**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** | 9/14 | | | **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).* | |
| Sing Expressively: Identify music from other cultures: Compare music  Create (Cr2A.Ka): With guidance, demonstrate and choose favorite musical ideas  Perform (Pr4B.Ka): With guidance explore and demonstrate awareness of music contrasts  Create (Cr2A.1b): With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas  Perform (Pr4B.1a) With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance  Respond (Re8A.2a): Demonstrate knowledge of music concepts and how they support creators’/ performers’ expressive intent  Connect (Cn11A.2a): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life  Respond (Re8A.2a): Demonstrate knowledge of music concepts and how they support creators’/ performers’ expressive intent  Connect (Cn11A.2a): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life  Create (Cr1A.4b): Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters  Perform (Pr4A.4a): Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill  Perform (Pr4B.4a): Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance | |
| **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 know the beginning from the end  I will know how music and spoken word connect  I will select favorite musical ideas  I will understand musical concepts  I will show knowledge of music concepts and creative intent  I will be able to connect create intent with musical decisions  I will show understanding of structure of music | I will match my movements to show the beginning and the end  I will be able to move to the music  I will demonstrate musical contrast  I will use iconic or standard notation to make music  I will connect music to other arts  I will be able to explain the relationship between music and the other arts  I will use my understanding to generate musical ideas |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) |  | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Beginning: End  Tap: Repeat  Repeat: Rhythm  Chord: Bordun  Compund Meter: Triple-ti  Sustained: Ostinato: Half Note  Sixteenth Notes | |
| **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.** | |
| None This Week | |

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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 learn rules and procedures in the virtual music room (Stevenson/Kulka)  I will move to show the beginning and the end of a song | Live Lesson | Music Exploration |  | End of Week |
| **Kinder** | I will know how music and spoken word connect  I will be able to move to the music | Live Lesson | Music Exploration |  | End of Week |
| **1st** | I will select favorite musical ideas  I will demonstrate musical contrast | Live Lesson | Music Exploration |  | End of Week |
| **2nd** | I will understand musical concepts  I will use iconic or standard notation to make music | Live Lesson | Nearpod Assignment |  | End of Week |
| **3rd** | I will show knowledge of music concepts and creative intent  I will connect music to the other arts | Live Lesson | Nearpod Assignment |  | End of Week |
| **4th** | I will be able to connect create intent with musical decisions  I will be able to explain the relationship between music and the other arts | Live Lesson | Nearpod Assignment |  | End of Week |
| **5th** | I will show understanding of structure of music  I will use my understanding to generate musical ideas | 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