

Winslow Township School District
Grade 1 Music
Unit 2: Different forms of vocalizing/Long
and Short sounds

Overview: In this unit we will establish the various different ways that we use our voices on a daily basis. We will discuss the differences between a proper singing voice and a speaking/shouting voice. We will then begin discussing the differences between long and short sounds in music. Students will make associations between different instruments in the classroom that make long and short sounds based on note decay. Students will learn how to vocally produce music using short staccato phrases and long legato phrases. Students will complete unit being able to perform a long, short rhythm on unpitched percussion.

Overview	Standards for Musical Content	Unit Focus	Essential Questions
<p><u>Unit 2</u></p> <p>Different forms of vocalizing/Long and Short sounds</p>	<p>1.3A.2.Cr1a 1.3A.2.Cr2a 1.3A.2.Cr2b 1.3A.2.Pr4a 1.3A.2.Pr5c 1.3A.2.Pr5d 1.3A.2.Pr6a 1.3A.2.Re8a 1.3A.2.Cn11a</p>	<ul style="list-style-type: none"> • Understand the differences between a singing, shouting, and speaking voice. • Singing in unison • Recognize which instruments create long sounds and which create short sounds. • Be able to perform short repeating rhythms with body percussion and unpitched instruments. • Play (Long short short) rhythm using various hand percussion instruments 	<ul style="list-style-type: none"> • What is the difference between a singing voice and speaking voice? • What is the difference between a singing voice and a shouting voice? • Which instruments make long sounds? • Which instruments make short sounds? • How can we tell the difference between long sounds and short sounds in music?
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • We use our voices in many different ways for many different reasons • Recognizing different sound sources in music and environment • Incorporating both long and short sounds using body percussion and eurhythmics • Perform Q, E, E rhythmic accompaniment 		

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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Different forms of vocalizing/Long and short sounds	1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	1	4
	1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance		
	1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.		
	1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.	1	
	1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		
	1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.		
	1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy	1	
	1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.		
	1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.		
Assessment, Re-teach and Extension		1		

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Unit 2 Grade 1		
Enduring Understanding	Indicator #	Performance Expectations
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
Musicians' creative choices are influenced by their expertise, context and expressive intent.	1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
Musicians' creative choices are influenced by their expertise, context and expressive intent.	1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
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.	1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
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.	1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance
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.	1.3A.2.Pr5d	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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Unit 2 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Performance Assessments • Self-Assessment • Peer Assessment 	<ul style="list-style-type: none"> • Short Constructed Responses • Exit Tickets
Resources	Activities
<ul style="list-style-type: none"> • Share the Music gr. 3 • BeatBox World Music Drumming 101 • Round the Seasons • Orff We Go! • Just Jams • Peanut Butter Jam • BoomWhack Attack • iPads • Orff Instruments • Bucket Drums • Hand Percussion • BoomWhackers • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Unpitched instrument performance. • Music and movement activities. • Sing with proper age appropriate vocal production. • Perform songs on pitched Orff instruments. • Perform steady beat accompaniment with boomwhackers.

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Instructional Best Practices and Exemplars

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|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- 9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2:** Explain why an individual would choose to save money.
- 9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Peer helpers
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Extended time as needed
- Read directions aloud
- Assist with organization
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 2-3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in music from student’s native culture • Assist with organization • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level tasks • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Integration of Computer Science and Design Thinking NJSLS 1

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.