

## GRADE 1 - Unit 1 Creating with Musical Instruments

### Board Approval date

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

### Unit Overview

In unit 1, students will learn to:

- identify characteristics of musical instruments
- categorize instruments into families
- read basic notation
- play basic notation and ostinatos on Orff instruments

### 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 1.3A.2.Cn11a	Students will have a basic knowledge and appreciation	WALT define syncopation, improvisation, blues, and scat

			of Jazz music.	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 1 Creating with Musical Instruments 6-8 Lessons**

**Unit Vocabulary**

brass	woodwind	percussion	strings	flute
piccolo	clarinet	oboe	bassoon	trumpet
tuba	French Horn	trombone	cello	violin
viola	double bass	bass drum	timpani	snare drum/ Xylophone

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

<b>Career Ready Practices</b>	<b>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</b>
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<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	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> <li>Literature connections</li> </ul>	<p><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></p>	<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>	<ul style="list-style-type: none"> <li></li> </ul>

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	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><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> <li>Opportunities for cooperative partner work</li> <li>Assign fewer problems at one time (e.g., assign only odds or</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 addition the following may be considered:</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> <li>Provide texts at higher reading level</li> <li>Extension activities</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 comprehension assessment)</li> </ul>

<ul style="list-style-type: none"> <li>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>	<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>• Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	
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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 group, small group and individual conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>• teacher observation of student responses</li> <li>• oral and written assessments</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<ul style="list-style-type: none"> <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>		<ul style="list-style-type: none"> <li>● Group Work: categorizing instruments into families</li> <li>● performing basic ostinatos on Orff instruments</li> </ul>	
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**Grade 1 Unit 1 Creating With Musical Instruments 6-8 Lessons**

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Instruments of the Orchestra and Reading Music Notation 4 Lessons	<ul style="list-style-type: none"> <li>● 1.3A.2.Cr1</li> <li>● 1.3A.2.Cr2</li> <li>● 1.3A.2.Cr3</li> </ul>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> <li>● identify instruments individually</li> <li>● name the instrument families</li> <li>● read basic music notation on the treble clef staff</li> </ul> <p>Anchor Standards:</p> <ul style="list-style-type: none"> <li>● Generating and Conceptualizing ideas</li> <li>● Organizing and Developing Ideas</li> <li>● Refining and Completing products</li> </ul> <p>Artistic Process</p> <ul style="list-style-type: none"> <li>● Creating</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</li> <li>● Musicians' creative choices are influenced by their expertise, context, and expressive intent</li> <li>● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What are the specific timbres of musical instruments?</li> <li>● How do musicians make creative decisions when listening to and choosing a musical instrument to play?</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan, Make</li> <li>● Evaluate, Refine</li> </ul> <p>Suggested Formative Assessment(s):</p>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ <i>Music K-8 Magazine</i></li> <li>○ <i>Adventures with the Orchestra</i> by Artie Almeida</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Students will identify instruments through written assessments and activities</li> <li>○ students will learn to read basic rhythms through singing songs. Examples: <i>Leaf Song</i> (Music K-8 Volume 18, Number 1) <i>Hop Old Squirrel</i></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Teacher observation of student responses</li> <li>● oral and written assignments</li> </ul>	
Instrument Families and Orff 4 Lessons	<ul style="list-style-type: none"> <li>● 1.3A.2.Cr1</li> <li>● 1.3A.2.Cr2</li> <li>● 1.3A.2.Cr3</li> </ul>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> <li>● identify instruments individually</li> <li>● name the instrument families</li> <li>● define characteristics of instruments and place them into families</li> <li>● play Orff instruments</li> </ul> <p>Anchor Standards:</p> <ul style="list-style-type: none"> <li>● Generating and Conceptualizing ideas</li> <li>● Organizing and Developing Ideas</li> <li>● Refining and Completing products</li> </ul> <p>Artistic Process</p> <ul style="list-style-type: none"> <li>● Creating</li> </ul> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</li> <li>● Musicians' creative choices are influenced by their expertise, context, and expressive intent</li> <li>● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What are the specific timbres of musical instruments?</li> <li>● How do musicians make creative decisions when listening to and choosing a musical instrument to play?</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan, Make</li> <li>● Evaluate, Refine</li> </ul> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> <li>● Teacher observation of student responses</li> <li>● Group Work: categorizing instruments into families</li> <li>● performing basic ostinatos on Orff instruments</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ <i>Music K-8 Magazine</i></li> <li>○ <i>Adventures with the Orchestra</i> by Artie Almeida</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Students will participate in centers focused on defining characteristics of instruments and categorizing them into families</li> <li>○ Students will identify instruments through written assessments and activities</li> <li>○ students will learn to read basic rhythms through singing songs. Examples: <i>Leaf Song</i> (Music K-8 Volume 18, Number 1) <i>Hop Old Squirrel</i></li> </ul> </li> </ul>