

CHAPTER 3 STUMBLING ON H2

U.S. CURRICULUM MAP

SUMMARY & OBJECTIVES	LEARNING ACTIVITIES (selected)	ASSESSMENTS	CURRICULUM STANDARDS			
			National Core Arts Standards & NAFME (PreK-8)	National Curriculum Standards for Social Studies (Early Grades)	Common Core Standards (K-5) & Next Generation Science Standards (K-5)	Social and Emotional Learning Competencies (SEL)
<p>SUMMARY</p> <p>In Chapter 3: Stumbling on H2, students will learn about the use of early musical instruments for hunting and think about possible origins of rhythmic and melodic music. They will discuss the ability of lip-blown instruments of increasing length to play more notes (overtones) and learn about the harmonic series of the natural trumpet. As students begin to experiment with variables associated with navigating the harmonic series, they will learn how to articulate in both a detached and connected (staccato and legato) manner, enabling them to play song-like and march-like music.</p> <p>Key Words:</p> <ul style="list-style-type: none"> Melodic Rhythmic <hr/> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand why Ragnar's bison horn was important to the well-being of his group Learn how to play loudly Consider how and why the stick trumpet could play two notes Experiment with the variables associated with moving between notes of the harmonic series Contemplate the origins of rhythmic and melodic music Learn how to play (articulate) in a march-like and song-like manner 	<p>After reading or listening online to Chapter 3: Stumbling on H2, ask students how Ragnar's horn made the bison stampede. Then demonstrate making a loud sound and ask students to repeat. Ask students if their sound loud enough to frighten a herd of bison and discuss other musical instruments that have their origins in hunting.</p> <p>Discuss the key word rhythmic as it relates to Ragnar's story. Ask students to imagine carrying a heavy load through a forest playing their trumpets. Use this activity to help prepare students to improvise music for marching home.</p> <p>Discuss the fact that the stick trumpet could play two notes and have students look over What's a Natural Trumpet? and It's All Greek to Me!, pointing out that longer trumpets play more notes.</p> <p>Discuss the key word melodic as it relates to Ragnar's story, and discuss how melodic music is different from marching music.</p> <p>Go over variables associated with navigating the harmonic series and let students try each one in classtime.</p> <p>Complete activities under Practice Cave including: Long Note, Harmonic Note, and Articulation Exercises, as well as Improvise and Play Along pieces as indicated.</p> <p>Use online Listen & Play sound files in the classroom to help students learn how to use them at home.</p>	<p>SUMMATIVE</p> <p>Skills: Unit I Assessment Rubric</p> <ul style="list-style-type: none"> Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making <p>Skills: UNIT I Student Self-Evaluation</p> <ul style="list-style-type: none"> Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music! 	<p>MUSIC</p> <p>Creating Anchor Standard #1 Generate musical ideas for various purposes and contexts.</p> <p>Enduring Understanding The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Essential Question How do musicians generate creative ideas? See <i>MU:Cr1.1.2a-5a</i></p> <p>Creating Anchor Standard #2 Organize and develop artistic ideas and work.</p> <p>Enduring Understanding Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question How do musicians make creative decisions? See <i>MU:Cr2.1.2a-4a</i></p> <p>VISUAL ARTS</p> <p>Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work.</p> <p>Enduring Understanding Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s) What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p>	<p>PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>This theme helps learners to develop their spatial views and perspectives of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places, and resources are located, why they are there, and why this matters. They explore the effects of the environment on human activities, and the impact of these activities on the environment. This area of study is crucial to informed civic decision-making about human-environmental relationships.</p> <p>Questions for Exploration: Why do people move? What are the physical and human characteristics of place? How do people change the environment, and how does the environment influence human activity?</p> <p>Knowledge: Physical changes in community, state, and region, such as seasons, climate, and weather, and their effect on plants and animals.</p> <p>Processes: Learners will be able to: Investigate relationships among people, places, and environments in the school community, state, region, and world through the use of atlases, data bases, charts, graphs, maps and geospatial technologies.</p> <p>Products: Learners demonstrate understanding by: Creating illustrations and composing answers to geographic questions about people, places, and environments.</p> <p>See also: "Culture" #1 and "Time, Continuity and Change" #2</p>	<p>ENGLISH LANGUAGE ARTS (grade 4)</p> <p>Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes</p> <hr/> <p>MATH (grade 3)</p> <p>Numbers and operations - Fractions NFA.3A & NFA.3B - Develop understanding of fractions as numbers</p> <hr/> <p>SCIENCE (grades K-4)</p> <p>Matter and Its Interactions PS1-I - Develop a model to describe that matter is made of particles too small to be seen.</p> <p>Energy PS3.2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents.</p>	<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <p><i>Students will be able to...put themselves in another's shoes, see the other person's point of view, and understand the other person's thoughts and feelings and why they might feel that way.</i></p> <p>Self-Management</p> <p>The ability to successfully regulate one's emotions, thoughts, and behaviors in difficult situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <p><i>Students will be able to...motivate oneself. Students will be able to monitor and sustain progress toward goal achievement, using motivational strategies and celebrating success.</i></p> <p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <p><i>Students will be able to...give and receive constructive feedback. Contribute to the achievement of group goals.</i></p>