

**Englewood Public School District**  
**Music**  
**Grade 1**

**Unit 1 The Creative Process**

**NEW JERSEY CONTENT STANDARDS**

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Overview:** In this unit students will, identify tempo as gradually speeding up or slowing down, steady or unsteady beat. Identify various instruments of like register, and describe the differences in metal barred/wood barred instruments. Identify dynamics as loud, soft, medium, and loud. Use dynamics appropriate to the style of the music. Identify the forms of call and response, verse and refrain, ABA. Identify step/leap and same/different patterns in a melody and identify tonal center and melodic patterns using basic solfeggio. Identify strong beat, short and long notes/rests.

**Time Frame:** First Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Questions:**

What is music?

Is music its own language?

How do different cultures express themselves through music?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.2.B.2</b> Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p><b>1.3.2.B.1</b> Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p><b>1.2.2.A.1</b> Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p><b>1.2.2.A.2</b> Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are</p>	<p><b>Topics – Hispanic Heritage Month</b></p> <p><b>SWBAT –</b> Identify tempo as gradually speeding up or slowing down, steady or unsteady beat.</p> <p>Identify adult female voice/child’s voice, identify various instruments of like register, and describe the differences in metal barred/wood barred instruments.</p> <p>Identify dynamics as loud, soft, medium, and loud.</p> <p>Use dynamics appropriate to the style of the music.</p> <p>Identify the forms of call and response, verse and refrain, ABA.</p> <p>Identify step/leap and same/different patterns in a melody and identify tonal center and melodic patterns using basic solfeggio.</p>	<p>Assess musical skills, reviewing from Kindergarten.</p> <p>Singing on pitch (So-Mi).</p> <p>Playing classroom instruments -Maracas</p> <p>Play Instrument bingo. <b>NJSLSA.SL1., NJSLSA.L6</b></p> <p>Rhythm notation: reading, listening and clapping quarter notes and rests. <b>NJSLS M.1.OA.A</b></p> <p>Singing songs in Spanish <i>Musica</i> <b>NJSLSA.SL1.</b></p> <p>View musical performances by Hispanic musicians and discuss in small groups the common characteristics. <b>6.1.4.D.20, 6.1.4.D.19, NJSLSA.SL2.</b></p>	<p>Tempo: <a href="https://makingmusicfun.net/htm/f_mmf_music_library/pick-a-bale-of-cotton-music-lesson-on-tempo-terms.php">https://makingmusicfun.net/htm/f_mmf_music_library/pick-a-bale-of-cotton-music-lesson-on-tempo-terms.php</a></p> <p>Instrument Bingo: <a href="http://www.lessonsense.com/game/musical-instrument-bingo/">http://www.lessonsense.com/game/musical-instrument-bingo/</a></p> <p>Dynamics: <a href="https://makingmusicfun.net/htm/f_mmf_music_library/boom-chicka-boom-lesson.php">https://makingmusicfun.net/htm/f_mmf_music_library/boom-chicka-boom-lesson.php</a></p> <p>Call &amp; response: <a href="https://www.ashleydanyew.com/posts/2017/40-call-and-response-songs-and-games-for-childrens-choir">https://www.ashleydanyew.com/posts/2017/40-call-and-response-songs-and-games-for-childrens-choir</a></p> <p>Solfeggio: <a href="https://www.youtube.com/watch?v=KiFmdsXs8UU">https://www.youtube.com/watch?v=KiFmdsXs8UU</a></p> <p>Spanish songs: <a href="https://rockalingua.com/songs">https://rockalingua.com/songs</a></p> <p>Hispanic Heritage music: <a href="https://folklife.si.edu/search?q">https://folklife.si.edu/search?q</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> <li>Reflections</li> </ul> <p><b>Summative:</b> Solo and duo performance evaluations</p> <p>Admit/Exit tickets</p> <p>Teacher-made check sheets and rubrics.</p> <p>Projects, Portfolio, Presentations</p> <p>Think Pair, and Share Listening activities to identify musical characteristics.</p>

<p>affected by, past and present cultures.</p> <p><b>1.4.2.A.1</b> Identify aesthetic qualities of exemplary works of art, dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</p> <p><b>1.4.2.A.2</b> Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p> <p><b>1.3.2.B.3</b> Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p> <p><b>1.4.2.B.2</b> Apply the principles of positive critique in giving and receiving responses to performances.</p>	<p>Identify strong beat, short and long notes/rests.</p>	<p>Play singing game in multiple languages including American Sign. <b>NJSLSA.L3, NJSLSA.R7.</b></p> <p>Sing call and response songs.</p> <p>Demonstrate understanding of dynamics when singing and playing instruments.</p> <p>Play steps and leaps Simon Says. <b>NJSLSA.SL1.</b></p>	<p>query=Hispanic Smart Board-steps and leaps: <a href="http://exchange.smarttech.com/search.html?q=music,%20musical%20patterns,%20steps,%20skips,%20leaps,%20rhythm">http://exchange.smarttech.com/search.html?q=music,%20musical%20patterns,%20steps,%20skips,%20leaps,%20rhythm</a></p> <p>Steps/leaps Simon Says: <a href="http://thesharpmusicteacher.blogspot.com/2013/02/simon-says-step-skip-leap-repeat.html">http://thesharpmusicteacher.blogspot.com/2013/02/simon-says-step-skip-leap-repeat.html</a></p> <p>Musical Instruments</p> <p>Warm-up sheets</p> <p>Supplemental concert music</p>	<p>Evaluate and critique a work of music while using proper musical terminology.</p> <p>Participate in discussions and debates about music</p> <p>Music Reviews</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p> <ul style="list-style-type: none"> <li>• Outcome Sentences</li> <li>• Pair-Share</li> <li>• 3-2-1</li> <li>• Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Peer Assessment</li> </ul>
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**1.3.2.B.6**

Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

**Key Vocabulary:**

Music, Expression Loud and soft, Steady beat no beat, Rhythm, Melody, leap High and low Timbre

**Integration of 21st Century Standards NJSL 9:**

**9.2.4.A.2** Identify various life roles and civic and work - related activities in the school, home, and community.

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

**English Language Learners**

**Special Education**

**At-Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>
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### Interdisciplinary Connections:

#### ELA - NJSLS/ELA:

NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge

when encountering an unknown term important to comprehension or expression.

**Social Studies:**

- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.  
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Math:**

NJSLS M.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>2</sup>

**Integration of Technology Standards NJSLS 8:**

- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.  
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.  
8.2.2.E.1 List and demonstrate the steps to an everyday task.

**Career Ready Practices:**

- CRP1.** Act as a responsible and contributing citizen and employee  
**CRP2.** Apply appropriate academic and technical skills.  
**CRP4.** Communicate clearly and effectively and with reason.  
**CRP6.** Demonstrate creativity and innovation.  
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP12.** Work productively in teams while using cultural global competence.