

**Englewood Public School District**  
**Music**  
**Grade 3**

**Unit 2 -Performance**

**NEW JERSEY CONTENT STANDARDS**

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Overview:** Third grade music students will read, play, and perform simple rhythms and melodies on the recorder, xylophone, and metallophone. Sing on pitch unaccompanied, accompanied simple rounds and songs in ABA, verse and refrain, call and response, introduction and coda forms; perform musical movement activities assorted historical, world cultural, etc.; develop an understanding of timbre and phrasing; understand the following cumulative notation: Treble Clef staff lines and spaces, time signatures; bar line, double bar line, measure, repeat signs, quarter note and rest, eighth notes and half note, scales, names of note, Do Re Mi and C D E, measures, and Learn about instrumental families, composers, and their music.

**Time Frame:** Second Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Questions:**

Why do all cultures have music?

Why does music have rules?

Why are dynamics important?

How does creating and performing music differ from being part of the audience?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.3.5.B.1</b> Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p><b>1.3.5.B.2</b> Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p> <p><b>1.3.5.B.4</b> Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>	<p><b>Topics</b></p> <p><b>Rhythms: Developing Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales (half notes then quarters)</b> <b>Preparation for Winter Performance Winter Performance</b></p> <p><b>SWBAT –</b> Develop Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales</p> <p>Reading basic music notation contributes to musical fluency and literacy.</p> <p>Use correct posture, vocal placement, and breathing technique.</p> <p>Compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.</p> <p>Musical elements, artistic processes and organizational principles are used in simple</p>	<p>On pitched barred instruments or recorder, play two-part pieces in duple and triple meter, notated in treble clef, using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic changes.</p> <p>Demonstrate and perform songs which include tempo and dynamics <b>NJSLSA.L6</b></p> <p>Be able to perform a full band arrangement including songs from various historical periods and genres <b>6.1.4.D.20</b></p> <p>Play the following snare drum rudiments: paradiddle, flam, flam tap</p> <p>Read and sing melodies using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic and tempo changes. <b>NJSLSA.SL2., NJSLSA.L3.</b></p>	<p>Time signatures: <a href="https://makingmusicfun.net/htm/f_mmf_music_library/meter-meter.php">https://makingmusicfun.net/htm/f_mmf_music_library/meter-meter.php</a></p> <p>Rounds/canons: <a href="https://www.pinterest.com/nettie607/rounds-canons-and-catches/?lp=true">https://www.pinterest.com/nettie607/rounds-canons-and-catches/?lp=true</a></p> <p>Tempo: <a href="https://www.bethsnotesplus.com/2013/01/fast-and-slow-resources.html">https://www.bethsnotesplus.com/2013/01/fast-and-slow-resources.html</a></p> <p>Recorder lessons/video: <a href="http://fw.mtlaurelschools.org/subsites/Melissa-Strong/The-Music-Classroom/3rd-Grade-Recorder-/index.html">http://fw.mtlaurelschools.org/subsites/Melissa-Strong/The-Music-Classroom/3rd-Grade-Recorder-/index.html</a></p> <p>Musical Instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Question and answer group discussion</li> <li>Reflections</li> <li>Self-Assessment</li> <li>Peer Assessment</li> </ul> <p><b>Summative:</b> Quizzes</p> <p>Weekly Practice Charts</p> <p>Solo and duo performance evaluations</p> <p>Admit/Exit tickets</p> <p>Teacher-made check sheets and rubrics.</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education:</p>

	<p>and distinctive ways in music.</p> <p>Music performance involves the process of combining a series of musical tones with correct application of rhythm and meter, articulations, dynamics and tonal terminations.</p> <p>Demonstrate how conducting patterns relate to the different time signatures.</p>	<p>Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique. <b>NJSLSA.SL1.</b></p> <p>Improvise a vocal melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.</p>	<ul style="list-style-type: none"> <li>• Outcome Sentences</li> <li>• Pair-Share</li> <li>• 3-2-1</li> <li>• Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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**Key Vocabulary:** barred instruments, recorder, duple and triple meter, treble clef, dotted rhythms, diatonic scales, dynamic changes, note values, rounds/canons, vocal placement, breathing technique, call-and-response form, pentatonic pitches, ostinato

### Integration of 21st Century Standards NJSLS 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

**English Language Learners**

**Special Education**

**At-Risk**

**Gifted and Talented**

<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> <li>● Seat students close to the teacher.</li> <li>● Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> <li>● Repeat directions</li> <li>● Check for understanding of directions</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>
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### Interdisciplinary Connections:

#### ELA - NJSLS/ELA:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Social Studies:**

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Integration of Technology Standards NJSL 8:**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

**Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP12.** Work productively in teams while using cultural global competence.