**NACA Yearlong UbD for \_\_\_\_\_\_\_\_\_\_ 2015-2016**

**UbD Curriculum Template 2.0
Designer: Luke Cordova**

**Date: Summer 2015**

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|  **Stage 1 Desired Results**  |
| **Directions:** Choose multiple CCSS (or other standards), copy and paste them here, and unpack them for big ideas and assessment verbs by highlighting. **Common Core State Standards (**[**www.corestandards.org**](http://www.corestandards.org)**), Next Generation Science Standards (**[**http://www.nextgenscience.org**](http://www.nextgenscience.org)**), Indigenous Standards (found in Course Sites).** **Core values:** **Respect****Responsibility****Community****Perseverance****Reflection****Culture**Content standards come from NYC Blueprint for the arts Benchmark:**Students model classroom music making procedures and behaviors*** **Students will be able to assume various roles in music performances, presentations and collaborations**

**Benchmark:: Students develop fluency in music in the fololwing areas:*** **Production and technology**
* **Use their knowledge of music production tools and audience expectations to participate in a variety of musical events in their school and/or community**
* **Use music technology to create music**
 |
| * Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?
* musical performance helps to foster self empowerment
* exposure to music helps to foster creativity
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| CHOSEN BIG IDEAS(S):Empowerment | ***Transfer*** |
| *I want my students to achieve self empowerment through performance so in the long run they understand that by working with others they can achieve success and satisfaction which will be a lifelong essential understanding that will ultimately help them in the work force. and their community relations.*  |
| ***Meaning*** |
|
| ENDURING UNDERSTANDINGS  *Students will achieve self empowerment through a successful performance.** *not anyone of us is more important than all of us:*
* success can be achieved through team work:perseverence
* By working in a group, you are showing responsibility and respect for your community of musicians
 | ESSENTIAL QUESTIONS * How do you show respect for your fellow musicians?
* Why is it important to work together?
* When is the community more important that the individual?
* What do you need to do to feel empowered in NACA rock?.
 |
| ***Acquisition*** |
| *As a result of this unit, students will know…*  How to work together to be a successful band andHow to feel empowered in NACA rock |      | *Students will be skilled at…* * watching and listening to peers
* perform their assigned task in a collective effort
* persevering and maintaining a positive attitude
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| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| Standards-based A+ Rubric in Student-friendly Language

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| --- | --- | --- |
| Performance Assessment Criteria and Standard Alignment | Complete | Needs Revision |
| * **Students will be able to assume various roles in music performances, presentations and collaborations**
 |  |  |
| * **Use their knowledge of music production tools and audience expectations to participate in a variety of musical events in their school and/or community**
 |  |  |
| Students completes a reflection piece after the performance |  |  |
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 | PERFORMANCE TASK(S):  What (cognitive verb + big idea):Students will perform at a term ending concertWhy (copied and pasted EUs from Stage 1): *Students will achieve self empowerment through a successful performance.** *not anyone of us is more important than all of us:*
* success can be achieved through team work:perseverence
* By working in a group, you are showing responsibility and respect for your community of musicians

How (GRASPS, written to and for students):**Goal: Sound good while working together as a band****Role :Each student has one****Audience: Parents, Naca student body, teachers and staff, outside stakeholders****Situation: Concert****Product, Performance, and Purpose:****Standards and Criteria for Success:** |
| <type here> | OTHER EVIDENCE:  |
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| **Stage 3 – Learning Plan** *What units will you teach, and what skills will students master, as a result of this yearlong curriculum?* |

2015 -2016 Academic Year Curriculum Map Template

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| --- | --- | --- | --- | --- |
| Unit Big Idea (Title) | Unit Essential Question(s) | Unit Standard(s) | Assessment(s) | Time Frame |
| What big idea anchors this unit? | What EQ will anchor conceptual, critical thinking related to the big idea? | What core standard(s) anchors this unit, and therefore what observable skills will you evaluate ? | What summative assessment will provide you evidence of skills and understanding? | What is the approximate time frame for the teaching and learning in this unit? |
| Empowerment | * What are the successful elements to make a band sound good

 | * Students will be able to assume various roles in music performances, presentations and collaborations
 | The 9 week performance will allow the teacher to evaluate if and how well the skills were mastered | semester |
|  | * When you listen to a rock-n-roll song, what patterns do you hear?
 | * Music is based on patterns.
* Patterns can be found in the music we listen to.
 | Daily ckeck ins that build up to the term concert |  |
|  |  | * Unit 1: How to identify the repeating patterns in a song
* Unit 2:Recognize the verse and chorus of a song they are performing
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