

# Jay Curriculum: Unit Cover Page

**Unit title:** Improvising

**Grade Level:** K-2

**Content Area(s):** Music

**Date Created:**

**Designed By:** Sherry Gilbert

## **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 1-4,7-8
- B 1-4
- C 1, 4-7

**Unit:** Improvising 3-4

### **Brief Summary of Unit/Topic**

**Summary:**

- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- Perform expressively a varied repertoire of music representing diverse genres and styles
- Echo short rhythms and melodic patterns
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- Perform independent instrumental parts while other students sing or play contrasting parts.

### **Stage #1: Identify Desired Results**

**Essential Question/s:**

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

Rhythm helps us distinguish even from uneven, long from short, strong from weak, sound and silence. We will also be able to read and perform simple rhythmic patterns.

**Students will know:**

How to play or sing whole, half, quarter, and 8<sup>th</sup> notes in 2-4, 3-4, 4-4, 6-8 time signatures

**Students will be able to:**

Feel rhythms in 2-4, 3-4, 4-4, 6-8 time signatures

**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: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Feel rhythms in 2, 3, 4, and 6 time signatures	A1, 3, 4, 5, 6, 7, 8; B1, 2, 3, 4; C1, 4-7			
QUIZZES, TESTS, PROMPTS				
Class/Teacher performance/ Evaluation				
Student oral self-evaluation				
Student written quiz/test				
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):**

- Playing in groups
- Playing independently
- Playing in rhythm
- Playing using different tempi
- Playing melody or rhythm instruments
- Playing melody or harmony

### **REFERENCES:**