

Subject Area: General Music  
Grade Level: 1  
Bedminster Township School

## Unit 1: Vocal - Patriotic

**Dates:** Fall - Spring

**September - October:** *My Country 'Tis of Thee*  
**November - January:** *Grand Old Flag*  
**February - April:** *This Land is Your Land*  
**April-June:** *Yankee Doodle*

### Overview

Within this unit, students will come to understand the habits needed to become stronger singers. A variety of habits are needed to enable each child to further their singing abilities including Breathing, and proper use of Head Voice. Additionally, during September, preliminary singing assessments will be given to determine individual skill levels and appropriate class levels. The necessary singing resources will be available in the music classroom and Google Classroom where appropriate.

The habits formed during these months will assist in the overall community of respect in the music classroom, so consistency and opportunities to practice modeled behaviors are key.

### Enduring Understandings

- The definition of "Patriotic"
- Memorization of lyrics
- Proper singing technique and breathing
- Proper execution of choreography

### Skill and Knowledge Objectives

- To understand patriotic music and its history
- To learn the expectations and routines for singing and performing a vocal work
- To develop an understanding of proper breathing and singing technique
- To learn to self-reflect through constructive critique
- To participate in class vocal and dance performances
- To understand how to properly execute choreography
- To follow and imitate melodic/lyrical phrases in vocal music
- To know how to sing with accompaniment and a capella

### Assessments

#### Pre-Assessment:

- Oral - Ask if any students know a song about "America."
- Follow-up: Does anyone know what the word "Patriotic" means?

#### Formative Assessment:

#### Self-Reflection/Self-Assessment:

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- Thumbs up, side, down
- Teacher-generated rubric or rating scale
  - Self-assessment of understanding of lesson content
  - Self-assessment of group participation

**Summative Assessment:**

- Solo performance of the patriotic song

**Resources**

- Patriotic Sheet Music
- Lyrics in Google Slides
- Various recordings of Patriotic songs in the proper key for young voices

**Visual & Performing Arts Standards**

**Anchor Standards 1-3: CREATING**

- 1.3A.2.Cr1
  - a. Explore, create, and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr3
  - a. Interpret and apply personal, peer, and teacher feedback to revise personal music
  - b. Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or an informal audience

**Anchor Standards 4-6: PERFORMING**

- 1.3A.2.Pr5
  - a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance.
  - b. Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.
  - e. Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6
  - a. Perform music for a specific purpose with expression and technical accuracy.
  - b. Perform appropriately for the audience and purpose.

**Anchor Standards 7-9: RESPONDING**

- 1.3A.2.Re9
  - a. Apply personal and expressive preferences in the evaluation of music.

**Anchor Standards 10-11: CONNECTING**

- 1.3A.2.Cr1
  - a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Technology Standards**

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**21st Century Life & Careers - Standard 9:**

**Career Ready Practices:**

- 9.1.4.G.1. - Describe how valuable items might be damaged or lost and ways to protect them.
- 9.2.4.A.1 - Identify reasons why people work, different types of work, and how work can help a person achieve

personal and professional goals.

- **9.4.2.DC.6** - Identify respectful and responsible ways to communicate in digital environments.

### Social and Emotional Competencies - activities/topics

- In conjunction with working with partners, coming to understand just-right reading levels, and coming to understand reading spots that are right for you, teachers can highlight, through books like *The Best Place to Read* by Debbie Bertram, that it is okay to have a difference of opinion, different preferred genres, different reading levels, and/or different spots to enjoy reading. We can share and learn from one another, and through participation in partnerships, we can come to better understand what makes each of us unique too.

## Unit 1: Vocal - Patriotic

### Overall Unit Lessons for Patriotic Vocal Music

#### Materials:

- *Google Slides with Lyrics*
- *Vocal recordings of patriotic songs in the correct keys for young voices with Lyrics*

#### Activities:

- *The practice of patriotic songs with increasing difficulty*
- *Add Choreography where applicable*

<p><b>Lesson 1:</b> Intro to "America" <b>Materials:</b> -<i>"My Country 'Tis of Thee"</i> Book -Audio recording w/lyrics <b>Activities:</b> -Lyrics call and response -Read Lyrics together -Teacher demonstrates correct singing of song -Class listens to an audio recording -Class sings with audio recording</p>	<p><b>Lesson 2:</b> Reinforce/Practice "America" <b>Materials:</b> -Lyrics Chart -Audio recording w/lyrics <b>Activities:</b> -Class warms up with audio recording The class sings "America" with the piano &amp; teacher.</p>	<p><b>Lesson 3:</b> Reinforce/Practice "America" <b>Materials:</b> -Lyrics Chart - Piano Music <b>Activities:</b> -Class sings "America" with piano &amp; teacher -Students will begin to transition away from using the lyric chart.</p>	<p><b>Lesson 4:</b> <u>Group/Duet</u> performance of "America" <b>Materials:</b> -Lyrics Chart - Piano Music <b>Activities:</b> -Perform the song "America" as a class and in a small group/duet for vocal assessment.</p>	<p><b>Lesson 5:</b> <u>Solo</u> performance of "America" <b>Materials:</b> -Lyrics Chart -Piano Music <b>Activities:</b> -Perform the song "America" as a solo for individual vocal assessment.</p>
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<p><b>Lesson 6:</b> Intro to "Grand Old Flag" <b>Materials:</b> - "Grand Old Flag" Lyric chart - Audio recording w/lyrics <b>Activities:</b> - Lyrics call and response - Read Lyrics together - Teacher demonstrates correct singing of song - Class listens to an audio recording - Class sings with audio recording - Teach students choreography</p>	<p><b>Lesson 7:</b> Reinforce/Practice "Grand Old Flag" <b>Materials:</b> - Lyrics Chart - Music - Audio recording w/lyrics <b>Activities:</b> - Class warms up with audio recording - Class sings and dances "Grand Old Flag" with the piano &amp; teacher.</p>	<p><b>Lesson 8:</b> Reinforce/Practice "Grand Old Flag" <b>Materials:</b> - Lyrics Chart - Music <b>Activities:</b> - Class sings and dances "Grand Old Flag" with piano &amp; teacher - Students will begin to transition away from using the lyric chart.</p>	<p><b>Lesson 9:</b> <u>Group/Duet</u> performance of "Grand Old Flag" <b>Materials:</b> - Lyrics Chart - Music <b>Activities:</b> - Perform the song "Grand Old Flag" as a class and in a small group/duet for vocal &amp; dance assessment.</p>	<p><b>Lesson 10:</b> <u>Solo</u> performance of "Grand Old Flag" <b>Materials:</b> - Lyrics Chart - Music <b>Activities:</b> - Perform the song "Grand Old Flag" as a solo for individual vocal &amp; dance assessment.</p>
<p><b>Lesson 11:</b> Intro to "This Land is Your Land" <b>Materials:</b> "This Land is Your Land" Book Audio recording w/lyrics <b>Activities:</b> - Lyrics call and response - Read Lyrics together - Teacher demonstrates correct singing of song - Class listens to an audio recording - Class sings with audio recording - Teach students choreography</p>	<p><b>Lesson 12:</b> Reinforce/Practice "This Land" <b>Materials:</b> - Lyrics Chart - Audio recording w/lyrics <b>Activities:</b> - Class warms up with audio recording - Class sings and dances "This Land" with the piano &amp; teacher.</p>	<p><b>Lesson 13:</b> Reinforce/Practice "This Land" <b>Materials:</b> - Lyrics Chart - Piano Music <b>Activities:</b> - Class sings and dances "This Land" with piano &amp; teacher - Students will begin to transition away from using the lyric chart.</p>	<p><b>Lesson 14:</b> <u>Group/Duet</u> performance of "This Land" <b>Materials:</b> - Lyrics Chart - Piano Music <b>Activities:</b> - Perform the song "America" as a class and in a small group/duet for vocal &amp; dance assessment.</p>	<p><b>Lesson 15:</b> <u>Solo</u> performance of "This Land" <b>Materials:</b> - Lyrics Chart - Piano Music <b>Activities:</b> - Perform the song "This Land" as a solo for individual vocal &amp; dance assessment.</p>
<p><b>Lesson 16:</b> Intro to "Yankee Doodle" <b>Materials:</b> "Yankee Doodle" book Audio recording w/ Lyrics <b>Activities:</b> - Lyrics call and response - Read Lyrics together - Teacher demonstrates correct singing of song - Class listens to an audio recording - Class sings with audio recording</p>	<p><b>Lesson 17:</b> Reinforce/Practice "Yankee Doodle" <b>Materials:</b> - Lyrics Chart - Audio recording w/lyrics <b>Activities:</b> - Class warms up with audio recording - Class sings "Yankee Doodle" with the piano &amp; teacher.</p>	<p><b>Lesson 18:</b> Reinforce/Practice "Yankee Doodle" <b>Materials:</b> - Lyrics Chart - Piano Music <b>Activities:</b> - Class sings "Yankee Doodle" with piano &amp; teacher - Students will begin to transition away from using the lyric chart.</p>	<p><b>Lesson 19:</b> <u>Group/Duet</u> performance of "Yankee Doodle" <b>Materials:</b> - Lyrics Chart - Piano Music <b>Activities:</b> - Perform the song "Yankee Doodle" as a class and in a small group/duet for vocal assessment.</p>	<p><b>Lesson 20:</b> <u>Solo</u> performance of "Yankee Doodle" <b>Materials:</b> - Lyrics Chart - Piano Music <b>Activities:</b> - Perform the song "Yankee Doodle" as a solo for individual vocal assessment.</p>

**Differentiate Instruction, depending on individual student needs** (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

**Presentation Accommodations**

- Use alternate texts at lower readability levels (IEP, At-risk, MLL - if applicable, 504)
- Work with fewer items per page or line and/or materials in larger print size (IEP, 504 - if applicable)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) - full class use
- Be given a written list of instructions (IEP, 504 if required, in native language for MLLs)
- Highlighting keywords to emphasize them in a song (IEP, MLL native language words)
- Use visual presentations of verbal material (Google Slides w/ Lyrics) - full class use
- Use manipulatives to teach or demonstrate concepts/songs/patterns -at-risk, 504s, IEP, work w/ peer

**Response Accommodations**

- Assistive technology/iPad for responses (IEPs, 504s if stated, MLLs, iPads for full class, adjusted levels)
- Flexibility in how a student shows understanding (more or less answering required, based on level)
- Limited speech students: learn keywords at the right time in song. (MLLs less words, pair w/peer)
- Non-verbal students: clap and/or stomp to the beat of the song (IEP, 504 if applicable)

**Setting Accommodations**

- Rehearse or take assessments in a different setting, such as a quiet room with fewer distractions (IEP, or if stated 504)
- Sit where a student learns best (for example, near the teacher & away from distractions) (504 first row)
- Use noise buffers such as headphones, earphones, or earplugs - full class use, MLLs, at-risk, 504s

**Timing Accommodations**

- Take more time to complete a task or a test (IEP, 504 if stated)
- Have extra time to process oral information and directions (IEP, 504, if stated, at-risk, MLL translate in native language)
- Take frequent breaks, such as after completing a task (IEPs, 504, if stated)

**Scheduling Accommodations**

- Take more time to complete a project (IEPs, 504, if stated)
- Take assessment/test in several timed sessions or over several days (IEP, if applicable - students that miss multiple days)
- Take sections of an assessment/ test in a different order (IEP, 504)

**Organization Skills Accommodation:**

- Mark important texts/lyrics with a highlighter (IEP, 504, some at-risk, if needed)
- Provide study guides based on the student's needs (Middle School - whole class, tiered by levels)

**Assignment Modifications**

- Answer fewer or different test questions (IEPs, 504, if stated)
- Create alternate projects or assignments (IEPs, 504, if stated)
- Limited speech students: learn key words at the right time in a song. (IEP, 504, MLL)
- Nonverbal students: clap and/or stomp to the beat of the song (504 or IEP)
- Small group practice for songs (any category including G&T enriched, pair with peers)
- Provide practice music/video on Google Classroom for additional support (full class, at-risk mostly, MLL to practice English)

**Curriculum Modifications**

- Adjust grading to be based on work completed and the level of the student (IEP, 504-based)
- Instruction of prerequisite skills not in the curriculum (G&T enriched, MLLs, at-risk)
- Modify assignments/assessments that are above the current level of understanding (IEP, 504, MLL, at-risk)

