

DAY IN UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <u>Curriculum document</u> <u>Common Core</u>	Vocabulary/ Vocab. Activity <u>Activities</u> <u>Activities II</u>	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhenberg.kyschools.us/?q=node/61">www.muhenberg.kyschools.us/?q=node/61</a> <u>Engagement</u> <u>Cube</u> <u>Cube II</u> <u>(examples)</u>	Literacy/Reading in the Content <u>Literacy Ideas</u>	Formative/ Summative Assessment <b>F – Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <u>More Ideas</u>	Differentiation T-Task <b>S-Special Needs</b> <b>G-Gifted/Accel.</b> <a href="http://serge.ccsso.org">http://serge.ccsso.org</a> <u>Ideas</u> <u>9 Types</u> <u>Big Explanation Tool</u>	Technology <u>50 Ideas</u>
1	I can show how music has affected/enriched my life.  I can demonstrate understanding of classroom rules and procedures		Personal Response— “Musical Me” Timeline  RATS Rules Rap		F-Rules Quiz	S-Reader	Pandora.com Turning Point Clicker Quiz
2	I can explain the difference between rhythm and beat. I can echo simple to complex rhythms on drums. I can improvise 2-beat patterns. I can sustain my own part in an ensemble.	Rhythm Beat Call and Response Ensemble Polyrhythm	Personal Response- improvisation Learning with Others- drumming ensemble Authenticity-drumming	Syllabic drumming—spoken syllables=drummed syllables	F-Brain Brightener F-Drumming as individuals and as part of the ensemble	S-Working in group G-Leaders in the ensemble	Powerpoint Youtube.com
3 - 4	I can recognize note names and durations. I can echo simple to complex rhythms on drums. I can improvise 2-beat patterns. I can sustain my own part in an ensemble.	Whole Note/Rest Half Note/Rest Quarter Note/Rest Eighth Note/Rest Sixteenth Note/Rest Dotted Half Note Dotted Quarter Note Polyrhythm	Learning with Others & Authenticity--Drumming		F-Brain Brighteners F-Drumming as individuals and as part of the ensemble	S-Graphic Organizer G-Leaders in the ensemble	Powerpoint Interwrite pad Easiteach Youtube.com

5	I can recognize note names and durations.	Whole Note/Rest Half Note/Rest Quarter Note/Rest Eighth Note/Rest Sixteenth Note/Rest Dotted Half Note Dotted Quarter Note	Music Math Races		F-Brain Brightener F-Music Math Races	S-Use of completed graphic organizer	Interwrite pad Easiteach Youtube.com
6	I can read and count simple to complex rhythms. (whole, half, quarter, 2-eighth, 4-sixteenth patterns). I can recognize note names and durations.	Rhythm Beat Whole Note/Rest Half Note/Rest Quarter Note/Rest Eighth Note/Rest Sixteenth Note/Rest Dotted Half Note Time Signature	Clear, Modeled Expectations-counting rhythm patterns	Reading Rhythmic Patterns	F-Brain Brightener F- Drumming as individuals and as part of the ensemble F-Quiz over note and rest names and values	S-Work in groups; modified quiz, use of graphic organizer	Interwrite pad Easiteach Youtube.com
7 - 8	I can identify bar lines, measures, double bar lines, and repeat signs. I can identify time signatures and describe the meaning of the top and bottom numbers. I can echo, count, read, and perform simple to complex rhythms with my voice and on instruments.	Bar Line Measure Double Bar Line Repeat Sign Time Signature	Learning with Others & Authenticity— Drumming; Nursery Rhymes	Reading rhythmic patterns Analyzing nursery rhymes for rhythmic and compositional elements Counting and performing rhythms	F-Brain Brightener F-Nursery Rhyme Rally F-Rhythm Performance Quiz (give each student a rhythm flashcard; they must perform it with counts as a call and response)	S-Use of Graphic Organizer; Working in groups G-Leaders in the group	Interwrite pad Easiteach Youtube.com
9	I can improvise 2-beat patterns. I can echo, count, read, and perform simple to complex rhythms with my voice and on instruments. I can sustain my own part in an	Rhythm Beat Whole Note/Rest Half Note/Rest Quarter Note/Rest Eighth Note/Rest Sixteenth Note/Rest	Personal Response-improvisation Learning with Others & Authenticity-Drumming	Reading rhythmic patterns	F-Brain Brightener F- Drumming as individuals and as part of the ensemble	S-Working in group G-Leaders in the ensemble	Interwrite pad Easiteach Youtube.com

	ensemble.	Dotted Half Note Time Signature Ensemble Improvisation Call & Response Polyrhythm					
10	I can accurately write down (dictate) rhythms I hear. I can identify which rhythm is being performed, given several choices. I can sustain my own part in an ensemble.	Rhythm Beat Whole Note/Rest Half Note/Rest Quarter Note/Rest Eighth Note/Rest Sixteenth Note/Rest Dotted Half Note Time Signature Ensemble	Learning with Others & Authenticity-Drumming Authenticity-Dictation	Reading & writing rhythmic patterns	F-Brain Brightener F- Drumming as individuals and as part of the ensemble F-Rhythmic Dictation F-Rhythm Listening QUIZ	S-Working in group G-Leaders in the ensemble.	Interwrite pad Easiteach Turning Point Youtube.com
11	I can define tempo and various tempo markings. I can identify appropriate tempo markings for a variety of music. I can alter the tempo of musical pieces and describe how this affects the mood.	Tempo Largo Moderato Allegro Presto Accelerando Ritardando	Personal Response- Picture Vocabulary Activity Learning with Others & Authenticity-Drumming	Root word links	F-Brain Brightener F- Drumming as individuals and as part of the ensemble	S-Graphic Organizer, working in group G-Leaders in the ensemble	Interwrite pad Easiteach CDs of various musical pieces Youtube.com
12	I can define dynamics and various dynamic markings. I can alter the dynamic level of musical pieces and describe how this affects the mood.	Dynamics Pianissimo Piano Mezzo Piano Mezzo Forte Forte Fortissimo Crescendo Decrescendo	Personal Response- picture vocabulary activity Learning with Others & Authenticity-Drumming	Root word links	F-Brain Brightener F- Drumming as individuals and as part of the ensemble	S-Graphic Organizer, working in group G-Leaders in the ensemble	Interwrite pad Easiteach Youtube.com
13-1	I can demonstrate understanding of tempo and dynamic terms. I can compose my own rhythmic composition and perform it	Rhythm Whole, Half, Quarter, Eighth, Sixteenth Notes &	Personal response, learning with others, authenticity, clear and modeled expectations,	Rhythm reading and composing.	F-Brain Brightener F-Turning Point Quiz over tempo and dynamics	S-Working in groups G-Group leaders	Interwrite pad Easiteach Youtube.com

6	accurately and creatively on drums.	Rests Bar Line, Measure, Time Signature Tempo-Largo, Moderato, Allegro, Presto, Accelerando, Ritardando Dynamics- pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo	sense of audience		S-Rhythm Compositions S-Rhythm Performances S-Self-Assessment		Turning Point
1 7	I can demonstrate what I know about rhythm, dynamics, and tempo.	Rhythm Whole, Half, Quarter, Eighth, Sixteenth Notes & Rests Bar Line, Measure, Time Signature Tempo-Largo, Moderato, Allegro, Presto, Accelerando, Ritardando Dynamics- pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo	Personal response-Open response question	Tested over analysis of musical pieces.	S-Multiple Choice Test & Open Response	S-Modified Test/OR	Pandora.com

