

GRADE 1 – Unit 2 Responding Through the Elements of Music

Board Approval Date
June 11, 2024 (First Reading) July 9, 2024 (Second Reading)

Unit Overview
<p>In unit 2, students will learn to:</p> <ul style="list-style-type: none"> ● discuss their musical preferences ● identify patterns of form ● move to different patterns of form ● identify instruments by their timbre ● use movement to identify different tempos and dynamics ● sing solfege with sign language ● learn melodies of different songs

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 of Jazz music.	WALT define syncopation, 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

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Unit Vocabulary

elements	rhythm	timbre	dynamics	form
melody	solfege	tempo		

Preparation for College, Careers, and Beyond

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

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"> Math: Use of shapes to create patterns to represent musical form 	<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"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Lesson on Tchaikovsky's <i>Nutcracker</i> 	<ul style="list-style-type: none">

Possible Assessment and Instructional Modifications

Special Education	At-Risk	Gifted	English Language Learners
<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> Possible Modifications/Accommodations	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	<ul style="list-style-type: none"> Enrichment projects Higher-level cooperative learning activities Provide higher-order questioning and discussion opportunities Tiered centers 	<ul style="list-style-type: none"> Continue practicing vocabulary Choice of test format (multiple-choice, essay, true-false) Vary test formats Read directions to student Provide study guides prior to tests

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

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments

<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Stop and Jots ● Graphic organizers ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Solfege sign language ● movements to different tempos and dynamics ● Group Work: Composing with popsicle sticks ● Group Work: Saying rhythms accurately with Ti-Ti and Ta ● Group Work: Performing rhythms on auxiliary percussion instruments ● Movement activities based on form ● instrument identification worksheets 	<ul style="list-style-type: none"> ● Tchaikovsky's <i>Nutcracker</i>
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Grade 1 – Unit 2 Responding Through the Elements of Music 6-8 Lessons

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Melody, Tempo, and Dynamics 2 Lessons	<ul style="list-style-type: none"> ● 1.3A.2.Re7 ● 1.3A.2.Re8 ● 1.3A.2.Re9 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Sing solfege syllables with sign language ● sing different melodies ● use movement to identify different tempos and dynamics <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Perceiving and analyzing products ● Interpreting intent and meaning ● Applying criteria to evaluate products <p>Artistic Process</p> <ul style="list-style-type: none"> ● Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Individual's 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 creators or performers manipulate the elements of music. ● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ <i>Rhythm Games</i> by Robert Abramson ○ <i>Music K-8 Magazine: Wacky Do Re Mi, Mister Scarecrow</i> ○ <i>Do Re Mi: If Can Read Music, Thank Guido d'Arezzo</i> by Susan Roth ● Materials <ul style="list-style-type: none"> ○ <i>Music K-8 Videos: Largo and Presto, Piano and Forte</i> ○ singing a scale with solfege sign language

		<p>Essential Questions:</p> <ul style="list-style-type: none"> How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> Select, Analyze Evaluate Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> solfege sign language movements to different tempos and dynamics 	
<p>Rhythm 2 Lessons</p>	<ul style="list-style-type: none"> 1.3A.2.Re7 1.3A.2.Re8 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Compose, read, and perform rhythms consisting of quarter notes, eighth notes, and quarter rests <p>Anchor Standards:</p> <ul style="list-style-type: none"> Perceiving and analyzing products Interpreting intent and meaning <p>Artistic Process</p> <ul style="list-style-type: none"> Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Individual's 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 creators or performers manipulate the elements of music. <p>Essential Questions:</p> <ul style="list-style-type: none"> How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> Select, Analyze Evaluate Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Group Work: Composing rhythms with popsicle sticks Group Work: saying rhythms accurately with ti-ti and ta Group Work: Performing rhythms on auxiliary percussion instruments 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. and John Archambault Materials <ul style="list-style-type: none"> Group Work: using popsicle sticks for composition tools, reading rhythms, playing on rhythms sticks, and auxiliary percussion instruments Reading <i>Chicka Chicka Boom Boom</i> and identifying rhythms clapping and saying rhythms of names
<p>Form and Timbre 3 Lessons</p>	<ul style="list-style-type: none"> 1.3A.2.Re7 1.3A.2.Re8 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> identify forms and their patterns move to different form patterns 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Editions of <i>The Nutcracker</i> <i>Getting to Know Peter Tchaikovsky</i> by Mike

	<ul style="list-style-type: none"> 1.3A.2.Re9 	<ul style="list-style-type: none"> identify instruments according to their timbre <p>Anchor Standards:</p> <ul style="list-style-type: none"> Perceiving and analyzing products Interpreting intent and meaning Applying criteria to evaluate products <p>Artistic Process</p> <ul style="list-style-type: none"> Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Individual's 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 creators or performers manipulate the elements of music. The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. <p>Essential Questions:</p> <ul style="list-style-type: none"> How do individuals choose music to experience? How do we judge the quality of music? How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> Select, Analyze Evaluate Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> instrument identification worksheets teacher observation of movement to different tempos and form 	<p>Venezia</p> <ul style="list-style-type: none"> <i>Parachutes, Ribbons, and Scarves, Oh My!</i> by Artie Almeida <ul style="list-style-type: none"> Materials Listening to the music of Tchaikovsky's <i>Nutcracker</i>, identifying instruments and form identifying form with letters of the alphabet and assign different movements for each letter <i>The Ultimate Nutcracker Interactive Classics</i>
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