

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> (examples)	Literacy/Reading in the Content <u>Literacy Ideas</u>	Formative/ Summative Assessment F – <b>Formative</b> S- <b>Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> More Ideas	Differentiation T-Task S- <b>Special Needs</b> G- <b>Gifted/Accel.</b> <a href="http://serge.ccsso.org">http://serge.ccsso.org</a> / Ideas 9 Types Big Explanation Tool	Technology <u>50 Ideas</u>
1	I can remember music content from previous years.	Melody Pitch Staff Treble Clef Bass Clef Lines & Spaces Ledger Lines Middle C Grand Staff Sharp Flat Natural Key Signature Score Scale Major Minor Chromatic Piano Keyboard			F---Pre-test to determine prior knowledge and differentiated groupings	S-Reader	Pandora.com
2	I can identify treble clef, lines and spaces of the grand staff.	Staff Pitch Treble Clef Bass Clef Lines & Spaces Ledger Lines	Authenticity—GT group is working on playing melodies on the keyboard or completing “What’s the Score”	Mnemonic Devices: Every Good Boys Does Fine, Great Big Dogs Fight Animals, All Cows Eat Grass	F-Face the Music	S-Graphic organizer, copy of notes G-Working ahead on piano keyboard identification worksheet	Easiteach Interwrite pad Youtube.com Piano Keyboard

		Middle C Grand Staff					
3	I can identify treble clef, lines and spaces of the grand staff.	Staff Pitch Treble Clef Bass Clef Lines & Spaces Ledger Lines Middle C Grand Staff	Clear, Modeled Expectations—pitch naming worksheet	Mnemonic Devices: Every Good Boys Does Fine, Great Big Dogs Fight Animals, All Cows Eat Grass	F-Face the Music F-Pitch naming worksheet	S-can use graphic organizer G-Working ahead on playing melodies on piano keyboard	Easiteach Interwrite pad Youtube.com Piano Keyboard
4 - 5	I can identify key signature, sharp, flat, and natural, and describe how they affect pitches. I can analyze a piece of music, identifying pitch names and individual instrument parts.	Staff Treble Clef Bass Clef Lines & Spaces Ledger Lines Middle C Grand Staff Sharp Flat Natural Key Signature Score Mozart Eine Kleine Nacht Musik	Authenticity—analyzing the score to Mozart’s Eine Kleine Nacht Musik	Reading a musical score	F-Face the Music F-What’s the Score	S-Shortened Assignment G-Working ahead on playing melodies	Easiteach Interwrite pad Youtube.com Piano Keyboard
6	I can identify various scales (major, minor, chromatic) and identify which scale various songs are based on.	Staff Pitch Treble Clef Bass Clef Lines & Spaces Ledger Lines Middle C Grand Staff Melody	Authenticity—analyzing pieces of music to determine which scale they are based on.		F-Face the Music F-exit slip about choosing scales	S-graphic organizer	Easiteach Interwrite pad Youtube.com Piano Keyboard

		Major Minor Chromatic					
7 - 9	I can read pitches on the staff and play the corresponding piano key. I can play short melodies on the piano keyboard.	Staff Pitch Treble Clef Bass Clef Lines & Spaces Ledger Lines Middle C Grand Staff Piano Keyboard	Authenticity—playing melodies on keyboard	Melody reading	F-Face the Music	S-piano keys will be labeled G-working on composing their own melodies.	Easiteach Interwrite pad Youtube.com Piano Keyboard
1 0 - 1 1	I can compose a melody based on a poem given clear guidelines.	Melody Pitch Staff Treble Clef Bass Clef Lines & Spaces Ledger Lines Middle C Key Signature Interval Unison 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup> 6 <sup>th</sup> 7 <sup>th</sup> octave	Authenticity, Sense of Audience, Personal Response, clear, modeled expectations—melody compositions (students will compose their own 8-measure melody in C Major with tempo and dynamic markings, given certain guidelines in a rubric. As they work, I will play their compositions for them so they can alter them to make them more musically appealing. When finished, I will perform the melodies for the class, and classmates will critique the work of others.	Melodic reading, reading a rubric; Connection of musical rhythm to rhythm of poetry.	F-Face the Music F-Melodic Compositions S-Self assessment and critique	S-extended time, modified assignment G-working on learning to play their own melodic compositions.	Easiteach Interwrite pad Youtube.com Piano Keyboard
1	I can demonstrate what I know about	Melody			S-Unit Test and Open	S-Reader, Scribe,	Pandora.com

2	melody.	Pitch Staff Treble Clef Bass Clef Lines & Spaces Ledger Lines Middle C Grand Staff Sharp Flat Natural Key Signature Interval Unison 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup> 6 <sup>th</sup> 7 <sup>th</sup> octave			Response	extended time, modified test	
1 2	I can read pitches on the staff and play the corresponding piano key.						
1 3							
1 3							