

Colorado Teacher-Authored Instructional Unit Sample

Unit Title: Musical Ecosystem

INSTRUCTIONAL UNIT AUTHORS

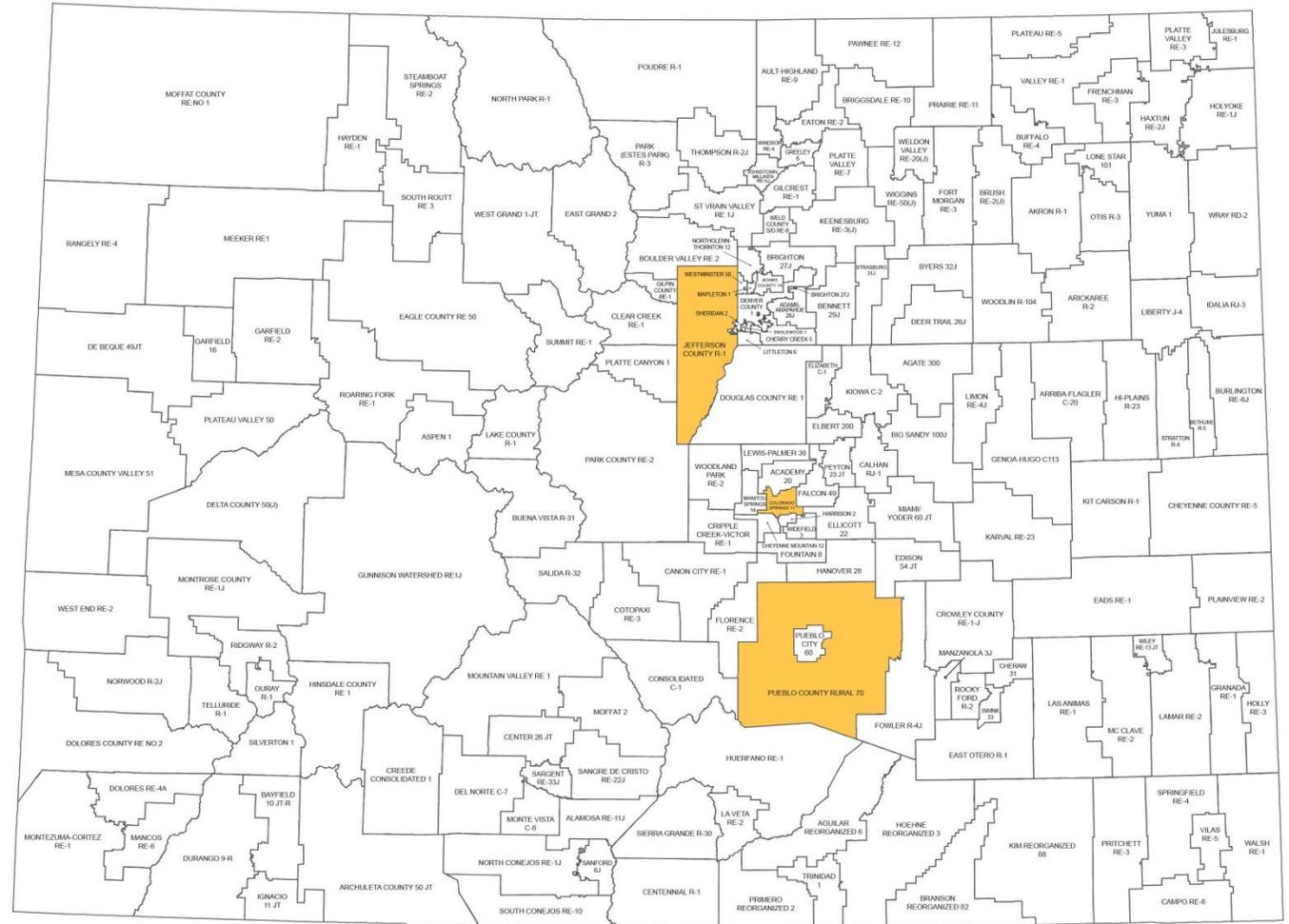
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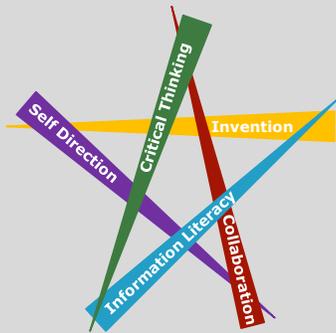
Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Music	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Expressively perform simple songs in small groups or independently	MU09-GR.2-S.1-GLE.1	
	2. Perform simple rhythmic, melodic, and harmonic patterns	MU09-GR.2-S.1-GLE.2	
2. Creation of Music	1. Create musical phrases in the form of simple questions and answers alone and in small groups	MU09-GR.2-S.2-GLE.1	
	2. Identify rhythmic and melodic notation patterns	MU09-GR.2-S.2-GLE.2	
3. Theory of Music	1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation	MU09-GR.2-S.3-GLE.1	
	2. Comprehension of beginning notational elements and form in music	MU09-GR.2-S.3-GLE.2	
	3. Comprehension of vocal and instrumental tone colors	MU09-GR.2-S.3-GLE.3	
	4. Comprehension of beginning melodic and rhythmic patterns	MU09-GR.2-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Demonstrate respect for individual, group, and self-contributions in a musical setting	MU09-GR.2-S.4-GLE.1	
	2. Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement	MU09-GR.2-S.4-GLE.2	
	3. Demonstrate increased awareness of music in daily life or special events	MU09-GR.2-S.4-GLE.3	

Colorado 21st Century Skills



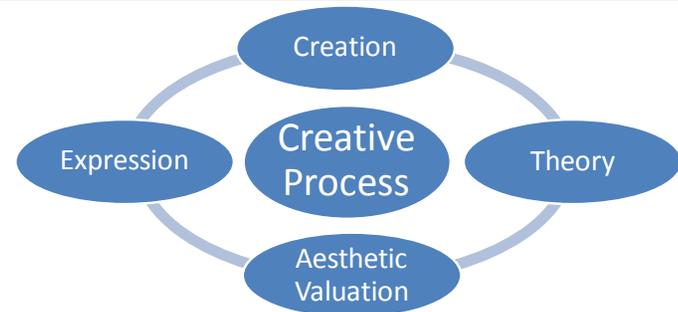
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Musical Ecosystem	Instructor Choice	Instructor Choice

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Unit Title	Musical Ecosystem		Length of Unit	Instructor Choice
Focusing Lens(es)	Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.2-S.1-GLE.1, MU09-GR.2-S.1-GLE.2 MU09-GR.2-S.2-GLE.1, MU09-GR.2-S.2-GLE.2 MU09-GR.2-S.3-GLE.1, MU09-GR.2-S.3-GLE.2, MU09-GR.2-S.3-GLE.3, MU09-GR.2-S.3-GLE.4 MU09-GR.2-S.4-GLE.1, MU09-GR.2-S.4-GLE.2, MU09-GR.2-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does movement demonstrate what we see and hear? (MU09-GR.2-S.1-GLE.1) and (MU09-GR.2-S.2-GLE.1,2) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.1,2,3) • How is improvisation and patterning present in different places? • What in the environment inspires the creation and invention of instruments? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Musical Preferences, Value, Musical Elements (rhythm, melody, environmental/instrumental/vocal timbre, form, dynamics, tempo, texture), Improvisation, Observation, Investigate/Discovery, Technique, Science			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Specific musical techniques can transfer from traditional instruments to creative, non-traditional instruments through investigation and discovery. (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.1,3)	What action is used to play a drum?	What everyday items can be used to make instruments that represent sounds in the environment?
Investigation and discovery triggers the expression of musical elements through different media including voice, instruments, and movement. (MU09-GR.2-S.1-GLE.1) and (MU09-GR.2-S.2-GLE.1) and (MU09-GR.2-S.3-GLE.1,3,4) and (MU09-GR.2-S.4-GLE.1,2)	What is one item that requires the scrape motion to make sound?	How would you move and what sounds would you make in response to a specific item in your environment?
Observation of environmental music provides a vehicle to learn and practice musical techniques (MU09-GR.2-S.1-GLE.1,2) and (MU09-GR.2-S.2-GLE.1,2) and (MU09-GR.2-S.3-GLE.1,3) and (MU09-GR.2-S.4-GLE.1,2,3)	What sounds do you hear in the environment?	What instruments could represent the elements wind, water, fire, and earth?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Instrumental and Vocal Sound groupings (i.e., woodwind, brass, string, percussion, soprano, alto, tenor, bass) (MU09-GR.2-S.3-GLE.3) That movement creates sound (MU09-GR.2-S.2-GLE.1) and (MU09-GR.2-S.3-GLE.1-EO.a, b) and (MU09-GR.2-S.4-GLE.2,3) The meaning of improvisation (MU09-GR.2-S.2-GLE.1-EO) The importance of environmental and instrumental music (MU09-GR.2-S.4-GLE.1,2,3)) 	<ul style="list-style-type: none"> Demonstrate collaborative skills (MU09-GR.2-S.4-GLE.1-EO.b, c) Show proper instrumental technique (MU09-GR.2-S.1-GLE.1,2) Perform instrumental and environmental sounds (MU09-GR.2-S.1-GLE.1,2) Improvise musical phrases using learned musical elements (MU09-GR.2-S.2-GLE.1-EO.a, b, d) Re-create environments using instruments with musical elements (MU09-GR.2-S.2-GLE.1-EO.a b, d) and (MU09-GR.2-S.3-GLE.1,4) Re-create environments using creative movement with musical elements (MU09-GR.2-S.2-GLE.1-EO.c) and (MU09-GR.2-S.3-GLE.1,2.) and (MU09-GR.2-S.4-GLE.2-EO.b) Be able to discuss preferences for sounds (MU09-GR.2-S.4-GLE.1,2,3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Creative movement, voice, and instruments illustrate and reproduce any environmental setting.</i></p>
<p>Academic Vocabulary:</p>	<p>Investigate, Material, Ecosystem, Environment, Preference, Observe, Represent, Symbolize, Technique, Sound, Vibration, Acoustics</p>
<p>Technical Vocabulary:</p>	<p>Melody, Rhythm, Texture, Tempo, Dynamics, Improvisation, Environmental Instruments, Instrumental Families/Names, Timbre</p>

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Unit Description:	This unit focuses on musical instrument families and vocal groupings in modern music. Students will research string, percussion, woodwind, and brass instruments as well as vocal sound groupings (soprano, alto, tenor, bass), learn musical instrument history and sounds, and explore the meaning of instrumental improvisation. Students will observe how movement creates sound and discover how instruments relate to the environment. This unit culminates in students using their understanding of the structural elements of instruments create and perform on a home-made musical instrument using the expression of musical elements.
Unit Generalizations:	
Key Generalization:	Specific musical techniques can transfer from traditional instruments to creative, non-traditional instruments through investigation and discovery.
Supporting Generalizations:	Investigation and discovery triggers the expression of musical elements through different media including voice, instruments, and movement.
	Observation of environmental music provides a vehicle to learn and practice musical techniques.
Considerations	Throughout this unit, students should be encouraged to use any music making options available to them including technology and software. This unit would be most successful as collaboration between the classroom and/or visual arts instructors to allow ample time and instruction for instrument creation.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Specific musical techniques can transfer from traditional instruments to creative, non-instrumental instruments through investigation and discovery.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an instrument designer and maker who uses only recycled materials in your products! You have been asked to create an instrument for elementary aged consumers. You must identify your instrument as woodwind, brass, string, or percussion and demonstrate its sound quality in relation to a sound found in the environment. Your demonstration must include both an improvisational and a prepared piece.
Product/Evidence: (Expected product from students)	Students will create an instrument out of recycled materials and give a short presentation about their instrument construction. Within the presentation students will be asked to identify the family it belongs to and perform short musical pieces (improvised and prepared) using their instrument (such as strumming a few rhythmic lines on a shoebox guitar).
Differentiation: (Multiple modes for student expression)	Students may perform and present as a group. Students may utilize visual support such as: <ul style="list-style-type: none"> • Video format • Posters Teacher Note: If students are nervous about playing their instrument, you may consider having audience members assist students' in their demonstration performance.

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>The Symphony Orchestra and Its Instruments</i> -Sven Kruckenberg <i>Musical Instruments of the World</i> -Barrie Carson Turner (book series)	<i>The Remarkable Farkle McBride</i> -John Lithgow <i>Zin! Zin! Zin! A Violin</i> - Lloyd Moss (AD730L Lexile Level) <i>The Musical Life of Gustav Mole</i> - Michael Twinn

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think, work like a musician- Categorizing, using, and interpreting music	Teacher Resources:	Listening examples of a variety of music (i.e., listen and discuss various Classical, Jazz, Pop music, etc.) http://www.teacherspayteachers.com/Product/MUSIC-Listening-Journal-Activities-94387 (teacher’s Guide to Listening Journals)
			Student Resources:	Music sources outside school (i.e., radio, MP3 player, etc.) Journal
	Skills:	Use active listening skills and identifying various elements in music	Assessment:	Students will listen, identify and categorize various elements in music while keeping a journal throughout this unit wherein they will document their explorations of music, instruments and construction ideas. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)
2.	Description:	Work/Think like a musician-Musical Elements	Teacher Resources:	http://lessonplanspage.com/musicmusicalsymbolsboxgame39-htm/ (Lesson plan teaching about musical elements) http://www.teacherspayteachers.com/Store/Aussie-Music-Teacher-5932 (Downloadable resources for teaching musical elements)
			Student Resources:	Journal
	Skills:	Understand and apply basic elements such as rhythm, timbre, form, pitch, and dynamics	Assessment:	Student will self-reflect and journal as well as respond appropriately to teacher feedback. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of basic components and purposes of active music listening skills and exploration in playing various instruments. Thus there are no learning experiences that introduce this knowledge or this information. Teachers may, however, wish to revisit/reinforce these understandings at the beginning of the unit.

Learning Experiences # 1 – 8
Instructional Timeframe: Teacher Determined

Learning Experience # 1		
The teacher may present examples of traditional and non-traditional instruments so that students can begin to analyze sounds that various instruments make.		
Generalization Connection(s):	Specific musical techniques can transfer from traditional instruments to creative, non-traditional instruments through investigation and discovery.	
Teacher Resources:	http://www.brainpopjr.com/ - BrainPOP Jr (K-2) (educational site for kids with videos, quizzes, etc.) http://www.music8.com/store/alphadetail.php?product_group=595#.Up9h-BYZ5Vw “Amazing Music: Families of the Orchestra” – Dallas Symphony Orchestra with Andrew Litton conduction: DVD (Instrumental excerpts for each instrument family) http://www.amazon.com/Instrumental-Classmates-Alfred-Publishing-Staff/dp/B0002QO3XC (“Instrumental Classmates” – 5 disc DVD set -Learning kit for each instrument family) http://www.amazon.com/Peter-Ustinov-Reads-THE-ORCHESTRA/dp/B000IQ603C (“Peter Ustinov Reads the Orchestra” – By Mark Rubin: DVD (Instrumental excerpts for each instrument family) http://www.deutschegrammophon.com/us/cat/single?PRODUCT_NR=0743198 (“Orchestra – The Essential Introduction to the Symphony Orchestra” – By Sir Georg Solti & Dudley Moore: DVD Introduction to the Orchestra) http://www.mes-english.com/flashcards/files/music_flash.pdf (Instrument Flashcards)	
Student Resources:	Journal http://listeningadventures.carnegiehall.org/ypgto/index.aspx (Carnegie Hall musical instrument adventure game)	
Assessment:	Students will create a basic a list of instrument characteristics as a class. (Teachers can chart list on the wall as students share their reflections from seeing the above resources). Using the class list as a reference, students will add reflections to their journals. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may model how to play instruments as characteristics are discussed Students may draw a picture/model characteristics of instruments Students may Imitate instrument sounds
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may model how to play instruments as characteristics are discussed Students may draw a picture/model characteristics of instruments Students may Imitate instrument sounds

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Critical Content:	<ul style="list-style-type: none"> • Instrumental sound groupings • Vocal sound groupings • That movement creates sound
Key Skills:	<ul style="list-style-type: none"> • Be able to discuss preferences for sounds • Identify sounds from instruments • Observe and reflect on types of instruments seen/found/heard in various resources
Critical Language:	Instrumental Families/Names, Investigate, Vibration, Beat, Fast/Slow, Loud/Soft, Style (country, rock and roll)

Learning Experience # 2		
The teacher may show visual and audio (video) examples of musical instruments so that students can identify and differentiate between types of instruments (woodwinds, brass, and strings).		
Generalization Connection(s):	Specific musical techniques can transfer from traditional instruments to creative, non- traditional instruments through investigation and discovery.	
Teacher Resources:	http://www.mes-english.com/flashcards/files/music_flash.pdf (Instrument Flashcards) http://www.google.com/search?client=safari&rls=en&q=instrument+family+posters&ie=UTF-8&oe=UTF-8#q=instrument+family+posters&rls=en&safe=active&tbm=shop (Instrument Posters) http://listeningadventures.carnegiehall.org/ypgto/index.aspx (Carnegie Hall Recordings) <i>The Symphony Orchestra and Its Instruments</i> -Sven Kruckenberg (book with excellent pictures of instruments) http://www.amazon.com/Instrument-Bingo-Cheryl-Lavender/dp/1423444671 (Instrument Bingo) http://www.amazon.com/Barrie-Carson-Turner/e/B001H9U06W-Musical-Instruments-of-the-World-Barrie-Carson-Turner (musical instrument book series) http://www.thirteen.org/publicarts/orchestra/orchestra03.swf (instruments game) http://www.oddmusic.com/gallery (bizarre instruments - extremely interesting)	
Student Resources:	http://listeningadventures.carnegiehall.org/ypgto/index.aspx (Carnegie Hall musical instrument adventure game) Journal	
Assessment:	Students will begin to identify instruments discussed by sound or sight through discussion or pointing to/raising up picture cards. Students will keep notes in their journal around various instruments. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use visuals such as pictures or posters Students may use audio recordings/listening examples	Students may model how to play instruments as characteristics are discussed Students may draw a picture/model characteristics of instruments Students may Imitate instrument sounds

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Challenge to discover instruments not discussed yet (i.e., world instruments)	Students may present information to class on instruments discovered Students may play a matching four corners game, holding a card of an instrument and walking to appropriate corner labeled as an instrument family.
Critical Content:	<ul style="list-style-type: none"> • Instrumental sound groupings • Vocal sound groupings • That movement creates sound • Types of instruments- woodwind, brass, strings, percussion • Types of criteria that makes up an instrument family 	
Key Skills:	<ul style="list-style-type: none"> • Be able to share why an instrument belongs to an instrument family • Be able to discuss preferences for sounds • Compare and contrast different instrument families 	
Critical Language:	Instrumental Families/Names, Timbre, Vibration, Investigate, Vibration, Beat, Fast/Slow, Loud/Soft, Style (country, rock and roll)	

Learning Experience # 3	
The teacher may use musical instrument family classification games so that students can develop their ability to differentiate between individual instruments and instrument families.	
Generalization Connection(s):	Specific musical techniques can transfer from traditional instruments to creative, non- traditional instruments through investigation and discovery.
Teacher Resources:	http://www.amazon.com/Instrument-Bingo-Cheryl-Lavender/dp/1423444671 (Instrument Bingo – Cheryl Lavender -musical bingo game) http://www.amazon.com/Fiddlesticks-Musical-Instrument-Recognition-Maid-22/dp/0825684013 Fiddlesticks – Musical instrument matching card game)
Student Resources:	http://musicmarvel.com/nationalmusicexams/ (Instrument Identifying game or quiz; may be used as student challenge) Journal
Assessment:	Students will continue to identify individual instruments and categorize them into their instrument families. Students will continue their journal by adding the instrument family information to their favorite instrument from previous learning experience. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students can work in pairs or in groups http://musicmarvel.com/nationalmusicexams/ (Instrument Identifying game or quiz; may be used as student challenge)	Students may draw a picture of their favorite instrument
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create instrument family grouping lists
Critical Content:	<ul style="list-style-type: none"> Instrumental sound groupings 	
Key Skills:	<ul style="list-style-type: none"> Demonstrate collaborative skills Be able to discuss preferences for sounds 	
Critical Language:	Instrumental Families/Names, Timbre	

Learning Experience # 4

The teacher may have students explore instrument design (including material usage and construction) so that students can begin to understand the importance of planning for particular sound creation(s).

Generalization Connection(s):	Specific musical techniques can transfer from traditional instruments to creative, non- traditional instruments through investigation and discovery. Observation of environmental music provides a vehicle to learn and practice musical techniques.	
Teacher Resources:	https://www.flickr.com/search/?q=musical+instruments (Searchable pictures of instruments) http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator) http://www.musicbulletinboards.net (Music bulletin board resources) http://www.bingocardcreator.com (Make your own bingo cards)	
Student Resources:	N/A	
Assessment:	Students will begin to produce a poster of instrument design with labels and a list of materials used to construct an instrument from recycled materials. Students will continue adding ideas to their journal for planning their instrument construction. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs or partners to produce posters	Students may create a smaller or larger scale poster Students may create a PowerPoint

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use Internet Access to research instrument ideas Students may use iPad Apps to research instrument ideas	Students may create a PowerPoint
Critical Content:	<ul style="list-style-type: none"> • Instrumental Sound groupings • The importance of environmental and instrumental music 	
Key Skills:	<ul style="list-style-type: none"> • Be able to discuss preferences for sounds • Re-create environments using instruments with musical elements • Demonstrate collaborative skills • Designing an instrument through visual representation 	
Critical Language:	Investigate, Material, Environment, Ecosystem, Preference, Represent, Technique, Sound, Vibration, Acoustics, Texture, Environmental Instruments, Instrumental Families/Names, Timbre, Organization, Create	

Learning Experience # 5		
The teacher may provide collected recycled materials (by the students and the school) so that students can begin to determine how material selection can help achieve desired sound quality.		
Generalization Connection(s):	Specific musical techniques can transfer from traditional instruments to creative, non- traditional instruments through investigation and discovery. Observation of environmental music provides a vehicle to learn and practice musical techniques.	
Teacher Resources:	Recycled materials collected at home http://www.ehow.com/videos-on_5019_make-musical-instruments-kids.html - “How to Make Musical Instruments for Kids” (website with step-by-step construction steps for various homemade instruments)	
Student Resources:	N/A	
Assessment:	Students will begin to use their own imagination and creativity in order to begin constructing their instrument. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may have access to teacher materials	Students may pair up to create an instrument
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.soapkidz.org/documents/musicalinstruments.pdf (“Soapkidz - Make and Play Your Own Musical Instruments” –manual on constructing musical instruments for students)	Students may construct more than one instrument and perform as a ‘one-person’ ensemble

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Critical Content:	<ul style="list-style-type: none"> • Instrumental Sound groupings • The importance of environmental and instrumental music
Key Skills:	<ul style="list-style-type: none"> • Be able to discuss preferences for sounds • Re-create environments using instruments with musical elements • Demonstrate collaborative skills (can create own band with other classmates) • Create and construct an instrument (shoebox guitar, paper plate tambourine, coffee can drum)
Critical Language:	Investigate, Material, Environment, Ecosystem, Preference, Represent, Technique, Sound, Vibration, Acoustics, Texture, Environmental Instruments, Instrumental Families/Names, Timbre, Construct, Create

Learning Experience # 6

The teacher may explain guided rehearsal time so that students can understand the importance of rehearsal in the creative process.

Generalization Connection(s):	<p>Specific musical techniques can transfer from traditional instruments to creative, non- traditional instruments through investigation and discovery.</p> <p>Investigation and discovery triggers the expression of musical elements through different media including voice, instruments, and movement.</p> <p>Observation of environmental music provides a vehicle to learn and practice musical techniques.</p>	
Teacher Resources:	Individual student guidance	
Student Resources:	Teacher guidance	
Assessment:	Students will begin to rehearse on their instrument for their performance and presentation, they will use teacher and peer feedback to refine their instrument creation and/or performance skills.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may present in pairs or groups</p> <p>Students may tell primary function or use of musical instrument depicted visually (i.e., trumpet-you blow into it)</p> <p>Students may differentiate instruments and where they can be heard</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may perform for the school news or PTA meeting or another class</p> <p>Students may choose to role play famous musicians who play a particular instrument</p>

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Critical Content:	<ul style="list-style-type: none"> • Instrumental Sound groupings • The importance of environmental and instrumental music
Key Skills:	<ul style="list-style-type: none"> • Be able to discuss preferences for sounds • Demonstrate collaborative skills • Creativity
Critical Language:	Material, Sound, Environmental Instruments, Instrumental Families/Names, Stage Presence, Diction, Posture, Projection

Learning Experience #7		
The teacher may have students perform and present on their created instrument so that students can understand the importance of evaluation and reflection in the creative process.		
Generalization Connection(s):	<p>Specific musical techniques can transfer from traditional instruments to creative, non- traditional instruments through investigation and discovery.</p> <p>Investigation and discovery triggers the expression of musical elements through different media including voice, instruments, and movement.</p> <p>Observation of environmental music provides a vehicle to learn and practice musical techniques.</p>	
Teacher Resources:	http://www.rcampus.com/rubricshowc.cfm?code=F5W28B&sp=true (Full rubric for Making Musical Instruments)	
Student Resources:	Student rubric: What went well, What did not go well, Ideas for next time	
Assessment:	<p>Students will continue performing on their instrument and create a poster for their “recycled” instrument.</p> <p>http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may present in pairs or groups Students may choose to present privately (Teacher Discretion)	NA
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	NA	Students may use visuals such as PowerPoint to augment their posters
Critical Content:	<ul style="list-style-type: none"> • Instrumental Sound groupings • The importance of environmental and instrumental music • The meaning of improvisation 	

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Key Skills:	<ul style="list-style-type: none"> • Demonstrate collaborative skills • Show proper instrumental technique • Perform instrumental and environmental sounds • Improvise musical phrases using learned musical elements • Re-create environments using instruments with musical elements • Be able to discuss preferences for sounds • Perform for a group
Critical Language:	Melody, Rhythm, Tempo, Investigate, Material, Environment, Ecosystem, Preference, Represent, Technique, Sound, Vibration, Acoustics, Texture, Environmental Instruments, Instrumental Families/Names, Timbre

Learning Experience # 8

(Post-Performance Assessment) The teacher may present a recycled orchestra video so that students can connect the relevance of their recycled instrument to other children who perform on recycled instruments throughout the world.

Generalization Connection(s):	<p>Specific musical techniques can transfer from traditional instruments to creative, non- traditional instruments through investigation and discovery.</p> <p>Investigation and discovery triggers the expression of musical elements through different media including voice, instruments, and movement.</p> <p>Observation of environmental music provides a vehicle to learn and practice musical techniques.</p>	
Teacher Resources:	<p>https://www.youtube.com/watch?v=sJxxdQox7n0 ("Recycled Orchestra" -Youtube video of an orchestra made entirely of recycled materials)</p> <p>http://www.landfillharmonicmovie.com/ (Recycled orchestra)</p>	
Student Resources:	<p>https://www.youtube.com/watch?v=sJxxdQox7n0 ("Recycled Orchestra" -Youtube video of an orchestra made entirely of recycled materials)</p>	
Assessment:	<p>Students will begin to reflect on the significance of music and musical instruments in everyday life in their environment. Students will record observations and comparisons in their journals.</p> <p>http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may share the talk and turn with the class
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may choose to start an instrument drive</p> <p>Students may choose to create background music for a movie on their home-made instruments</p> <p>Students may take the instrument drive outside of the school setting</p>

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none">• The importance of environmental and instrumental music
Key Skills:	<ul style="list-style-type: none">• Be able to discuss preferences for sounds• Be able to discuss the effects of music around the world (functional music: weddings, funerals, ceremonies)
Critical Language:	Material, Ecosystem, Environment, Preference, Observe, Technique, Sound, Vibration, Acoustics, Melody, Rhythm, Texture, Tempo, Dynamics, Environmental Instruments, Instrumental Families/Names, Timbre, World Music