**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 Unit Planner**

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| **Name** | Arbini | **Grade** | Pre-k - 2 | **Subject** | Music |
| **Week of** | Sept 14 – Oct 16 | **Topic** | Music In Your Life | **Link to Tracker** | Coming Soon! |

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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).* | |
| MU: Cr2A.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.  MU: Cr2A.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.  MU: Re7B.2a Describe how specific music concepts are used to support a specific purpose in music. | |
| **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.)* |
| Students will be able to use standard notation to create their own musical ideas.  Students will be able to explain their musical interests with regard to musical concepts.  Students will be able to describe how music impacts their personal lives. | Students will complete a variety of tasks involving composition.  Students will regularly discuss and explain how an element of music relates to an entire work.  Students will regularly discuss the impact of a song on their personal lives. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | How do musicians make creative decisions?  How does understanding the structure and context of music inform a response? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Notation, note, whole, half, quarter, eighth, sixteenth, beat, rhythm, tempo, rest | |
| **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.** | |
| Create melody/rhythm and demonstrate as appropriate | |