**Vision** - St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

**Mission** - We will provide a quality education for all students and enable them to realize their full intellectual potential.

**St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner**

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| **Name** | Mrs. Doermer | | | **Grade** | | PK-5 | | **Subject** | | Music | |
| **Week of** | 10/12 | | | **Topic** | |  | | **Link to Tracker** | | Coming Soon! | |
| **Pre -K** | | **Kindergarten** | **First** | | **Second** | | **Third** | | **Fourth** | | **Fifth** | |

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| **Planning and Preparation** | | |
| **Cultural Context:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. | | |
| **Standards Based Objective(s)**  Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| Vocal and Instrumental Tone Colors  1a: Perform in groups, blending vocal timbres and matching dynamics  6c: Use appropriate terms in describing four voices  6d: Identify sounds of voices  8a: Identify similarities and differences in music and fine art.  8b: Understand how music relates to fine art.  1a Improvise rhythmic and melodic ideas  1b Generate musical ideas within the context of a given tonality and meter  2b Use standard or iconic notation to show rhythmic ideas  1a Improvise rhythmic and melodic ideas  1b Generate musical ideas within the context of a given tonality and meter  2b Use standard or iconic notation to show rhythmic ideas  MU:Cr2.1(345) A: Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.  MU:Cr2.1.(345) B: Use standard and/or iconic notation and /or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.  MU:Cr2.1(345) A: Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.  MU:Cr2.1.(345) B: Use standard and/or iconic notation and /or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.  MU:Cr2.1(345) A: Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition.  MU:Cr2.1.(345) B: Use standard and/or iconic notation and /or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. | |
| **Learning Target(s)**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.*  (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.) | **Know** *(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as “I can…” or “The student can…” statements.* | **Do** *(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)* |
| I will recognize the tone colors of various instruments  I will recognize different ways to use my voice  I will explore different vocal sounds  I will explore different vocal sounds  I will understand solfege and sight reading.  I will understand solfege and sight reading  I will understand solfege and sight reading | I will use my voice to imitate sounds  I will match my voice to the appropriate environment  I will create an improvisation. I will use different vocal sounds.  I will create an improvisation. I will use different vocal sounds.  I will recognize visually patterns that use Do Re and Mi and be able to create my own patterns using Do Re and Mi  I will recognize visually patterns that use Do Re and Mi and be able to create my own patterns using Do Re and Mi  I will recognize visually patterns that use Do Re and Mi and be able to create my own patterns using Do Re and Mi |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) |  | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Instrument: Voice  Sing: Speak: Whisper: Shout  Form  Form  Ostinato: Improvisation  Ostinato: Improvisation  Ostinato: Improvisation | |
| **Summative Assessment Performance Tasks /** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| 1st and 2nd- Write 4, 4 beat patterns/improvisations  3rd, 4th, and 5th- Take a quiz on important vocab so far and write a short melodic pattern using Do Re and Mi | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
| **Synchronous/Live Instruction** | **Asynchronous Playlist** |
| **PK** | I will recognize the tone colors of various instruments  I will use my voice to imitate sounds | Live Lesson | Music Exploration |  | End of Week |
| **Kinder** | I will recognize different ways to use my voice  I will match my voice to the appropriate environment | Live Lesson | Music Exploration |  | End of Week |
| **1st** | I will explore different vocal sounds  I will create an improvisation. I will use different vocal sounds. | Live Lesson | Nearpod Assignment |  | End of Week |
| **2nd** | I will explore different vocal sounds  I will create an improvisation. I will use different vocal sounds. | Live Lesson | Nearpod Assignment |  | End of Week |
| **3rd** | I will understand solfege and sight reading.  I will recognize visually patterns that use Do Re and Mi and be able to create my own patterns using Do Re and Mi | Live Lesson | Nearpod Assignment |  | End of Week |
| **4th** | I will understand solfege and sight reading  I will recognize visually patterns that use Do Re and Mi and be able to create my own patterns using Do Re and Mi | Live Lesson | Nearpod Assignment |  | End of Week |
| **5th** | I will understand solfege and sight reading  I will recognize visually patterns that use Do Re and Mi and be able to create my own patterns using Do Re and Mi | Live Lesson | Nearpod Assignment |  | End of Week |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
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| **Weekly Intervention Schedule & Differentiated Learning Planner**  *When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.* | | | | | |
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\*\* Students can request individualized support any day during the school week from 2:20-3:30, send e-mail to Jennifer.Doermer@slps.org