



## General Music

### Grade 1, Fine & Performing Arts

**Developed By:** Mrs. Alexandra Miller, Ms. Alexis Rizzo & Mr. Vincent Vicchiariello

**Effective Date:** Fall 2022

Scope and Sequence

Month	Unit	Activities
September	<ul style="list-style-type: none"> <li>Unit 1: Vocal/Performing</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs</li> <li>Warm ups</li> <li>Stretching</li> <li>Watching other performances</li> <li>Dancing/movement</li> <li>Performing along to instruments</li> </ul>
October	<ul style="list-style-type: none"> <li>Unit 1: Vocal/Performing</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs</li> <li>Warm ups</li> <li>Stretching</li> <li>Watching other performances</li> <li>Dancing/movement</li> <li>Performing along to instruments</li> </ul>
November	<ul style="list-style-type: none"> <li>Unit 1: Vocal/Performing</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs</li> <li>Warm ups</li> <li>Stretching</li> <li>Watching other performances</li> <li>Dancing/movement</li> <li>Performing along to instruments</li> </ul>
December	<ul style="list-style-type: none"> <li>Unit 1: Vocal/Performing</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs</li> <li>Warm ups</li> <li>Stretching</li> <li>Watching other performances</li> <li>Dancing/movement</li> <li>Performing along to instruments</li> </ul>
January	<ul style="list-style-type: none"> <li>Unit 2: Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Poison Rhythm</li> <li>Dance/movement games</li> <li>Classroom instruments</li> <li>Body Percussion</li> <li>Simon Says</li> </ul>
February	<ul style="list-style-type: none"> <li>Unit 2: Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Poison Rhythm</li> <li>Dance/movement games</li> <li>Classroom instruments</li> <li>Body Percussion</li> <li>Simon Says</li> </ul>
March	<ul style="list-style-type: none"> <li>Unit 3: Solfege</li> </ul>	<ul style="list-style-type: none"> <li>Listening games</li> <li>Simon Says</li> <li>Boomwackers</li> <li>Songs</li> </ul>
April	<ul style="list-style-type: none"> <li>Unit 3: Solfege</li> </ul>	<ul style="list-style-type: none"> <li>Listening games</li> <li>Simon Says</li> <li>Boomwackers</li> <li>Songs</li> </ul>

May	<ul style="list-style-type: none"><li>• Unit 4: Composing</li></ul>	<ul style="list-style-type: none"><li>• Classroom instruments</li><li>• Boomwackers</li><li>• Drawing notes/symbols</li></ul>
June	<ul style="list-style-type: none"><li>• Unit 4: Composing</li></ul>	<ul style="list-style-type: none"><li>• Classroom instruments</li><li>• Boomwackers</li><li>• Drawing notes/symbols</li></ul>

## Unit 1

### Vocal / Performing

#### Summary and Rationale

Students will progress towards music literacy in an environment in which they are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Students will be given opportunities to communicate musical ideas through **creative** personal realization, engage in challenging **performance** experiences, **respond** to the arts through analyzing and interpreting the artistic communications of others, and **connect** musical ideas and works within societal, cultural and historical contexts.

Students will continue to develop the skills required to learn, practice and perform musical pieces from various genres for a performance. Students will continue to understand the role of the conductor in a performance setting and how to interpret non-verbal cues. Performances will demonstrate knowledge of expressive qualities such as dynamics and tempo.

#### Recommended Pacing

3.5 months (September - December) - **1st & 2nd grade concert performance to happen in December**

#### Standards

##### Selecting, analyzing, and interpreting work.

1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
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##### Developing and refining techniques and models or steps needed to create products.

1.3A.2.Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
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1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
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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.
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1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
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1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
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<b>Conveying meaning through art.</b>	
1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b	Perform appropriately for the audience and purpose.
Interdisciplinary Connections	
<b>Comprehensive Health and Physical Education</b>	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
<b>World Languages : Presentational Mode of Communication</b>	
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
<b>9.1 Personal Financial Literacy</b>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<b>9.2 Career Awareness, Exploration, Preparation, and Training</b>	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
<b>9.4 Life Literacies and Key Skills</b>	
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.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Technology Integration	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology
8.1.2.AP.4	Break down a task into a sequence of steps

## Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● How do performers select repertoire?</li> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ul>

### Evidence of Learning (Assessments)

<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Games</li> <li>● Exit tickets</li> <li>● Group assessments</li> <li>● Performances</li> </ul>
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### Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Performance etiquette</li> <li>● Proper vocal technique</li> <li>● What is choreography</li> <li>● Expressive qualities               <ul style="list-style-type: none"> <li>○ Dynamics</li> <li>○ Tempo</li> </ul> </li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Discuss and demonstrate personal interest in music.</li> <li>● Discuss and apply established criteria(rubric) to judge the accuracy, expressiveness and effectiveness of performance with guidance.</li> <li>● Rehearse, identify, and apply strategies to address interpretive, performance and technical challenges of music.</li> <li>● Demonstrate knowledge of basic music concepts (beat, melodic contour, dynamics, etc) in music from a variety of cultures selected for performance.</li> <li>● Read and perform rhythmic and melodic patterns using standard notation with guidance.</li> <li>● Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo).</li> <li>● Perform music for a specific purpose with expression and technical accuracy.</li> <li>● Perform appropriately for the audience and purpose.</li> </ul>
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## Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Speakers
- Classroom instruments
- Google drive (supplemental resources)

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating/partnering and grouping of students
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Present instructions both verbally and visually and/or simplify instructions
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

<b>Unit 2</b>	
<b>Rhythm</b>	
<b>Summary and Rationale</b>	
Students will begin to develop an understanding of standard rhythmic notation. Students will do this through reading, writing, singing and playing various pieces of music throughout elementary school.	
<b>Recommended Pacing</b>	
2 months (January - February)	
<b>Standards</b>	
<b>Generating and conceptualizing ideas.</b>	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
<b>Organizing and developing ideas.</b>	
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
<b>Developing and refining techniques and models or steps needed to create products.</b>	
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
<b>Perceiving and analyzing products.</b>	
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
<b>Interpreting intent and meaning.</b>	
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.



<b>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.3A.2.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Connections	
<b>Comprehensive Health and Physical Education</b>	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
<b>Operations and Algebraic Thinking</b>	
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
<b>9.1 Personal Financial Literacy</b>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<b>9.2 Career Awareness, Exploration, Preparation, and Training</b>	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
<b>9.4 Life Literacies and Key Skills</b>	
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.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Technology Integration	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians generate creative ideas?</li> <li>How do musicians make creative decisions?</li> </ul>

<ul style="list-style-type: none"> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• 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.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul>	<ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>• How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> </ul>
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**Evidence of Learning (Assessments)**

- Teacher Observation
- Games
- Exit tickets
- Group assessments
- Performances

**Objectives (SLO)**

- Students will know:
- How to read and write basic rhythms (quarter, eighth, half, whole)
  - Maintaining a steady beat
  - Tempo (presto/largo)
  - Time signatures (3/4, 4/4)

- Students will be able to:
- Explore, create, improvise musical ideas using quarter and eighth note rhythmic patterns in 4/4 and 3/4 with limited guidance.
  - Explain personal reasons for selecting rhythmic/melodic patterns and ideas for music that represent expressive intent with guidance.
  - Use standard notation(eighth, quarter, half, whole notes) to organize and document personal musical ideas with guidance.
  - Read and perform rhythmic and melodic patterns using standard notation with guidance.

- Describe how specific music concepts (beat, pitch, etc) are used to support a specific purpose in music.
- Demonstrate basic knowledge of music concepts.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Speakers
- Classroom instruments
- Google drive (supplemental resources)

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating/partnering and grouping of students
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

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Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

<b>Unit 3</b>	
Solfege	
<b>Summary and Rationale</b>	
Students will begin to develop an understanding of solfege. Students will do this through reading, writing, singing and playing various pieces of music throughout elementary school.	
<b>Recommended Pacing</b>	
2 months (March - April)	
<b>Standards</b>	
<b>Generating and conceptualizing ideas.</b>	
1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
<b>Organizing and developing ideas.</b>	
1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
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<b>Developing and refining techniques and models or steps needed to create products.</b>	
1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
<b>Perceiving and analyzing products.</b>	
1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
<b>Interpreting intent and meaning.</b>	
1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent.

<b>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
1.3A.2.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Connections	
<b>Comprehensive Health and Physical Education</b>	
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
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**Evidence of Learning (Assessments)**

- Teacher Observation
- Games
- Exit tickets
- Group assessments
- Performances

**Objectives (SLO)**

- Students will know:
- Solfeggio (do, mi, sol, la, do)
  - Major/minor tonalities
  - How to read melodic patterns
  - The music staff
  - The Musical Apartment

- Students will be able to:
- Explore, create and improvise musical ideas using solfeggio (do, mi, so, la, do) in major/minor tonalities with guidance.
  - Explain personal reasons for selecting rhythmic/melodic patterns and ideas for music that represent expressive intent with guidance.
  - Use standard notation(eighth, quarter, half, whole notes) to organize and document personal musical ideas with guidance.
  - Read and perform rhythmic and melodic patterns using standard notation with guidance.

- Describe how specific music concepts (beat, pitch, etc) are used to support a specific purpose in music.
- Demonstrate basic knowledge of music concepts.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Speakers
- Classroom instruments
- Google drive (supplemental resources)

### Tier 1 Modifications and Accommodations

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- Demonstrations of techniques on an individual level

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Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

## Unit 4

### Composing

#### Summary and Rationale

Students will use previously learned concepts such as solfege, standard rhythmic notation and expressive qualities to begin composing their own musical ideas. Students will develop the ability to express their personal creative ideas through movement, playing and vocal expression.

#### Recommended Pacing

2 months (May - June)

#### Standards

##### **Refining and completing products.**

1.3A.2.Cr3a	Interpret and apply personal, peer and teacher feedback to revise personal music.
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1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.
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##### **Applying criteria to evaluate products.**

1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
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##### **Synthesizing and relating knowledge and personal experiences to create products.**

1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
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##### **Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

1.3A.2.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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Interdisciplinary Connections

##### **Comprehensive Health and Physical Education**

2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
<b>9.1 Personal Financial Literacy</b>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<b>9.2 Career Awareness, Exploration, Preparation, and Training</b>	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
<b>9.4 Life Literacies and Key Skills</b>	
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.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Technology Integration	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ul>	<ul style="list-style-type: none"> <li>• How do musicians improve the quality of their creative work?</li> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> </ul>

## Evidence of Learning (Assessments)

- Teacher Observation
- Games
- Exit tickets
- Group assessments
- Performances

## Objectives (SLO)

Students will know:

- Barred Instruments
- Boomwhackers
- Improvisation
- Writing in standard notation

Students will be able to:

- Discuss and apply personal, peer and teacher feedback to revise personal music with guidance.
- Discuss and convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences with guidance.
- Apply personal and expressive preferences in the evaluation of music with guidance.
- Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

## Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Speakers
- Classroom instruments
- Google drive (supplemental resources)

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating/partnering and grouping of students
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements

- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Present instructions both verbally and visually and/or simplify instructions
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing citizen and employee.
- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.