

EDSS 450N Elementary Unit Plan Template

Updated 9/14/22

Name: Jesse Green

Grade level: 4th Grade

This is for an Elementary General Music Class. Please do not plan for an ensemble class.

This task is a two-step process.

PART 1: First, think “big picture” about how to plan for an entire school year of **elementary general music instruction**. Remember that this is not an ensemble, so the purpose of the class is to expose students to broad musical concepts in the form of fun activities and games that will keep them motivated. Plan one school year worth of units—assuming that **you will see students once a week for 40 minutes**. Your yearly plan must total 34 weeks (the number of weeks in a typical school year). Choose one of these units to use in Part 2 and put that row of the table in **bold type**.

PART 2 (on page 2 of this template): Using the ONE unit you have chosen from Part 1, design a well-thought-out Unit Plan of at least four weeks (=four lessons). You will be assessed on the concepts/skills used and also the organization of the unit (see the rubric for more details). The **Topic of the Day** column will include the **Concepts** and **Skills** covered in that lesson. Under **Repertoire/Activities**, please list specific repertoire (songs/chants/games) that you would use along with listings of activities (e.g., singing assessments, recorder activities) *that are age/grade-level appropriate*. Under **Sample Assessment Strategies**, please list appropriate strategies for the activities that you’ve chosen. For help with assessment, see the Stauffer (1999) article. Give specifics! Think beyond teacher observation; balance informal and formal assessment; please label each as “formal” or “informal” assessment. Remember the file naming convention used in this course:

- Lastname_Class_Assignment.docx
- e.g., Dowell_EDSS450N_UnitProject.docx

PART 1: Number of Units for the School Year (please list below; adjust table as needed)

*Please put the Unit you will plan below in **bold type**.*

Reminder: You will plan the specifics for ONE unit below! (Please do not plan 34 weeks!)

NUMBER OF WEEKS	TOPIC/THEME
1-6 (6 weeks)	Rhythm and Beat
7-12 (6 weeks)	Melody
13-16 (4 weeks)	Harmony
17-22 (5 weeks)	Expression and Intent
23-28 (6 weeks)	Tone Color and Timbre
29-32 (4 weeks)	Form
33-34 (2 weeks)	Performance
Total 34 weeks	

EDSS 450N Elementary Unit Plan Template

Updated 9/14/22

PART 2: Chosen Unit Topic/Theme (**ONE UNIT** from above)

Unit Topic: *Rhythm and Beat*

Adjust table as needed

4 Weeks Minimum

Reminder: You will plan the specifics for ONE unit below! (Please do not plan 34 weeks!)

DAY	TOPIC OF THE DAY (INCLUDE SKILLS & CONCEPTS) <i>Try to balance the pillars of the National Core Arts Standards: Create/Perform/Respond/Connect</i>	REPERTOIRE/ACTIVITIES (Please list specific songs and activities that you would use)	SAMPLE ASSESSMENT STRATEGIES (Give specifics! Think beyond teacher observation; balance informal and formal assessment; please label each as “formal” or “informal” assessment.)
1	<p>“What is Rhythm!?” Intro to Concept of Rhythm MU:Cr1.1.4a MU:Cr1.1.4b (Generate musical ideas [such as rhythms, melodies, and simple accompaniment patterns]....)</p>	<p>“We Will Rock You” - Queen; “Happy” - Pharrell; “Boom Chicka Boom” chant; other student and/or teacher choices (this is a great choice to tap into the students’ funds of knowledge)</p> <p>Gather students in a circle and explain that today they will be exploring the “heartbeat” of music, known as the beat.</p> <p>Demonstrate the concept of beat by tapping a steady rhythm on a drum, clapping your hands, or patting your knees.. Encourage students to tap/clap/pat along with you feeling the pulse of the beat.</p> <p>Teacher will then ask individual students to generate their own rhythms while teacher supplies harmonic background (guitar, piano).</p>	<ul style="list-style-type: none"> ● Informal teacher assessment. Assess as a group and as individual, informal self-assessment (thumbs up/down, Q&A) ● Formal assessment. Teacher assesses each student individually and grades on a rubric

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Updated 9/14/22

		<p>Extensions: If time permits, have students form groups. Each group will decide on a leader. The group will then follow the leader's rhythm. (This is a great way to group students who are struggling with students who are already proficient).</p>	<p>“Beginning - Developing - Mastering”. Dimensions could include: Can play in time with help/with others, Can play in time by themselves, Can play rhythmic pattern, Can generate musical pattern</p>
<p>2</p>	<p>“Rhythm and Movement” MU:Cr2.1.4 (Students will demonstrate selected and organized musical ideas for an improvisation...)</p>	<p>Teacher will begin by asking students which was their favorite song from last week. They will use this as the basis of the next activity. Teacher will play the song (some kind of speaker/playback system is required) and model a movement that accompanies the music (stomping feet, hand/arm movement, body moving up down, etc.). Students are invited to mimic the teacher. Teacher will vary the movements and continue to guide the students to copy. (Note: these body movements should reflect basic rhythms including quarter and eighth notes. Teacher is NOT presenting the idea of quarter/eighth notes formally at this time).</p> <p>Teacher will then ask students what are some of their favorite songs and make a list on the board. Teacher will then repeat the first activity with a few of these songs.</p> <p>Next teacher will ask for volunteers to lead the class. Repeat this a few times for reinforcement.</p>	<ul style="list-style-type: none"> ● Informal assessment, teacher. ● Informal self assessment. Ask students if they're copying the movements correctly; if not have them

EDSS 450N Elementary Unit Plan Template

Updated 9/14/22

		<p>Variation/extension: after students have done a few rounds of rhythm/movement incorporate the use of small percussive instruments such as egg shakers, tambourines, maracas. Repeat the same activity as before and have students notice the sounds of the instruments following their movements.</p>	<p>explain to the others how to do it properly.</p>
<p>3</p>	<p>“Let’s Make Our Own Rhythms!” Composing Rhythms MU:Pr4.2.4a (Students will demonstrate understanding of the structure and the elements of music [such as rhythm, pitch, and form] in music selected for performance.)</p>	<p>Materials: Rhythm Cards (physical or digital), songs (audio files or can play on guitar/piano if available; use variety of genres and cultures)</p> <p>Teacher plays songs and shows related rhythm card(s). (Rhythm cards could be a combination of notation and symbols). Teacher then guides the group to clap/play the rhythm with the song. Students then perform the rhythms without the backing music.</p> <p>Teacher explains that now we will choose a few cards to compose our own rhythms. Students are divided into groups (4-5) and are encouraged to explore and experiment with different combinations to compose their own rhythm. Each group will present their rhythm and teach the rest of the class.</p> <p>Variation/Extension: If time permits have each group teach the rest of the class their rhythm composition.</p>	<ul style="list-style-type: none"> ● Formal assessment. Use “Beginning - Developing - Mastering”. Might want to use the same or similar rubric from Week 1. ● Informal self-assessment. Ask class if the groups performed their rhythms accurately. If not then have another group show them the correct rhythm
<p>4</p>	<p>“Let’s Express Ourselves!” Rhythm as Expression</p>	<p>Materials: Paper (or poster board), pencils/crayons/markers, songs to play on</p>	

EDSS 450N Elementary Unit Plan Template

Updated 9/14/22

	<p>MU:Re7.1.4 MU:Re9.1.4 (Students will explore how rhythms are influenced by expressions, purposes, and context)</p>	<p>speakers (or teacher can perform on guitar/piano if available; use variety of genres and cultures), Rhythm Cards (digital can be used but physical ones for students to use are required)</p> <p>Teacher will lead with a discussion about emotions. Students will begin a writing activity first by creating a list of emotions. Teacher will then play a number of songs while students write down the title and connect to one (or more) of the emotions on their list. Teacher will lead a guided discussion about these connections. Teacher can also guide discussion about the purpose of each piece of music (entertainment, traditional, religious, etc.) if appropriate.</p> <p>Students will then compare and contrast rhythms in different styles so they can further understand the expressive intent. This can be done in groups and each group can present their opinions to the rest of the class.</p> <p>Students will form groups. Each group picks one emotion from their list and composes rhythm(s) to express appropriately. Students can choose to use rhythm cards or compose aurally. Groups will then present their rhythms and the other groups will guess what</p>	<ul style="list-style-type: none">● Formal assessment. Use “Beginning - Developing - Mastering”. Dimensions could be: Connects musical elements to expressive intent in a meaningful manner, Can identify musical elements in an appropriate manner● Self-assess, informal● Opt. self-assess formal; if students are keeping “journals” they can write about their thoughts.
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EDSS 450N Elementary Unit Plan Template

Updated 9/14/22

		<p>their intended expression is. (Opt. teacher can make this competitive and keep a scorecard on the board)</p> <p>Variation/Extension: Groups choose two differing emotions and compose a rhythm expressing both.</p>	
5	<p>“What Do We Like?” MU:Cn10.1.4 MU:Re9.1.4 (Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.)</p> <p>(Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.)</p>	<p>Teacher will present a few songs that are their personal favorites and explain why they like them (modeling). Teacher will then ask students to write a list of some of their favorite songs/artists/genres/instruments (could also bring back the list they made in Week 2). Next teacher will ask them why they chose these. (responses can be both written down or verbal). Teacher will create a list of all these ideas and present visually for the whole class (whiteboard or digital projector). Teacher should guide students towards musical element terms such as rhythm, fast, loud, etc. but allow for flexibility of choice as well.</p> <p>Students will break out in groups by their “likes” category (if possible, may need to condense some of the groups). They will then create a poster board and list musical elements found in their category. They will also find a few songs/artists that are representative of their interest. Groups will then present their poster to the class and teach the other groups about their category.</p>	

EDSS 450N Elementary Unit Plan Template

Updated 9/14/22

		<p>Teacher will then ask students to compare and contrast different choices. This can be done as a whole, pairs, or groups.</p> <p>Variation/Extension: Repeat lesson but focus on what they <i>don't</i> like. Caution: keep discussion positive by being objective.</p>	<ul style="list-style-type: none"> ● Self assessment, informal. ● Opt. self-assess formal; if students are keeping “journals” they can write about their thoughts.
6	<p>“The Big Show!” MU:Cr2.1.4 MU:Pr6.1.4 MU:Pr4.3.4 MU:Re7.1.4 MU:Cn10.1.4</p> <p>(Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.)</p> <p>(Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.)</p>	<p>“Final” Project</p> <p>Students will form groups and each create a list of emotions and interests. Each group will then explore rhythms related to this list. (Bonus: if they’ve been keeping a “journal” with previous lesson materials they can use this as well!) Groups can choose to perform without or with a musical accompaniment. They can also choose to use percussive instruments, body percussion, or a mix of both. Choice prevails here! They will then present their performances to the rest of the class and explain what and why they made those decisions. This activity should be as independently done as possible with gentle teacher guidance.</p>	<ul style="list-style-type: none"> ● Formal assessment. Dimensions could be: Explains connections to purpose and context, Demonstrates selected and organized musical ideas for a composition, Performs music with others with appropriate interpretation ● Informal self-assessment. Ask class if they made similar connections that presenting groups made.