

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

Unit Title:

Continuing with the Recorder and Music Reading
 Also....Irish folk music and how it came to America

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

Students will continue learning to play the recorder and work through the fourth and fifth belts of the *Recorder Karate Curriculum*.

We will also be discussing Irish contributions to the world of music in coordination with St. Patrick's Day. We will learn about traditional Irish folk music, Irish Folk Dancing and Instruments and how Irish music became part of American Folk Music when the Irish came to America.

Month:

March

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 3 – Improvise melodies, variations and accompaniments (a, b, c, d)
- Standard 4 – Composing and arranging music within specific guidelines (b)
- 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 Rhythm pyramid (whole, half, quarter, etc.)
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 Intervals
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 Sound production, diction, articulation 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 Reflection, improvement plan
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 Create audio recording of performance Rehearsals, peer evaluation,

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 Write or speak about music
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Overview/Objectives/I Can Statement associated with the Unit/Topic: (Description of Learning to Occur)

- I can play the recorder and am proficient playing B – A – G – D and E.
- I can identify the symbols for quarter note (), quarter rest (), ()eighth note, and half note () and correctly perform these rhythmic durations with my recorder, voice, and other instruments.
- I can identify ties in a piece of music and I know what they are and how to perform them.
- I can sing a variety of songs and explore my speaking and singing voices.
- I can use a variety of classroom instruments in games and to accompany my singing.
- I can use my body and classroom instruments to begin to show steady beat.
- I can connect elements of the music lesson with what they I am learning in the regular classroom.
- I can define and describe Irish Folk Music.
- I can identify at least one traditional Irish Instrument.

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

Besides continuing to work with their speaking and singing voices through various activities, the First and Second Graders will begin to learn to play the Soprano Recorder this year.

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-D and E.

Students will use the **Recorder Karate Curriculum** throughout this school year. This month, they will be mastering playing ***Old MacDonald***. The Eighth Note will also be introduced this month, adding to the children’s rhythmic repertoire of quarter notes and quarter rests. We will then move on to the next song in the **Recorder Karate Curriculum, When the Saints Go Marching In**. Here, students will be introduced to the concept of a tied note. We will explore ties...what they mean, how they are written, and how they are performed and incorporate our math skills into music class by adding note values together to see how long to hold a tie.

Students will learn about Irish contributions to the music world. We will learn about traditional Irish folk music, Irish Folk Dancing and Instruments and how Irish music became part of American Folk Music when the Irish came to America.

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

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

Use of teaching assistant to split class into focus groups and work with students who are struggling / excelling with their recorder.

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

Beat, rhythm, recorder, pitch, staff, treble clef, quarter note, quarter rest, half note, eighth note, tie, measure, bar line, double bar, line note, space note, speaking voice, singing voice, other classroom instrument names, pitched percussion, non-pitched percussion, folk music, Irish folk Dancing, bodharan, tin whistle, celtic harp,

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,G, and E)
- Students ability to identify fingerings for B, A, G, and E
- Student ability to identify and correctly count the quarter note, quarter rest, and half note (again, depending on the group)

****Purple Belt TEST:** Each child will take a turn coming to the front of the room and playing the song *Old MacDonald* 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.

ASSESSMENT TEST

****Blue Belt TEST:** Each child will take a turn coming to the front of the room and playing the song *When the Saints Go Marching In* 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 PURPLE belt song, *Old MacDonald* and BLUE belt song, *When the Saints Go Marching In*)

Recorders (1 per child)

Various other classroom instruments

Purple Belts (1 per child)

Blue Belts (1 per child)