| 11 | Topics | Learning Objective | Essential Questions | Music Blueprint Strands | CCLS Standards | <u>Materials</u> | Tier 2 and 3 Vocabulary | Strategies for SWDs/ELLs | Strategies for Higher Level Learners | Assessments | |
|---------------|---------------|---|---|-------------------------------|------------------|---------------------|----------------------------------|-----------------------------|--|--------------------|--------|
| Septembe r | | | | | | | | | | | |
| Week 1 | Procedures | I can express and perform the class rules and procedures by playing rhythm with d | How does musical notation tell us what and | Making Music | SL 8.1. Engage | effectively in a ra | r notation, quarter note, half r | just clapping, no drumming | drumming with pro | formative- observa | ation |
| Week 2 | Piano | I can identify the keys on the piano through observation and discussion. | What can we infer when we see a piano | Making Connec | SL 8.1. Engage | pianos | chord, arpeggio, C chord, F | solo notes, whole/half note | quarter notes, wit | h music | |
| Week 3 | Piano | I can play the chords C and F as whole notes using the correct fingers, solo and as | What challenges do we face when playing o | Making Music | SL 8.1. Engage | pianos | chord, arpeggio, C chord, F | solo notes, whole/half note | quarter notes, wit | formative- observa | ation |
| Week 4 | Piano | I can self assess, peer assess, and perform the piano chords C and F as whole not | What challenges do we face when performing | Making Music | SL 8.1. Engage | pianos, LKR | chord, arpeggio, C chord, F | solo notes, whole/half note | quarter notes, wit | r summative- asses | ssment |
| October | | | | | | | | | | | |
| Week 1 | Improvisati | I can improvise my own music in the key of C in small groups. | Students will learn improvisation through sol | How many com | Music Making | S8.1 Engage eff | ectively in a range of collabor | improvisation | one note improv | formative- observa | ation |
| Week 2 | Reflection | I can reflect on my performance on the piano and including next steps. | What did we do well when playing the piano | Making Connec | W8.2 Write infor | paper, pens/pen | glow, grow, next steps | sentence starters | RAFFT | | |
| Week 3 | Guitar | I can express and analyze the fundamentals of the guitar- posture, reading the cha | Why is having proper posture important whe | Making Connec | SL 8.1. Engage | effectively in a ra | r pick=chicken | modeling, conferencing | show chord chart | formative- observa | ation |
| Week 4 | Guitar | I can play the C chord on the guitar as a whole note, solo and as an ensemble | What challenges do we face when playing the | Making Music | SL 8.1. Engage | guitars, LKR | whole note, half note | solo notes | show F chord and | formative- observa | ation |
| November | | | | | | | | | | | |
| Week 1 | Guitar | I can play the C and G, in succession, as whole notes as a class. | What challenges do we face when playing th | Making Music | SL 8.1. Engage | guitars, LKR | backing track, whole, half, c | I solo notes | guitar solo! | formative- observa | ation |
| Extension | Putting it To | Students will be assessed on the chords C and F as whole notes solo in front of the | How do I contribute to the success of rehear | Making Music | SL 8.1. Engage | guitars, pianos, | censemble, baton, cut off, re- | peer help | | summative- asses | ssment |
| Extension | Drums | I can play the drums through body percussion, group practice, and solo performance | What do we do when we are stuck? How do | Making Music | SL 8.1. Engage | drum set, sticks | drum sticks, hi hat, kick drui | group practice, modeling, t | racking | | |
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| | | https://docs.google.com/presentation/d/1JCQHP-NOQS60em92hY0GCvp_qG7JGDt6w8kLf87R-Yg | /edit#slide=id.g13958f8295_0_111 | | | | | | | | |