

DAY IN UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab. Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F – Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org / Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	I can remember music content from previous years.	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			F---Pre-test to determine prior knowledge and differentiated groupings	S-Reader	Pandora.com
2	I can echo simple to complex rhythms on drums. I can improvise 2-beat patterns. I can sustain my own part in an ensemble.	Call and Response Ensemble Polyrhythm	Personal Response-improvisation Learning with Others-drumming ensemble Authenticity-drumming	Syllabic drumming—spoken syllables=drummed syllables	F-Face the Music F-Drumming as individuals and as part of the ensemble	S-Working in group G-Leaders in the ensemble	Powerpoint Youtube.com

3	<p>I can recognize note names and durations.</p> <p>I can echo simple to complex rhythms on drums.</p> <p>I can sustain my own part in an ensemble.</p> <p>GT=I can count simple to complex rhythms.</p>	<p>Whole Note/Rest</p> <p>Half Note/Rest</p> <p>Quarter Note/Rest</p> <p>Eighth Note/Rest</p> <p>Sixteenth Note/Rest</p> <p>Dotted Half Note</p> <p>Dotted Quarter Note</p> <p>Polyrhythm</p>	<p>Learning with Others & Authenticity--Drumming</p>		<p>F-Face the Music</p> <p>F-Drumming as individuals and as part of the ensemble</p>	<p>S-Graphic Organizer</p> <p>G-Leaders in the ensemble; working ahead on "Rest Work" or "Rhythm Workout"</p>	<p>Powerpoint</p> <p>Interwrite pad</p> <p>Easiteach</p> <p>Youtube.com</p>
4	<p>I can recognize note names and durations.</p> <p>GT=I can count simple to complex rhythms.</p> <p>I can perform a polyrhythm.</p>	<p>Whole Note/Rest</p> <p>Half Note/Rest</p> <p>Quarter Note/Rest</p> <p>Eighth Note/Rest</p> <p>Sixteenth Note/Rest</p> <p>Dotted Half Note</p> <p>Dotted Quarter Note</p> <p>Polyrhythm</p>	<p>Learning with Others & Authenticity--Drumming</p>	<p>Reading Rhythmic Patterns</p>	<p>F-Face the Music</p> <p>F- Drumming as individuals and as part of the ensemble</p> <p>F-Rest Work</p>	<p>S-Use of completed graphic organizer; Working in group</p> <p>G-Leaders in the ensemble; working ahead on "Rest Work," "Rhythm Workout," or "Polyrhythm Performances"</p>	<p>Interwrite pad</p> <p>Easiteach</p> <p>Youtube.com</p>
5	<p>I can identify bar lines, measures, double bar lines, and repeat signs.</p> <p>I can identify time signatures and describe the meaning of the top and bottom numbers.</p> <p>I can echo, count, read, and perform simple to complex rhythms with my voice and on instruments.</p> <p>GT=I can count simple to complex rhythms.</p> <p>I can perform a polyrhythm.</p>	<p>Bar Line</p> <p>Measure</p> <p>Double Bar Line</p> <p>Repeat Sign</p> <p>Time Signature</p>	<p>Learning with Others & Authenticity-Drumming</p>	<p>Reading rhythmic patterns</p>	<p>F-Face the Music</p> <p>F- Drumming as individuals and as part of the ensemble</p> <p>F-Rhythm Workout</p>	<p>S-Use of completed graphic organizer; Working in group</p> <p>G-Leaders in the ensemble; working ahead on "Rest Work," "Rhythm Workout," or "Polyrhythm Performances"</p>	<p>Interwrite pad</p> <p>Easiteach</p> <p>Youtube.com</p>
6	<p>I can read and count simple to complex rhythms. (whole, half, quarter, 2-eighth, 4-sixteenth,</p>	<p>Rhythm</p> <p>Beat</p> <p>Whole Note/Rest</p>	<p>Clear, Modeled Expectations-counting rhythm patterns</p>	<p>Reading rhythmic patterns</p>	<p>F-Face the Music</p> <p>F-Rhythm Workout</p>	<p>S-Work in pairs</p> <p>G-Leaders in the ensemble; working</p>	<p>Interwrite pad</p> <p>Easiteach</p>

	dotted eighth-sixteenth, eighth-2 sixteenth patterns).	Half Note/Rest Quarter Note/Rest Eighth Note/Rest Sixteenth Note/Rest Dotted Half Note Time Signature				ahead on “Rest Work,” “Rhythm Workout,” or “Polyrhythm Performances”	Youtube.com
7	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 ensemble.	Rhythm Beat Whole Note/Rest Half Note/Rest Quarter Note/Rest Eighth Note/Rest Sixteenth Note/Rest Dotted Half Note Time Signature Ensemble Improvisation Call & Response Polyrhythm	Personal Response- improvisation Learning with Others & Authenticity-Drumming	Reading rhythmic patterns	F-Face the Music F- Drumming as individuals and as part of the ensemble	S-Working in group G-Leaders in the ensemble	Interwrite pad Easiteach Youtube.com
8	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-Face the Music 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
9	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		F-Face the Music 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

10	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		F-Face the Music 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
11-14	I can compose my own rhythmic composition. I can accurately perform the compositions of others.	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, learning with others, authenticity, clear and modeled expectations (rubric), sense of audience	Rhythm reading and composing.	F-Face the Music S-Rhythm Compositions S-Rhythm Performances S-Self-Assessment	S-Working in groups G-Group leaders	Interwrite pad Easiteach Youtube.com
15	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,	Personal response-Open response question	Tested over analysis of musical pieces.	S-Multiple Choice Test & Open Response	S-Modified Test/OR	Pandora.com

		Accelerando, Ritardando Dynamics- pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo					