

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



<b>Course Name: Music</b>	<b>Grade Level(s): 1</b>
<b>Department: Humanities</b>	<b>Credits:</b>
<b>BOE Adoption Date: September 2021</b>	<b>Revision Date(s): August 2021</b>

## Course Description

### Mission Statement

*The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to*

highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

**Curriculum & Instruction Goals**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

**How to Read this Document**

This curricular document contains both a  *pacing guide*  and  *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to  *when*  critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The  *curriculum units*  contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

<b>NJ Administrative Code and Statutes Key</b>
<p><b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b></p>

**Pacing Guide**

Course Title: Music 1

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1:Steady Beat	1 1/2	<i>VPA.1.1.2.B.3</i> <i>VPA.1.1.2.B.CS3</i> <i>VPA.1.1.2.B.2</i> <i>VPA.1.1.2.B.CS2</i>	Define Measure-Recall the definitions of beat and steady beat- Name objects that produce a steady beat-Define strong beat- Define weak beat	Recognize, move to and perform the strong and weak beats in a song-
Unit 2:Meters of 2 and 4-Meter of 3- Changing meter	1 1/2	<i>VPA.1.1.2.B.CS1</i> <i>VPA.1.1.2.B.CS2</i> <i>VPA.1.3.2.B.1</i> <i>VPA.1.3.2.B.3</i>	Recognize that strong and weak beats help us count meters- Recognize that the beat stays the same even when the meter changes-Identify the difference between meters of 2, 3 and 4	Perform music in meters of 2 and 4- Perform music in a meters of 3- Perform changing meters within a piece of music
Unit 3:Notes and Rests-Pitches and Rhythms	1 1/2	<i>VPA.1.1.2.B.CS1</i> <i>VPA.1.3.2.B.CS7</i> <i>VPA.1.4.2.A.3</i> <i>VPA.1.3.2.B.3</i>	Recall that notes and rests have different lengths-Recall that notes show pitch and rhythm-Recall that rests show silence and rhythm- Identify quarter and eighth notes, and quarter rests	Perform quarter and eighth notes, and quarter rests-Compose and original melody using quarter and eighth notes, and quarter rests

<b>Unit 4:AB Form-ABA Form-Repeat Sign</b>	<b>1</b>	<b>VPA.1.1.2.B.CS1 VPA.1.1.2.B.1 VPA.1.1.2.B.2 VPA.1.1.2.B.CS3 VPA.1.3.2.B.CS3</b>	<b>Define Form-Describe song sections using letters (AB) or words (verse/chorus)-Recall that a common music form is AB or verse/chorus (also called binary)-Recognize ABA or Ternary Form as another simple, yet common, musical form-Recall that ABA form begins with section A (verse), moves to section B (chorus), then returns to section A (verse)-Recognize that a repeat sign at the end of a section of music tells us to repeat that section</b>	<b>Diagram, move to, and perform music in AB form-Diagram, move to, and perform music in ABa form-Perform an original composition in AB form</b>
<b>Unit 5:Three Basic Tempos-Getting Faster Getting Slower</b>	<b>1 1/2</b>	<b>VPA.1.1.2.B.CS1 VPA.1.3.2.B.CS7 VPA.1.4.2.A.3 VPA.1.3.2.B.3</b>	<b>Define tempo-Describe slow, medium, and fast tempos-Decide which of three tempos is best for a given song-Define largo, moderato, and presto-Recognize through singing, playing, and moving that music can speed up or slow down</b>	<b>Perform largo, moderato and presto-Perform music with changing tempos</b>
<b>Unit 6:Melodic Pattern and Direction-What is a</b>	<b>1</b>	<b>VPA.1.3.2.B.2 VPA.1.3.2.B.CS4 VPA.1.4.2.A.CS1</b>	<b>Recognize that melodies can move up, down or stay the same-Define melody-Recall that melodies have</b>	<b>Demonstrate melodic direction by singing and moving to a piece of</b>

melody?-What is a Song?		<b>VPA.1.4.2.A.2</b> <b>VPA.1.4.2.B.CS2</b>	<b>both pitch and rhythm-Define song-Recognize that there are different kinds of songs</b>	<b>music-Sing a song with a special meaning</b>
<b>Unit 7:Loud and Soft-Getting Louder and Getting Softer-Dynamics add interest</b>	<b>1</b>	<b>VPA.1.1.2.B.CS1</b> <b>VPA.1.3.2.B.CS7</b> <b>VPA.1.4.2.A.3</b> <b>VPA.1.3.2.B.3</b>	<b>Define dynamics-Define forte-Define piano-Recognize that music that gradually gets louder creates excitement and anticipation-Recognize that music that gradually gets softer reduces tension-Recognize that changing dynamic levels adds interest and spice to a piece of music</b>	<b>Demonstrate different dynamics by diagraming, moving and playing instruments in a song</b>

## Instructional Unit Map

**Course Title: Music 1**

<b>Unit Title</b>	--Steady Beat	<b>Learning Goals</b>	<div style="border: 1px solid black; width: 40px; height: 15px; margin: 5px auto;"></div> <div style="border: 1px solid black; width: 40px; height: 15px; margin: 5px auto;"></div> <div style="border: 1px solid black; width: 40px; height: 15px; margin: 5px auto;"></div>	September (T1)  6 periods
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>VPA.1.1.2.B.3</b>-Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests</p> <p><b>VPA.1.1.2.B.CS3</b>-Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures</p>	<b>Learning Goals</b>	Students will be able to- Perform a steady beat while singing a song	

	<p>tonality, dynamic range, and rhythm.</p> <p><b>VPA.1.1.2.B.2</b>-Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p><b>VPA.1.1.2.B.CS2</b>-The elements of music are foundational to basic music literacy.</p>		
<b>Essential Questions</b>	Can we hear sounds that are not really there?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	Sing/move to/perform various songs and chants	Demonstrate with the body the steady beat in various examples of music	Listen, and choose (from three different pieces of

	<p>while maintaining a steady beat in the body or on instruments</p> <p>Listen, and choose (from different pieces of music) the one selection that exemplifies a steady pulse</p>	<p>while singing a song/performing a chant</p>	<p>music) the one selection that exemplifies a steady pulse</p>	
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<p>Demonstrate with the body the strong beats in various examples of music</p>			
<p><b>Instructional Strategies/Student Activities</b></p>	<p>Direct instruction</p> <p>Listening (Active/Dyadic)</p> <p>Modeling</p> <p>Guided practice</p> <p>Group work</p> <p>Making life connections</p>			
<p><b>Instructional/Assessment Scaffolds</b> (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p><b>English Language Learners</b></p>	<p><b>Special Education Learners</b></p>	<p><b>Struggling Learners</b></p>	<p><b>Advanced Learners</b></p>
	<p>Beat buddy</p> <p>Graphic measure chart</p>	<p>Modified Instruments</p>	<p>Performance encore</p> <p>Vary performance format</p>	<p>Music maestro</p>



		Graphic measure chart		Rhythm pattern performance
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	Vary styles/song selection		Students will perform specific beats only	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Audiate			
<b>Integration of Technology</b> <u>SAMR</u>				
<b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u>	K-PS3-1.2.1-Events have causes that generate observable patterns			
<b>21<sup>st</sup> Century Themes/Skills</b>	Themes		S Skills	

<u>P21 Framework</u>	Critical Thinking and Problem Solving Communication Collaboration
<b>Resources/Materials</b>	Quaver curriculum Orff instruments Contrasting styles/examples of music exemplifying a strong beat

Instructional Unit Map			
Course Title:			
<b>Un</b>	<b>Meters of 2 and 4-Meter of 3-Changing meter</b>	<b>Start Date:</b>	
<b>Unit Title</b>		<b>Length of Unit:</b>	6 periods
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>VPA.1.1.2.B.CS1</b> -Ear training and listening skills are prerequisites for musical literacy.	<b>Learning Goals</b>	Students will be able to define measure and perform strong and weak beat patterns in meters of 2, 3 and 4

	<p><b>VPA.1.1.2.B.CS2</b>-The elements of music are foundational to basic music literacy.</p> <p><b>VPA.1.3.2.B.1</b>-Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p><b>VPA.1.3.2.B.3</b>- Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>		
<p><b>Essential Questions</b></p>	<p>How do strong beats help us make patterns?</p>		

<b>Assessments</b>			
<i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Eyes closed ears open listening activity		
<b>Instructional Strategies/Student Activities</b>	Direct instruction Listening (Active/Dyadic) Modeling Guided practice Group work		

<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	Beat buddy-Graphic measure chart	Modified Instruments Graphic measure chart	Performance encore Vary performance format	Music maestro Perform rhythm patterns
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
	Vary styles/song selection		Students will perform specific beats only	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Meter Measure			
<b>Integration of Technology</b> <u>SAMR</u>				
<b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u>	<b>K-PS3-1.2.1</b> -Events have causes that generate observable patterns			

<b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u>	<b>Themes</b>		<b>S Skills</b>
			Productivity and accountability Leadership and responsibility
<b>Resources/Materials</b>	Quaver curriculum Orff instruments Contrasting styles/examples of music in contrasting meters		

<b>Instructional Unit Map</b>			
<b>Course Title:</b>			
<b>Unit Title</b>	<b>Notes and Rests-Pitches and Rhythms</b>	<b>Start Date:</b>	
		<b>Length of Unit:</b>	6 periods
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>VPA.1.1.2.B.CS1</b> -Ear training and listening skills are prerequisites for musical literacy.	<b>Learning Goals</b>	Students will Identify and perform quarter and eighth notes, and quarter rests

**VPA.1.3.2.B.CS7**-Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.

**VPA.1.4.2.A.3**-Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

**VPA.1.3.2.B.3**- Demonstrate correct playing techniques for Orff instruments or

	equivalent homemade instruments.		
<b>Essential Questions</b>	How is silence as important as sound?		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<p>Sing/move to/perform various songs and chants while maintaining a simple rhythm in the body or on instruments</p> <p>Listen, and choose (from different pieces of music) the one selection that exemplifies a continuous rhythm</p> <p><b>English kkkkkkk</b></p>	<p>With the body or on instruments, perform rhythm patterns to various examples of music, or by reading from a score</p> <p><b>Lducatio Learners</b></p>	<p>Listen, and choose (from a rhythm bank the rhythm pattern being demonstrated</p> <p><b>Learners</b></p>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	Define/demonstrate the difference between beat and rhythm		



<b>Instructional Strategies/Student Activities</b>	Direct instruction Listening (Active/Dyadic) Modeling Introduce printed scores Guided practice Group work Learning how to make educated guesses			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	Rhythm rocker Numbered rhythm chart Multiple choice	Rhythm/word connections	Performance encore Printed rhythm/word connections chart	Music maestro Pattern improvisation Tempo variation choices
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	Students will base patterns off of the sound of their names, cartoon character names etc.		Students will provide a more basic rhythm pattern	

<p><i>student to express understanding)</i></p>		
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Quarter note Eighth note Quarter rest Predict</p>	
<p><b>Integration of Technology</b> <u>SAMR</u></p>		
<p><b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u></p>	<p>MA.K.K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>MA.K.K.CC.B.4a-When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>MA.K.K.CC.B.4b-Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u></p>	<p>Themes <span style="float: right;">S Skills</span></p>	
		<p>Critical Thinking and Problem Solving Communication</p>

		Collaboration
<b>Resources/Materials</b>	Quaver curriculum Orff instruments Song repertoire Rhythm score	

Instructional Unit Map			
Course Title:			
<b>Unit Title</b>	<b>AB Form-ABA Form-Repeat Sign--</b>	<b>Start Date:</b>	
		<b>Length of Unit:</b>	6 periods
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>VPA.1.1.2.B.CS1</b> -Ear training and listening skills are prerequisites for musical literacy.	<b>Learning Goals</b>	Students will define form, and will compose melodies to make AB and ABA form

**VPA.1.1.2.B.1**-Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

**VPA.1.1.2.B.2**-Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

**VPA.1.1.2.B.CS3**-Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.

		<p><b>VPA.1.3.2.B.CS3</b>-Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.</p>		
<b>Essential Questions</b>	How can we organize music to make it sound better?			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>	
	<p>Listen, sing and move to music in AB and ABA form</p> <p>Use instruments to perform a preselected melody</p>	<p>Compose a 16 beat melody and with a partner or partners, arrange those melodies to make and perform an AB or ABA form <b>Education Learners</b></p>	<p>Using a limited number of pitches, improvise an AB or ABA song form <b>Learners</b></p>	
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	White board listening activity. Students will identify music with repetition			

<b>Instructional Strategies/Student Activities</b>	Direct instruction Listening (Active/Dyadic) Modeling Experimentation/improvisation Guided practice (composition) Group work (combining compositions into song form)			
<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners      Special Education Learners      Struggling Learners      Advanced Learners</b>			
	Form fanatic	Limit the choice of pitches to be used  Students compose melodies to predetermined rhythms	Allow extra time to map out/experiment with the composition  Limit the choice of pitches to be used	Incorporate major and minor tonalities into composition
<b>Differentiated Instructional Methods:</b> ( <i>Multiple means for students to access content and multiple modes for student to express understanding</i> )	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	Give students the choice of the preselected melody to be performed for practice  Use improvisation  Choice of tonality		Practice, perform, record and critique compositions	

<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Form Verse Chorus Repeat	
<b>Integration of Technology</b> <u>SAMR</u>	Audacity program	
<b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u>	<b>K-PS3-1.2.1</b> -Events have causes that generate observable patterns  MA.K.K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality.	
<b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u>	Themes <span style="float: right;">S Skills</span>	
		Initiative and self direction Social and cross-cultural skills
<b>Resources/Materials</b>	Quaver curriculum Orff instruments Song repertoire Composition examples Audacity program Critique sheets	

## Instructional Unit Map

Course Title:

<b>Un</b>	<b>Three Basic Tempos-Getting Faster Getting Slower</b>	<b>Start Date:</b>	
<b>Unit Title</b>		<b>Length of Unit:</b>	6 periods
<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>VPA.1.1.2.B.CS1</b>-Ear training and listening skills are prerequisites for musical literacy.</p> <p><b>VPA.1.3.2.B.CS7</b>-Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</p> <p><b>VPA.1.4.2.A.3</b>-Use imagination to create a story based on an arts</p>	<b>Learning Goals</b>	<p>Students will define tempo, describe slow, medium, and fast tempos and perform music that increases/decreases in tempo</p>



experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

**VPA.1.3.2.B.3-**

Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

**Essential Questions**

What parts of the music determine how fast or slow you should go?



<b>Instructional/Assessment Scaffolds</b> ( <i>Modifications /Accommodations</i> ) – <i>planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	Tempo titan Answer in native language	Graphic tempo chart	Modify tempo scale Performance encore	Modify tempo scale
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access</b> (Resources and/or Process)		<b>Expression</b> (Products and/or Performance)	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tempo Largo Andante Allegro			
<b>Integration of Technology</b> <u>SAMR</u>				

<b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u>	LA.RF.K.1.A-Follow words from left to right, top to bottom, and page by page  LA.RF.K.1.B-Recognize that spoken words are represented in written language by specific sequences of letters					
<b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">S Skills</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td style="vertical-align: top;">           Critical Thinking and Problem Solving            Communication            Collaboration         </td> </tr> </tbody> </table>		Themes	S Skills		Critical Thinking and Problem Solving Communication Collaboration
Themes	S Skills					
	Critical Thinking and Problem Solving Communication Collaboration					
<b>Resources/Materials</b>	Quaver curriculum Song/chant repertoire Orff instruments					

Instructional Unit Map			
Course Title:			
<b>Un</b>	--Melodic Pattern and Direction-What is a melody?-What is a Song?	<b>Start Date:</b>	
<b>Unit Title</b>		<b>Length of Unit:</b>	6 periods

<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>VPA.1.3.2.B.2-</b> Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p><b>VPA.1.3.2.B.CS4-</b> Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.</p> <p><b>VPA.1.4.2.A.CS1-</b>Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</p>	<p><b>Learning Goals</b></p>	<p>Students will define melody and song, will recognize that there are different kinds of songs and will compose a song</p>
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	<p><b>VPA.1.4.2.A.2-</b>Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p><b>VPA.1.4.2.B.CS2-</b> Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p>		
<b>Essential Questions</b>	Does there have to be a melody to be a song?		
<b>Assessments</b>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>

<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p>Select the fom diagram that matches the song example heard</p> <p>Dissect various songs, observing their meaning</p> <p><b>lish L</b></p>	<p>Using the voice/instruments, compose and record an original song based on an actual event</p> <p>Critique class recordings</p> <p><b>ducation Learners</b></p>	<p><b>U</b>Using the elements of music, compose a written response to an instrumental song, telling what <i>you</i> think the music is about<b>ttng he truggliUner</b></p>	
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<p>Eyes closed, ears open listening activity</p>			
<p><b>Instructional Strategies/Student Activities</b></p>	<p>Direct instruction</p> <p>Listening (Active/Dyadic)</p> <p>Modeling</p> <p>Guided practice</p> <p>Group work</p> <p>Experimentation</p>			
<p><b>Instructional/Assessment Scaffolds</b> (<i>Modifications</i>)</p>	<p><b>English Language Learners</b></p>	<p><b>Special Education Learners</b></p>	<p><b>Struggling Learners</b></p>	<p><b>Advanced Learners</b></p>

<p><i>/Accommodations) – planned for prior to instruction</i></p>	<p>Song samurai Graphic song chart Students answer in native language</p>	<p>Graphic song chart</p>	<p>Performance encore Instrument modification Shorten list of music elements used</p>	<p>Additions to instruments  Students switch instrument for different sections of song form</p>
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p><b>Access (Resources and/or Process)</b></p>		<p><b>Expression (Products and/or Performance)</b></p>	
	<p>Utilize song form template Improvisation Story telling/poetry</p>			
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Song Lyrics</p>			
<p><b>Integration of Technology</b> <u>SAMR</u></p>	<p>Audacity Program</p>			
<p><b>Interdisciplinary Connections</b> <u>NJ Student Learning Standards</u></p>	<p>LA.RF.K.1.A-Follow words from left to right, top to bottom, and page by page  LA.RF.K.1.B-Recognize that spoken words are represented in written language by specific sequences of letters</p>			



<b>21<sup>st</sup> Century Themes/Skills</b> <u>P21 Framework</u>	<b>Themes</b>		<b>S Skills</b>
<b>Resources/Materials</b>			Initiative and self direction Social and cross-cultural skills
	Quaver curriculum Sound graphs Wind game Song/chant repertoire Story/poem Recording program Critique rubric		