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

**UbD Curriculum Template 2.0  
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**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 | | | |
| 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*** | | |
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| 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 and  How 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 |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Student-friendly Language   |  |  |  | | --- | --- | --- | | 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 |  |  | |  |  |  | | | PERFORMANCE TASK(S):    What (cognitive verb + big idea):  Students will perform at a term ending concert  Why (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: | |
| |  | | --- | | **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   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 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 |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | | | |