**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** | 9/21 | **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).* |
| I will practice recurring rhythmic patterns of eighth notes.I will move to show faster and slower tempos.1a Improvise rhythmic and melodic ideas2b Use standard or iconic notation to show rhythmic ideas1a Improvise rhythmic and melodic ideas2b Use standard or iconic notation to show rhythmic ideasCreate (Cr1.1.4b): Generate musical ideas such as rhythms and melodiesCreate (Cr2.1.4b): Use standard and/or iconic notation and/or recording technology to document personal rhythmic ideasCreate (Cr1.1.4b): Generate musical ideas such as rhythms and melodiesCreate (Cr2.1.4b): Use standard and/or iconic notation and/or recording technology to document personal rhythmic ideasCreate (Cr1.1.4b): Generate musical ideas such as rhythms and melodiesCreate (Cr2.1.4b): Use standard and/or iconic notation and/or recording technology to document personal rhythmic 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 practice moving and speaking reoccurring rhythmsI will practice fast and slow temposI will know how to use different rhythmic patternsI will know how to use different rhythmic patternsI will know how to read different rhythmsI will know how to read different rhythmsI will know how to read different rhythms | I will match my movements to show the rhythm of Cha Cha ChaI will match movements to fast and slow temposI will use iconic or standard notation to make musicI will use iconic or standard notation to make musicI will read and create 4 beat patterns in standard notationI will read and create 4 beat patterns in standard notation I will read and create 4 beat patterns in standard notation  |
| **Essential Question(s)**(Can be copied/pasted from Curriculum Plan.) |  |
| **Academic Vocabulary**(Can be copied/pasted from Content AreaProficiency Scales) | Cha Cha Cha PatternTempoQuarter Rest:OstinatoQuarter Rest: Ostinato4 Beat Patterns4 Beat Patterns4 Beat Patterns |
| **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 a 4 beat pattern3rd, 4th, and 5th- Listening and interpreting 4 beat patterns in the form of a bingo game |

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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 practice moving and speaking reoccurring rhythmsI will match my movements to show the rhythm of Cha Cha Cha | Live Lesson | Music Exploration |  | End of Week |
| **Kinder** | I will practice fast and slow temposI will match movements to fast and slow tempos | Live Lesson | Music Exploration |  | End of Week |
| **1st** |  I will know how to use different rhythmic patternsI will use iconic or standard notation to make music | Live Lesson | Nearpod Assignment |  | End of Week |
| **2nd** | I will know how to use different rhythmic patternsI will use iconic or standard notation to make music | Live Lesson | Nearpod Assignment |  | End of Week |
| **3rd** | I will know how to read different rhythmsI will read and create 4 beat patterns in standard notation | Live Lesson | Nearpod Assignment |  | End of Week |
| **4th** | I will know how to read different rhythmsI will read and create 4 beat patterns in standard notation | Live Lesson | Nearpod Assignment |  | End of Week |
| **5th** | I will know how to read different rhythmsI will read and create 4 beat patterns in standard notation | 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