

# Jay Curriculum: Unit Cover Page

**Unit title:** Listening/Analyzing

**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, 6-12, 14, 15
- B 1-5
- C 1-4

**Unit:** Listening/Analyzing K-2

**Brief Summary of Unit/Topic**

**Summary:**

- Identify the sources of a wide variety of sounds
- Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music
- Answer questions about and describe aurally various styles of music
- Participate freely in music activities
- Identify simple music forms when presented aurally
- Identify the sounds of a variety of instruments, including some orchestra/band instruments as well as children's voices and male and female adult voices

**Stage #1: Identify Desired Results**

**Essential Question/s:**

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

Listening and analyzing music will help the children appreciate music in many styles and forms and as a life long consumer

**Students will know:**

How to analyze some styles and forms of music

**Students will be able to:**

Appreciate different styles and forms of 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> .)
Listening and analyzing music	A1-4, 6-12, 14, 15; B1-5; C1-4			
QUIZZES, TESTS, PROMPTS				
Oral and/or written papers to identify tone color, form, tempo, etc.				
Class and/or individual movement to identify style, form, etc.				
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):**

- Moving to different forms and styles of music
- Identifying different forms and styles of music
- Appreciating different forms and styles of music

### **REFERENCES:**