

First and Second Grade - December  
 Unit/Module Scope & Sequence  
 (Learning to occur with a specific topic/piece of text)

**Unit Title:**

Performing in a Musical...Our Whole School Presentation of, "The Big Chill!"

**Topic:** *(Brief Description of Title, what we want the kids to learn)*

Children will come together with the entire student body (grades K-6) to perform the musical, "The Big Chill!" Students will learn a class "Start Moment Song" (for First and Second Grade --- "Snowman Choir") and will learn the words to the song as well as a series of dance moves to go along with it and then perform that Star Moment as part of the larger production for families and friends. Students will also learn the refrains of each of the other grades songs as well as the whole opening and closing number and will perform those numbers as well. Students will learn about acting, stage presence, vocal projection, stage directions, choreography, ensemble numbers, costumes, scenery, and props as part of this experience.

Following the performance, students will work with self-assessment and self-reflection as they watch a video recording of the performance and critique their own work. The First and Second Graders will be creating sentence starters and illustrations describing their thoughts about "The Big Chill" as a self-assessment activity.

**Month:**

December

**Unit Focus Standards:** *(Common Core Learning Standards that are focus in the unit.)*

**NATIONAL STANDARDS FOR MUSIC EDUCATION:**

- Standard 1 – Singing alone and with others a varied repertoire of music (a, b, c, e)
- Standard 2 – Performing on instruments alone and with others a varied repertoire of music (a, b, d)
- Standard 6 – Listening to, analyzing and describing music (b, c, d, e)
- Standard 8 – Understanding relationships between music, the other arts and disciplines outside the arts (b)
- Standard 9 – Understanding music in relation to history and culture (d,e)

• **COMMON CORE ALLIGNEMNT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms

Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes & rests Measures
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	

• **COMMON CORE ALIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives	Folk songs Rhythms, patterns, repetition, form Form Cultural connections to music
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding	Critical listening Expressive markings in music Music specific vocabulary Form React to music, improvisation Sing and play with others
Reading Foundational Skills	Print concepts Phonological awareness Phonics & word recognition Fluency	Read music notation, follow own part Lyrics, rhythm, note reading Music reading, practice for fluency
Writing	Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work	Critical responses
Speaking & Listening	Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media	Teacher questioning Collaborative discussions Multimedia

Language	Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English	Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music
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**Overview/Objectives/I Can Statement associated with the Unit/Topic: (Description of Learning to Occur)**

I can sing my star moment songs.  
 I can sing the refrains of the other songs in the play.  
 I can sing the opening and closing numbers of the play.  
 I can talk about my own work in the show and assess my thoughts about the production.  
 I can play the recorder and am proficient playing B – A – and G.  
 I can identify the symbols for quarter note ( ), quarter rest ( ) and half note ( ) and correctly perform these rhythmic durations with my recorder, voice, and other instruments.

**Lessons for the Unit: Summary of lessons that correlate to the unit**

Students will spend this month continuing to learn about the recorder (history, timbre, playing technique, posture, etc) and then begin to learn to play their first notes on the instrument: B – A – G.

Students will use the **Recorder Karate Curriculum** throughout this school year. This month, they will be mastering playing **Merrily We Roll Along**. The Half Note will also be introduced this month, adding to the children’s rhythmic repertoire of quarter notes and quarter rests.

This month, the children will be participating in a special bi-annual curriculum unit about producing an all school musical production.

The Kindergarten children will come together with the entire student body (grades K-6) to perform the musical, “The Big Chill!” Students will learn a class “Start Moment Song” (for First and Second Grade --- “Snowman Choir”) and will learn the words to the song as well as a series of dance moves to go along with it and then perform that Star Moment as part of the larger production for families and friends. Students will also learn the refrains of each of the other grades songs as well as the whole opening and closing number and will perform those numbers as well. Students will learn about acting, stage presence, vocal projection, stage directions, choreography, ensemble numbers, costumes, scenery, and props as part of this experience.

Following the performance, students will work with self-assessment and self-reflection as they watch a video recording of the performance and critique their own work. The Kindergarten will be creating sentence starters and illustrations describing their thoughts about “The Big Chill” as a self-assessment activity.

**\*\*See attached for specific lesson plans**

**Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.***

Many Amagansett students already take piano lessons at home. At the beginning of the year, the teacher will identify which students are already studying piano and use these children as helpers throughout the xylophone portion of the class.

**Content Vocabulary: *(Vocabulary consistent with content/topics learned)***

Steady Beat, rhythm, speaking voice, singing voice, echo, xylophone, piano, high sound, low sound, music alphabet (A,B,C,D,E,F,G), black key, white key, mallet, pitch, loud, soft, hand drums, triangle, tambourine, rhythm sticks, maraca, shakey egg, quarter note, quarter rest, double bar (stop sign), repeat sign, measure, bar line

**Assessments: *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)Assessments for this unit***

**Through teacher observation:**

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**

**Through activities at the Promethean Board monitored by the teacher:**

- **Students ability to pitches that we have learned (usually B,A, and G)**
- **Students ability to identify fingerings for B, A, and G**
- **Student ability to identify and correctly count the quarter note, quarter rest, and half note (again, depending on the group)**

**ASSESSMENT TEST**

**\*\*Orange Belt TEST Today.** Each child will take a turn coming to the front of the room and playing the song *Merrily We Roll Along* for their classmates. The teacher will record their playing to add to a CD they will receive at the end of the school year. Children will all receive their white belts at the end of this activity.

## Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes

### **Recorder Karate Curriculum**

Recorder Karate Curriculum Flipchart (created by Miss Galvin) (Specifically Yellow belt song, *Gently Sleep*)

Recorders (1 per child)

Various other classroom instruments

Orange Belts (1 per child)