

# Chorus with a Kick

## 1<sup>st</sup> Grade

### Performing Arts

#### Grade 1

#### Elective Overview:

Students will learn proper vocal techniques, posture, singing in unison and 2-part harmonies, and will learn repertoire from various countries, cultures, and languages. In this 13-session course, students will learn to sing songs from the U.S, South Africa, Latin America in their Native languages. By the end of the cycle, students will be able to

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Approved by the Montclair Board of Education: August 2019



**Montclair Public School Elective Overview**

**Instructional Plan**

**Course: Chorus with a Kick 1<sup>st</sup>**

**Marking Period or Trimester: one trimester**

**Pacing: 8 weeks**

**NJSLS**

**Anchor Standard**

**Strand 1: Creative Process 1.1-**

**Strand 2: History of Arts and Culture 1.2-**

**Strand 3: Performing 1.3-**

**Strand 4: Aesthetic Responses & Critique Methodologies 1.4-**

**Framing the Learning**

<b>Timeframe</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Weeks 1 &amp; 2</b>	<b>Classroom expectations, elements of music and applying them to singing.</b>	<b>How do the elements of music help me to improve my understanding of musical performance?</b>	<b>Knowing how music works will help me be musically successful.</b>
<b>Weeks 4 &amp; 5</b>	<b>Apply elements of a singing performer and listen to how I can improve.</b>	<b>What is the purpose of music in my world?</b>	<b>Through listening then singing, I will be able to make informed decisions about the music around me.</b>

Weeks 6, 7, & 8	Apply elements of a singing performer and listen to how I can improve.	Does this performance say something?	Music is a way for people to express themselves. Music speaks to me and for me.
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**Evidence of Learning**

**Interim Assessments:**

Students will be asked throughout the course to sing a portion of one selected piece we are learning independently in small groups for Melodic accuracy, Rhythmic accuracy, Musicality, and Good Tone production.

**Final Assessment:**

Students will be able to perform all the repertoire learned at the Mini Recital with Melodic accuracy, Rhythmic accuracy, Musicality, and Good Tone production. Students will be scored on a 1-4 scale.

4- Student was able to sing selected piece with rhythmic accuracy, Melodic accuracy, strong voice, and musicality.

3- Student was able to sing selected piece with mostly accurate rhythm & melodic accuracy, strong voice, and musicality

2- Student was able to sing only some of the piece with rhythmic and melodic accuracy, partly airy voice, and some musicality

1- Student was not able to sing most of the song with rhythmic or melodic accuracy, sang with mostly an airy voice quality, and very little musicality.

**Activities**

Students will perform the following songs: “I’m Late,” “Vivir Mi Vida” Dona Nobis Pacem,” and “Jambo Rafiki” sheet music, Piano.

Students will perform the songs learned for their families as the teacher plays the accompaniment on the piano

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

