

## GRADE 1 - Unit 5 Performing on Orff and Percussion Instruments

### Board Approval Date

**June 11, 2024 (First Reading) July 9, 2024 (Second Reading)**

### Unit Overview

In unit 5, students will learn to:

- read basic notation involving quarter notes, eighth notes, and quarter rests
- write basic rhythmic dictation using quarter notes, eighth notes, and quarter rests
- play basic rhythmic notation on Orff instruments
- play Orff instruments with correct technique

### Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Creating with Musical Instruments	6-8 Lessons	1.3A.2.Cr1a 1.3A.2.Cr2b 1.3A.2.Cr3b	Students will be able to identify musical instruments by sight and sound.	WALT identify instruments individually WALT name the instrument families
Unit 2 Responding Through the Elements of Music	6-8 Lessons	1.3A.2.Re7b 1.3A.2.Re8a 1.3A.2.Re9a	Students will respond to the elements of music.	WALT Compose, read, and perform rhythms consisting of quarter notes, eighth notes, and quarter rests WALT decipher different tempos, forms, and dynamics
Unit 3 Connecting With Jazz	6-8 Lessons	1.3A.2.Cn10a	Students will have a basic	WALT define syncopation,

		1.3A.2.Cn11a	knowledge and appreciation of Jazz music.	improvisation, blues, and scat singing WALT to analyze the music of George Gerswhin and Louis Armstrong
Unit 4 Performing Folk Songs	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5c 1.3A.2.Pr6b	Students will have a basic knowledge and appreciation of American Folk Music.	WALT sing folk songs WALT perform accompaniments on Orff and percussion instruments
Unit 5 Performing on Orff and Percussion Instruments	6-8 Lessons	1.3A.2.Pr4a 1.3A.2.Pr5d 1.3A.2.Pr6b	Students will be able to read basic notation and perform it on classroom instruments.	WALT read basic notation with quarter notes, eighth notes, and quarter rests WALT write basic notation with quarter notes, eighth notes, and quarter rests WALT perform basic notation on percussion instruments

**Grade 1 Unit 5 Performing on Orff and Percussion Instruments 6-8 Lessons**

**Unit Vocabulary**

rhythm	Orff	quarter note	eighth note	quarter rest
mallet	xylophone	metallophone		

**Preparation for College, Careers, and Beyond**

<b>Career Ready Practices</b>	<b>Personal Financial Literacy (9.1) and</b>
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	<b>Career Awareness, Exploration, and Preparation (9.2)</b>
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.	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.

<b>Cross-Curricular Connections</b>						
<b>Interdisciplinary Connections</b>	<b>Technology Integration and Literacy</b>	<b>Climate Change</b>	<b>Amistad Law</b>	<b>Holocaust Law</b>	<b>LGBT &amp; Disabilities Law</b>	<b>Asian Pacific Islander</b>
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i>	<ul style="list-style-type: none"> <li>lesson on recycling materials and using them to create musical instruments</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Possible Assessment and Instructional Modifications</b>			
<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted</b>	<b>English Language Learners</b>
<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><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>Extra time on assessments</li> <li>Use of a graphic organizer</li> <li>Use of concrete materials and objects (manipulatives)</li> </ul>	<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</p>	<ul style="list-style-type: none"> <li>Enrichment projects</li> <li>Higher-level cooperative learning activities</li> <li>Provide higher-order questioning and discussion opportunities</li> <li>Tiered centers</li> <li>Tiered assignments</li> <li>Alternate assignments/ enrichment assignments</li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Choice of test format (multiple-choice, essay, true-false)</li> <li>Vary test formats</li> <li>Read directions to student</li> <li>Provide study guides prior to tests</li> <li>Clarify test directions, read test questions</li> <li>Read test passages aloud (for</li> </ul>

<ul style="list-style-type: none"> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>addition the following may be considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Answers to be dictated</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Agenda book and checklists</li> <li>● Adjusted assignment timelines</li> <li>● Varied reinforcement procedures</li> <li>● Work in progress check</li> <li>● Personalized examples</li> <li>● No penalty for spelling errors or sloppy handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<p>comprehension assessment)</p>
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**Individualized Learning Opportunities**

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

<b>Possible Assessments</b>			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>● Anecdotal notes during whole</li> </ul>	<ul style="list-style-type: none"> <li>● Common Summative</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Center based activities</li> </ul>

<ul style="list-style-type: none"> <li>group, small group and individual conferences</li> <li>Sharing strategies</li> <li>Turn and talk</li> <li>Stop and Jots</li> <li>Graphic organizers</li> <li>Running Records/skills check off</li> </ul>	<p>Assessments</p> <ul style="list-style-type: none"> <li>Open-Ended Responses</li> </ul>		
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Grade 1 Unit 5 Performing on Orff and Percussion Instruments 6-8 Lessons			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Reading, Writing, and Playing Basic Notation on Percussion Instruments 3-4 Lessons	<ul style="list-style-type: none"> <li>1.3A.2.Pr4</li> <li>1.3A.2.Pr5</li> <li>1.3A.2.Pr6</li> </ul>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> <li>read basic notation with quarter notes, eighth notes, and quarter rests</li> <li>write basic notation with quarter notes, eighth notes, and quarter rests</li> <li>perform basic notation on percussion instruments</li> </ul> <p>Anchor Standards:</p> <ul style="list-style-type: none"> <li>Selecting, analyzing, and interpreting work</li> <li>Developing and refining techniques and models or steps needed to create products</li> <li>Conveying meaning through art</li> </ul> <p>Artistic Process</p> <ul style="list-style-type: none"> <li>Performing</li> </ul> <p>Enduring Understandings:</p> <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> <p>Essential Questions:</p>	<ul style="list-style-type: none"> <li>Texts               <ul style="list-style-type: none"> <li></li> </ul> </li> <li>Materials               <ul style="list-style-type: none"> <li>Creating musical instruments with recycled materials</li> <li>rhythm tic tac toe boards with rhythms: students can perform a rhythm every time they put a tic tac toe marker down</li> <li>rhythm block towers: students can build towers using blocks with rhythms and read the rhythms as they "build" until the tower falls down. Students can also play the rhythms on percussion instruments</li> <li>rhythms on headbands - students can "wear" a rhythm while another student reads the rhythm. The student "wearing" the rhythm will then write the rhythm</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● How do we develop steps to create rhythms?</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>● Select, Analyze, Interpret</li> <li>● Rehearse, Evaluate, Refine</li> <li>● Present</li> </ul> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> <li>● Teacher observation of student responses</li> <li>● students performing basic rhythmic notation</li> <li>● students reading and writing basic rhythmic notation</li> </ul>	
<p>Reading, Writing, and Playing Basic Notation on Orff Instruments 3-4 Lessons</p>	<ul style="list-style-type: none"> <li>● 1.3A.2.Pr4</li> <li>● 1.3A.2.Pr5</li> <li>● 1.3A.2.Pr6</li> </ul>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> <li>● read basic notation with quarter notes, eighth notes, and quarter rests</li> <li>● write basic notation with quarter notes, eighth notes, and quarter rests</li> <li>● perform basic notation on Orff instruments</li> </ul> <p>Anchor Standards:</p> <ul style="list-style-type: none"> <li>● Selecting, analyzing, and interpreting work</li> <li>● Developing and refining techniques and models or steps needed to create products</li> <li>● Conveying meaning through art</li> </ul> <p>Artistic Process</p> <ul style="list-style-type: none"> <li>● Performing</li> </ul> <p>Enduring Understandings:</p> <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> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How do we develop steps to create rhythms?</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>● Select, Analyze, Interpret</li> <li>● Rehearse, Evaluate, Refine</li> <li>● Present</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Students can roll a large, foam dice with rhythms on it, read the rhythm, and perform it on an Orff instrument</li> <li>○ Students can repeat the games Rhythm Tic Tac Toe, Rhythm Block Tower, and perform the rhythms on Orff instruments instead of percussion instruments</li> </ul> </li> </ul>

		<p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"><li>● Teacher observation of student responses</li><li>● students performing basic rhythmic notation on Orff instruments</li><li>● students reading and writing basic rhythmic notation</li></ul>	
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