**Native American Community Academy UbD 2.0**

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| **Stage 1 Desired Results** *What are your unit objectives and outcomes?* | | |
| BIG IDEAS  Patterns | ***Transfer*** | |
| *Students will be able to independently use their learning to perform basic rock-n-roll songs as part of a band.* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  Music is based on patterns.  Patterns can be found in the music we listen to. | ESSENTIAL QUESTIONS  <When you listen to a rock-n-roll song, what patterns do you hear? |
| ***Acquisition*** | |
| *As a result of this unit, students will know…*  The skills necessary to perform songs for various audiences | *As a result of this unit, students will be be able to…*   * How to id the repeating patterns in a song * Recognize the verse and chorus of a song they are performing * Identify the Archetypal drum beat in a song * Identify the chord progression in a song |
| COMMON CORE STATE STANDARDS  none | | |

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| **Stage 2 – Evidence** *How will you assess student learning?* | |
| **Evaluative Criteria** | **Assessment Evidence** |
| <type here> | SUMMATIVE PERFORMANCE TASK(S) (<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>):  Concert TBA |
| <type here> | FORMATIVE ASSESSMENT (<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>):  Daily check-ins in class on assigned instruments |

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| **Stage 3 – Learning Plan** *What lessons will you teach, and what skills will students master, as a result of this unit?* | | | | |
| **Topical EU/EQ**  **For Lesson** | **CCSS Alignment with Stage 1** | **Formative Assessment of Lesson** | **Unit Modifications** | **Activities to Support the Lesson** |
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