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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.O GM3-5.1.5 | 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/tambourines  listening, 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 cultures  Understand relationships between music, other arts, disciplines outside the arts, and music in relationship to history and culture | | How do social issues impact music compositions  Videos 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 for  different 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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