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| Diocese of Wheeling-Charleston  |
| CASE Unit Planner |
| Name of Teacher: Deborah Bernardi | Grade Level: 4 |
| Subject Area: Music | Cross Curricular Opportunities: Social Studies, Language Arts, Math |
| Unit Title: Native American Art - Weaving and drum circles | Estimated Duration of Unit (between 2-9 weeks):2 weeks  |
| Overview of Unit: Traditional drum circles played as a background for art (weavers), dance rituals, and music. |
| Forms of Text (nonfiction/fiction):  | Teaching Strategies: Scaffolding, Inquiry Based, Direct Instruction, Indirect Instruction |
| Catholic Identity Connections: Working together, understanding world cultures |
| Assessment (authentic/published - summative/formative):  |
| Standard Number | Standards | Description of Activity | Resources  | Date of Completion |
| MU.S.GM3-5.1 | MU.OGM3-5.1.5 | Perform rhythmic patterns from notation | Conga drum circles - video | Week 1 |
|  | MU.O.GM3-5.1.9 | Perform rhythmic patterns to add special effects to songs | Conga drums - books regarding special effects in music in movies | Week 1 |
|  MU.S.GM3-5.2 | MU.O.GM3-5.2.17 | Identify ritardando, accelerando and a tempo | Conga drums - music vocabulary worksheets | Week 1 |
|  MU.S.GM3-5.3 | MU.O.GM3-5.3.1 | Improvise music questions and answers (call/response in drum circles) | Conga drums/Bass Drum/tambourineslistening, collaboration, gathered information | Week 1 |
|   | MU.O.GM3-5.3.2 | Compose a piece using different dynamic levels | Conga drums/tambourines/claves | Week 1 |
|  | MU.O.GM3-5.3.3 | Create variations on a theme | Percussion instruments | Week 2 |
|  MU.S.GM3-5.4 | MU.O.GM3-5.4.5 | Play and interpret songs from global culturesUnderstand relationships between music, other arts, disciplines outside the arts, and music in relationship to history and culture |  How do social issues impact music compositionsVideos of other cultures, music instruments and interpretation | Week 2  |
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| Differentiated Instruction Opportunities/Overview: |
| Cross Curricular Opportunities level: |
| Standard Number | Standards | Description of Activity | Resources | Date |
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| **Teaching Strategies Checklist** |
| Writing |
|   | Paragraph |
|  x | Essay (narratives, fairy tales, realistic fiction) |
|   | Summary |
|   | Research |
|   | Detailed answers (text supported) |
|  x | Notes (note taking skills, outlines) |
|   | Complete sentences |
| Reading |
|  x | Informational text The Warrior Maiden: A Hopi Legend |
|   | Lexile |
|   | Complex literature | Read about a variety of Native American groups and invite children to write a paragraph comparing each of them. |   |   |
|   | Speaking Create a cultural exchange corner for students to share what they have learned |
|  x | Listening A Cry from the Earth: Music of the North American Indians by John Bierhorst.Play examples of Native American chants and songs. Encourage children to tap out the beat and listen fordifferent sounds of instruments |
|  x | Varied strategies and instructional methods - scaffolding, direct and indirect instruction |
| x  | Critical thinking in whole class discussion |
|  x | Student led activities |
|   | common core standards (literature/drum circles) |
| Technology |
|   | Smart board |
|  x | Computers |
|   | iPads |
|  x | PowerPoint, Elmo etc. |
| Differentiated Instruction |
|   | Used multiple resources |
|   | Domain Vocabulary |
|  x | Cross-Curricular |
|  x | Collaborative engagement (meaningful feedback) |
|   | Higher level learning and teaching |
| Assessment |
|  x | Project based |
|  x | Writing prompt |
|   | Portfolio |
|  x | Observation |
|   | Quiz |
|  x | Technology based |
|   | Test |
|   | Student created test |
|  x | Presentation |
|   | Journal |
|   | Think, pair, share |
|   | Summary |
| x | Oral questioning |
|   | Analogy |
|  x | PowerPoint, or movie maker |
| Authenticity |
|   | Various activities |
|  x | Inquiry, research and evidence |
|   | Evidence of time management and planning |
|   | Problem solving strategies |
| Summary of unit upon completion: |
|  To lay a foundation to understand the significance of rhythm in all music.To become familiar with two basic sounds of a drum and other instruments and be able to incorporate them into a traditional rhythm.To establish a comfortable setting that will minimize feelings of fear, ineptitude, or embarrassment, to collaborate with others in a team environment. |
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