

Jay Curriculum: Unit Cover Page

Unit title: Composing/Arr.

Grade Level: 3-4

Content Area(s): Music

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A 1-5, 7
- B 1-3
- C 1, 4-7

Unit: Composing/Arr. 3-4

Brief Summary of Unit/Topic

Summary:

- Create and arrange short songs and instrumental pieces within specified guidelines
- Improvise instrumental accompaniments to songs, recorded selections, stories, and poems
- Use a variety of sound sources when composing
- Create short pieces of music, using voices, instruments, and other sound sources
- Invent and use original graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas.
- Improvise “answers” to given rhythmic and melodic phrases

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Improvising will help the children be aware of their own creative ability

Students will know:

How to create a rhythmic or melodic part that will enhance a given part

Students will be able to:

Create simple melodies/rhythms with lyrics

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Create simple melodies with lyrics	A1-5; B1-3; C1, 4-7			
QUIZZES, TESTS, PROMPTS				
Class/teacher performance/evaluation				
Student oral self-evaluation				
STUDENT SELF ASSESSMENT				
Student Oral self-evaluation				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Create rhythmic “answers” in groups or alone
- Create melodic “answers” in groups and/or alone

REFERENCES: