

Jay Curriculum: Unit Cover Page

Unit title: Instrumental Performance

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, 3-15
- B 1-5
- C 2, 4

Unit: Instrumental Performance K-2

Brief Summary of Unit/Topic

Summary:

- Perform on pitch, in rhythm, and maintain a steady tempo
- Perform easy rhythmic and melodic patterns accurately and independently on rhythmic and melodic classroom instruments
- Echo short rhythms and melodic patterns
- Perform independent instrumental part 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.

Students will know:

How to play or sing whole, half, quarter, and 8th notes in 4 and 8 time signatures.

Students will be able to:

Feel rhythms in 2, 3, 4, and 6 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: 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 <u>aligned scoring guide</u> .)
Feel rhythms in 2, 3, 4, and 6 time signatures	A1,3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; B1, 2, 3, 4, 5; C2, 4			
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):

- Playing in groups
- Playing independently
- Playing in rhythm
- Playing with different tempi
- Playing melody or rhythm instruments

REFERENCES: