

Backward Design Unit Plan

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<p>Music Literacy Expansion Unit Summary: In this unit students will be introduced to traditional notation. The goal of this unit is for student to be able to recognize, understand, and perform basic rhythmic patterns as written with traditional notation. They will be able to do this through body percussion, simple instruments, and voice. Students will also arrange their own patterns for an individual, group, or class performance. Prerequisite Knowledge and Skills: Students need to know how to keep a steady beat. They also must be able to match pitch. Students should recognize weak beats and strong beats in 4/4, ¾, 2/4, and 6/8 time.</p>				
<p>Core Music Curriculum Strands and Standards: Strand Create: Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works. Standard 6.M.C.3 Use standard or iconic notation or recordings to document original rhythmic, melodic and harmonic ideas.</p> <p>Strand Perform - Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works. Standard 6.M.P.5 - Respond to visual representations of melodic patterns using pentatonic, major, and minor scales. Objective 6.M.P.7 - Perform and identify rhythm patterns in two-, three-, four-, and six beat meters using body percussion, voice, and simple instruments.</p>		<p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How do we record music as written communication? 2) How do I record my own musical ideas for sharing and preservation? 3) How can I develop and better a skill? 4) How do I translate written communication into a different method of communication? 		<p>Summative Assessment:</p> <ol style="list-style-type: none"> 1) Using quarter, eighth, and half notes students will write, using traditional notation, a musical idea on staff paper. 2) Their idea must be no shorter than 16 beats. 3) They will have a choice to perform it as an individual, group, or as a class, but they must have their work performed. 4) Instrument choice is up to them.
Lesson Number/Title	Utah Core Standard/Objectives.	Indicators/Specific Objective(s).	Instructional Plan Summary (including models and strategies)	Assessment Plan
<p>Lesson #1: Teaching song and connect to rhythm syllables.</p>	<p>Music strand Perform: <i>Standard 6.M.P.4:</i> Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction. <i>Standard 6.M.P.7:</i> Perform and identify rhythm patterns in two-, three-, four-, and six beat meters using body percussion, voice, and simple instruments.</p>	<ul style="list-style-type: none"> - Students will sing Yankee Doodle well and correctly. - Students will clap rhythm of the song. - Students will use a neutral syllable to speak the rhythm of Yankee Doodle. 	<ul style="list-style-type: none"> - Song will be taught by rote. - Demonstrate rhythm clapping, practice together, allow students to clap on their own. - Scaffold to allow students to clap rhythm without lyrics and shift to rhythmic syllables. 	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> - Start singing and allow students to finish the song on their own. Figuring out who knows the song and observe singing skill. <p>Formative Assessment:</p> <ul style="list-style-type: none"> - Discuss rhythm and beat. Use group response to figure out if they understand difference. <p>Summative Assessment:</p> <ul style="list-style-type: none"> - Students will sing on their own. - Students will clap and say the rhythm without singing lyrics.
<p>Lesson #2: Introduce traditional written notation and connect to verbal rhythmic syllables.</p>	<p>Music strand Perform: <i>Standard 6.M.P.4:</i> Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction. <i>Standard 6.M.P.7:</i> Perform and identify rhythm patterns in two-, three-</p>	<ul style="list-style-type: none"> - Students will clap rhythms from Yankee Doodle while singing/not singing correctly and in tempo. 	<ul style="list-style-type: none"> - Using rapid release of responsibility, I will get the students to make the connection from Yankee Doodle to the written rhythms. 	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> - Review rhythm syllables of Yankee Doodle. Students will perform w/o teacher assist rhythms with and without singing. <p>Formative Assessment:</p>

	, four-, and six beat meters using body percussion, voice, and simple instruments.	<ul style="list-style-type: none"> - Students will speak rhythm patterns of Y.D. using rhythmic syllables. - Students will be able to recognize and respond to traditional notation (of rhythms found in Y.D.) using rhythmic syllables. - Students will be able to respond up to 4 counts of a written rhythm different from Y.D. 		<ul style="list-style-type: none"> - Observe students performing rhythm patterns in small chunks as write one beat at a time. <p>Summative Assessment:</p> <ul style="list-style-type: none"> - Showing students, the flashcards of the whole 4 beat measure and having them perform the whole 4 beat pattern. The order of the rhythmic pattern will be varied.
Lesson #3: Rhythmic syllables spoken in larger chunks and writing notes.	Music strand Perform: <i>Standard 6.M.P.7:</i> Perform and identify rhythm patterns in two-, three-, four-, and six beat meters using body percussion, voice, and simple instruments.	<ul style="list-style-type: none"> - Students will use body percussion to play 8 beats of the rhythms from Yankee Doodle at a time. - Rhythms (similar to those from Y.D) will then be shown on a flash cards, 4 beats at a time and students will perform them using body percussion. - It will then be expanded to 8 beats for performance. - Students will then write/copy the notes from the flashcard rhythms on staff paper. 	<ul style="list-style-type: none"> - Using guided practice, I will have students write the notes as shown to practice writing correct notes. - Call and response will be used to reinforce the visual/written to the sound. 	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> - Observation of students performing written rhythms (4 beats at a time). <p>Formative Assessment:</p> <ul style="list-style-type: none"> - Observation of the flash card performance (8 beats at a time). <p>Summative Assessment:</p> <ul style="list-style-type: none"> - Written notes on staff paper and observing students performing the short written arrangements.
Lesson #4: Arrangement. Students will take a printed preset 2 beat rhythm patterns and arrange on their own. Then arrange 1 beat presets.	<p>Standard 6.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas, explain connections to specific purpose and context, and generate musical ideas using specific tonalities, meters, and simple chord changes.</p> <p>Standard 6.M.CR.3: Use standard or iconic notation or recordings to document original rhythmic, melodic and harmonic ideas.</p>	<ul style="list-style-type: none"> - Students will arrange flash cards of 2 beat patterns into a 4 beat pattern and perform them. - Students will then do the same with a 1 beat pattern. - Students will record their ideas from the flash cards onto staff paper. 	<ul style="list-style-type: none"> - Using guided practice, I will demonstrate the organizing of the rhythms a little at a time and then let them follow before letting them do the same with a larger rhythmic section. - I will group the students into groups of 3 to work together before letting them work individually. 	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> - After I demonstrate the assignment I will observe the class as they work in their groups. I will then provide correction and feedback. <p>Formative Assessment:</p> <ul style="list-style-type: none"> - As they work individually I will do a work check periodically, thumbs up/down for comprehension of the activity and liking their arrangement. <p>Summative Assessment:</p> <ul style="list-style-type: none"> - Written assessment will be handed in at the end of class.

<p>Lesson #5: Arrange and write their own rhythms and perform them.</p>	<p>Standard 6.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas, explain connections to specific purpose and context, and generate musical ideas using specific tonalities, meters, and simple chord changes.</p> <p>Standard 6.M.CR.3: Use standard or iconic notation or recordings to document original rhythmic, melodic and harmonic ideas.</p>	<ul style="list-style-type: none"> - Students will be able to arrange simple rhythmic patterns, up to 8 beats, and record them on staff paper using traditional notation. - Students will perform the rhythms they arranged and created for small groups and the class. 	<ul style="list-style-type: none"> - Using a modified form of written conversation, I will have students write their own individual rhythms and share it within small groups and discuss their ideas with the group. - They will be able to analyze and make second and third drafts of their rhythms. 	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> - Observation of the students within their group will be my main assessment tool. <p>Formative Assessment:</p> <ul style="list-style-type: none"> - Listening to students perform their rhythms in their groups. <p>Summative Assessment:</p> <ul style="list-style-type: none"> - Allowing multiple methods of summative: - I will accept the final project as both performance and handed in written rhythm sheet.
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