

# Jay Curriculum: Unit Cover Page

**Unit title:** Reading/Notating

**Grade Level:** 3-4

**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, 6, 8
- B 1-4
- C 3-7

**Unit:** Reading/Notating 3-4

**Brief Summary of Unit/Topic**

**Summary:**

- Read whole, half, quarter, eighth notes and rests in 2, 3, 4 quarter time on G Clef Staff
- Using syllables read simple pitch notation in G Clef major keys
- Notate time (meter) rhythm, pitch, dynamics in simple pattern presented by teacher
- Identify and interpret traditional symbols/terms: dynamics, tempo, articulation

**Stage #1: Identify Desired Results**

**Essential Question/s:**

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

Reading and notating will help the children understand the language of music

**Students will know:**

How to read and write their own music within given boundaries

**Students will be able to:**

Reading and writing a simple music

**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> .)
Reading and writing simply rhythms	A1-4, 6, 8; B1-4; C 3-7			
QUIZZES, TESTS, PROMPTS				
In class reading written notation on board and paper				
In class writing notation on board and paper				
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):**

- Write on board/paper music within a given boundary in group
- Write on board/paper music within a given boundary individually
- Read on board and paper music in group

### **REFERENCES:**