beat and rhythm.	I can maintain a steady beat. I can sing using my singing voice. I can identify soft and loud sounds in music I can identify high and low sounds in music.

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		<p>basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p>		<p>I can identify fast and slow sounds in music.</p> <p>I can identify the rhythm in a song.</p> <p>I can create rhythm patterns using quarter and eighth notes.</p>
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Grade 1, Unit 1: Elements of Music

Vocabulary

Steady beat	tempo	dynamics	pitch	rhythm
quarter note (ta)	eighth note (ti-ti)	quarter rest (rest)		

Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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<p>them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28 Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i> <i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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	accomplish the task.					
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Possible Assessment and Instructional Modifications			
Special Education	At-Risk (<u>Math Strategies</u> and <u>ELA Strategies</u>)	Gifted	English Language Learners
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extra time on assessments • Use of a graphic organizer • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work • Assign fewer problems at one time (e.g., assign only odds or evens) • Differentiated center-based small group instruction • If a manipulative is used during instruction, allow its use on a test • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Provide visual aids and anchor charts • Tiered lessons and assignments • Highlight key directions • Test in alternative site • Use of word processor • Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists 	<ul style="list-style-type: none"> • Enrichment projects • Higher-level cooperative learning activities • Provide higher-order questioning and discussion opportunities • Tiered centers • Tiered assignments • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> • Continue practicing vocabulary • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)

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	<ul style="list-style-type: none"> ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● Observation of group activities 	<ul style="list-style-type: none"> ● Participation in rhythmic activities ● composition activities in groups and individually. 	<ul style="list-style-type: none"> ● Performance of musical elements ● Compose patterns using rhythmic notation. ● Perform rhythmic pattern accurately

Grade 1, Unit 1: Elements of Music			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 1 Elements of music 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts <ul style="list-style-type: none"> ● 1.3A.2.Pr5c: Demonstrate knowledge of basic music 	Obj. We are learning to: <ul style="list-style-type: none"> ● Identify musical elements. (I.e. soft vs loud, high vs low, loud vs soft, fast vs slow) ● Maintain a steady beat ● Differentiate steady beat and rhythm. Anchor Standards: <ul style="list-style-type: none"> ● Developing and refining techniques and models or steps needed to create products. ● Interpreting intent and meaning. 	<ul style="list-style-type: none"> ● Music K8 ● Chrome music lab ● Google slides ● Classroom instruments ● teacher created manipulatives

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	<p>concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <ul style="list-style-type: none"> ● 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. ● 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 	<ul style="list-style-type: none"> ● Organizing and developing ideas. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Exploring new content ● Creating and composing collaboratively and individually ● Using games to practice content <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Individuals' selection of music works is influenced by their interest, experiences, understandings, and purposes. Responses to music are informed by analyzing context (I.e. social, cultural, historical) and how creators or performers manipulate the elements of music. ● Musicians' creative choices are influenced by their expertise, context and expressive intent. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do performers select repertoire? ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? ● How do musicians make creative decisions? <p>Practices:</p> <ul style="list-style-type: none"> ● create safe environment for students to express themselves ● allow student input to plan lessons based on students interest ● use game to practice skills ● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Observation of student performance ● Rhythmic compositions ● Participation in class activities ● Teacher created assessments 	
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GRADE 1st Music, Unit 2 Melody

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 2, students will learn to:

- Play, sing and compose melodic patterns including the notes sol and mi
- Play classroom instruments properly
- Accompany a song on orff instruments

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 2: Melody	2nd trimester: 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation and melodic patterns using iconic or standard notation. 1.3A.2.Cr1a: Explore, create and improvise musical ideas	Develop a sense of pitch. Play, sing and compose melodic patterns using the notes sol and mi. Practice playing classroom instruments to accompany a song.	I can read the notes sol and mi in a song. I can play an instrument properly. I can compose melodic patterns using the notes sol and mi.

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		<p>using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.2Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p>		
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Grade 1 – Unit 2				
Vocabulary				
Melody	Solfege	Glockenspiel	Xylophone	Meltaliphone

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law (under rationale statement)	LGBT Law	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28</p> <p>Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i></p> <p><i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative site ● Use of word processor ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Use of a study carrel ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/ enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Choice of test format (multiple-choice, essay, true-false) ● Vary test formats ● Read directions to student ● Provide study guides prior to tests ● Clarify test directions, read test questions ● Read test passages aloud (for comprehension assessment)

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or sloppy handwriting

Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses • Observation of group activities 	<ul style="list-style-type: none"> • Participation in melodic activities • composition activities in groups and individually. 	<ul style="list-style-type: none"> • Compose patterns using melodic notation. • Perform rhythmic pattern accurately • Playing orff instruments

Grade 1, Unit 2: Melody

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 2: Melody 60 days	<p>2020 New Jersey Student Learning Standards – Visual and Performing Arts</p> <ul style="list-style-type: none"> • 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation and melodic patterns using 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Play, sing and compose music using the notes sol and mi • Play instruments properly • Compose melodic patterns <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Developing and refining techniques and models or steps needed to create products. • Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. • Organizing and developing ideas. <p>Artistic Process</p> <ul style="list-style-type: none"> • Exploring new content 	<ul style="list-style-type: none"> • Music K8 • Chrome music lab • Google slides • Classroom instruments • Rhythm manipulatives

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	<p>iconic or standard notation.</p> <ul style="list-style-type: none"> ● 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. ● 1.3A.2.2Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas. 	<ul style="list-style-type: none"> ● Creating and composing collaboratively and individually ● Using games to practice content <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context and expressive intent. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? ● How do musicians make creative decisions? ● How do musicians generate creative ideas? <p>Practices:</p> <ul style="list-style-type: none"> ● create safe environment for students to express themselves ● allow student input to plan lessons based on students interest ● use game to practice skills ● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Observation of student performance ● Rhythmic compositions ● Participation in class activities ● Teacher created assessments 	
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Grade 1 Music, Unit 3 Harmony

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In unit 3, students will learn to:

- Practice skills taught in previous units
- Harmonize using ostinato’s
- Play ostinato’s on classroom instruments while singing melody

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 3: Harmony	3rd trimester: 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Interpret and	Apply knowledge about rhythm and melody in previous units to create harmony. Harmonize using ostinatos. Play ostinatos on classroom instruments.	I can play or sing a rhythmic ostinato to a song. I can play an ostinato while singing the melody. I can play ostinatos on classroom instruments. I can create an ostinato to accompany a song.

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		<p>apply personal, peer, and teacher feedback to revise personal music.</p> <p>1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</p> <p>1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.</p> <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context and daily life.</p>		
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Grade 1, Unit 3: Harmony				
Vocabulary				
Harmony	Ostinato	Rhythm	Melody	

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting 	<ul style="list-style-type: none"> MS-3SS-3-5: Learn songs about the factors that have caused climate change and discuss them. KESS3-3: Sing and compose music about possible ways to reduce the impact of climate change 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Listen to and discuss compositions by Scott Joplin and Louis Armstrong. 	<p>N.J.S.A. 18A. 35-28 Listen and perform movement activities to compositions by composers such as Aldof Strauss</p>	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Listen to musical works by Tchaikovsky such as but not limited to The Nutcracker. 	<p><i>PL. 2021, c.416</i> <i>Listen to Medieval Kings by Soon Hee Newbold.</i></p>

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	sketches or models. <ul style="list-style-type: none"> 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 					
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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (Math Strategies and ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
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	<ul style="list-style-type: none"> ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Books on tape ● Graphic organizers ● Preferential seating ● Reduction of distractions ● Answers to be dictated ● Follow a routine/schedule ● Teach time management skills ● Agenda book and checklists ● Adjusted assignment timelines ● Varied reinforcement procedures ● Work in progress check ● Personalized examples ● No penalty for spelling errors or sloppy handwriting 		
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Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses ● Observation of group activities 	<ul style="list-style-type: none"> ● Participation in harmonic activities ● composition activities in groups and individually. 	<ul style="list-style-type: none"> ● Composition project ● Perform ostanatos accurately ● Playing classroom instruments

Grade 1, Unit 3: Harmony			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 3: Harmony 60 days	<p>2020 New Jersey Student Learning Standards – Visual and Performing Arts</p> <ul style="list-style-type: none"> 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Cr2a: Interpret and apply personal, peer, and teacher feedback to revise personal music. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music. 1.3A.2.Cn11a: Demonstrate understanding of relationships between 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Create harmony by adding ostinatos to songs. accompany a song using an ostinato Sing the melody while playing an ostinato. <p>Anchor Standards:</p> <ul style="list-style-type: none"> Generating and conceptualizing ideas Organizing and developing ideas Conveying meaning through art Applying criteria to evaluate products Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding <p>Artistic Process</p> <ul style="list-style-type: none"> Exploring new content Creating and composing collaboratively and individually Using games to practice content <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. Musicians connect their personal interest, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> Music K8 Chrome music lab Google slides Classroom instruments teacher created manipulatives

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	<p>music and the other arts, other disciplines, varied context and daily life.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none">● How do musicians generate creative ideas?● How do musicians make creative decisions?● When is a performance judge ready to present? How do context and the manner in which musical work is presented influence audience response?● How do we judge the quality of musical works and performances?● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? <p>Practices:</p> <ul style="list-style-type: none">● create safe environment for students to express themselves● allow student input to plan lessons based on students interest● use game to practice skills● use of instruments and technology to keep students engaged <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Observation of student performance● Rhythmic compositions● Participation in class activities● Teacher created assessments	
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