

UNIT 3 – LITERACY – 10 DAYS

<p>Established Goals:</p> <p>Goal:</p> <p>Students will be able to perform (sing, play on classroom instruments, body percussion) from basic notation. Students will explore and identify musical elements aurally and visually. Students will be able to sing or play simple melodies or rhythmic accompaniments in AB and ABA forms.</p> <p>Standards</p> <p>Music, like a language, has symbols which represent sounds (rhythm/pitch), structure (form), and flow (meter). Students will be working toward recognizing and performing from musical notation to develop music literacy. As reading a book opens the world of literature to a person, music literacy can open the world of music to students.</p> <p>Standard State: NJ</p> <p>1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p>identify and perform quarter notes (ta) and rests, eighth note pairs (ti-ti) and will be introduced to half notes.</p> <p>to create and perform new rhythmic patterns.</p> <p>to identify and perform stepwise vs. leaps, repeated notes and pitch direction</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p>Music literacy helps us to relate to the music and the world around us.</p> <p>Music literacy gives us the tools for creating our own music.</p> <p>Music literacy allows us access to music of past and present musicians.</p>	<p>How does music literacy help us express ourselves?</p> <p>How does music literacy help us to understand the music of others?</p>
	Acquisition	
	KNOWLEDGE	SKILLS
	<p><i>Students will understand...</i></p> <p>Students will be able to identify and perform quarter</p>	<p><i>Students will be skilled at...</i></p> <p>Students will be able to create and perform new</p>

<p>a major scale.</p> <p>1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p> <p>1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.1.2.B.3 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>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p>	<p>notes (ta) and rests, eighth note pairs (ti-ti) and will be introduced to half notes.</p>	<p>rhythmic patterns.</p> <p>Students will be able to identify and perform stepwise vs. leaps, repeated notes and pitch direction</p>

Vocabulary		Instruction and Pacing (suggested order to teach)	
Rhythm		Rhythms	
Pitch		Review ta and ti-ti notation (and ta rests).	
Quarter notes		<ul style="list-style-type: none"> ○ Determine rhythmic notation of other familiar and class songs. ○ Perform rhythms on classroom instruments. 	
Half notes		Pitch	

rests		<p>Explore singing with Solfège syllables and hand signs (up to pentatonic scale).</p> <ul style="list-style-type: none"> ○ Use hand signs to explore stepwise movements vs. leaps ○ Introduce music staff through visual aids (i.e. music staff rug). ○ Show stepwise vs. leaps on visual aids and use instruments to perform pitch patterns/songs. 	

Resources

1. District approved textbook
2. CDs/Tapes/Videos/DVDs
3. Instruments
4. Computers/Technology

Technology will be integrated into the education process by creating an environment that allows all students to have optimum personal and educational growth through the infusion of appropriate technology within the music block. All students have opportunities to develop technology skills that support learning, personal productivity, and decision-making. Students are presented with a range of learning activities that allows for individual and group work. In becoming technologically proficient, students develop skills over time through integrated activities.

Any infusion of technology is contingent, but not limited, to the following: availability of technology, classroom logistics and administrative support.

Differentiation and Accommodations

Each objective is accomplished for the special education student just as for the general education student. As required, the material will be modified to conform to each student's IEP.

Each objective is accomplished for the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language/learning style which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies; the teacher instructs using more English in accordance with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he/she is able to succeed.

21st Century Skills

Creativity

Innovation

Performance Task

Partner activity:

- Use rhythm manipulatives for rhythmic dictation.
- Students create and perform new rhythms to create musical ideas.

Rhythm Game: This game assesses rhythm reading and performance skills. Using a sport, (i.e. basketball) in conjunction is a great motivator. Separate students into teams. Have rhythms on board or in computer program. Students identify rhythm performed by teacher or perform a rhythm given. Correct answer can earn a point for the team and an opportunity to shoot the basketball for an extra Teacher performs a rhythm. Students rotate so everyone has a turn to identify the rhythm.

Increasing rigor: increase number of rhythms from which to choose, rhythmic difficulty, add rests.

- Teacher gives a rhythm and students perform with body percussion or classroom instruments.

Title: Moving with the Melody

This performance task is to assess students' abilities to recognize melodic movement (stepwise, leaps/skips, repeat, downward/upward) through listening activities, performances on classroom instruments, Solfège with hand signs.

Stepwise, leaps/skips, repeats, upward/downward:

- Aural and visual recognition (students demonstrate with thumbs up/down/sideways or cue cards)
- Students identify in familiar songs.
- Students create and perform on classroom instruments.

ASSESSMENTS

Formative Assessments:

1. Daily Class Participation
2. Daily Classroom Discussion
3. Selected Homework Assignments
4. Extended Class Participation
5. Performance Participation

Summative Assessments

1. Unit Test, Quizzes & Project

