

Jay Curriculum: Unit Cover Page

Unit title: Singing

Grade Level: K-2

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

Unit: Singing K-2

Brief Summary of Unit/Topic

Summary:

- Use their voices expressively as they speak, chant, and sing
- Sing a variety of simple songs in various keys, meters, and genres, alone and with a group, becoming increasingly accurate in rhythm and pitch
- Distinguish and demonstrate high, low, and melody direction

Stage #1: Identify Desired Results

Essential Question/s:

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

Singing is one of the fundamentals that make us aware of melody, harmony, rhythm and timbre. Singing helps us acquire musical skills and knowledge which can be developed in no other way.

Students will know:

How to use and care for their voice.

Students will be able to:

Use their voices expressively. Sing a variety of simple songs. Demonstrate high, low, upward and downward.

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 .)
Use their voices expressively	A1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; B1, 2, 3, 4, 5; C2, 4			
Sing a variety of simple songs	A1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; B1, 2, 3, 4, 5; C2, 4			
Demonstrate high, low, upward, and downward	A1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15; B1, 2, 3, 4, 5; C2, 4			
QUIZZES, TESTS, PROMPTS				
Portfolio tape				
Class/Teacher performance evaluations				
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):

- Singing in groups
- Singing independently
- Singing on pitch
- Singing in rhythm
- Singing a varied repertoire of songs
- Playing melody instruments
- Singing or playing with expression

REFERENCES: