

Englewood Public School District
Music
Grade 3
Unit 1

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, Calc 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.

Overview: Creative Process

Time Frame: First 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:

How can I move in a steady beat and show the dynamic changes in a song?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	<p>Topics Let the Music Begin</p> <p>SWBAT –</p> <p>Sing Heigh- Ho with correct dynamics, f, loud, p soft.</p> <p>Identify the rest sign for no sound on the beat. Silver Moon Boat (Chinese)</p> <p>Find rhythm patterns in Un Pajarito 4.</p> <p>Demonstrate the form of Michael Row through movement in call and response form.</p> <p>Play ostinato patterns while class sings Lone Star Trail.</p> <p>Read from musical staff and use the hand signs So Mi, La while singing Lucy Lockett.</p> <p>Find So Mi and La pitches in Pizza, Pizza Daddy-O. Sing pitches and play game.</p> <p>Add Texture to Riddle Ree thin to thick by adding given ostinato.</p>	<ul style="list-style-type: none"> 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 i.e. assorted historical, world cultural, etc.; 6.1.4.D.20, NJSLSA.SL2., NJSLSA.SL1. Develop an understanding of timbre and phrasing NJSLSA.L6. 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 	<p>Eight songs on the recorder for beginners https://www.youtube.com/watch?v=M19D54RT6Pg</p> <p>Online Rhythm activity: http://artsedge.kennedy-center.org/multimedia/Interactives/quack-and-whack/quackin-rhythms</p> <p>Call & response-percussion: https://www.youtube.com/watch?v=AwK6C5jw_8o</p> <p>Activities for ostinato: https://denisegagne.com/tag/ostinato-lesson-plan/</p> <p>Online notes activity: http://artsedge.kennedy-center.org/multimedia/Interactives/quack-and-whack/whack-a-note</p> <p>Musical instruments</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative: Feedback on student playing or singing with others.</p> <p>Feedback on student playing or singing alone.</p> <p>Summative: Reading So, Mi, La, pitches</p> <p>Reading ostinato patterns of quarter notes and rests and two eighth notes</p> <p>Solo and duo performance evaluations of pitch</p> <p>Listening activities to identify musical characteristics.</p> <p>Alternative Assessments:</p>

and half note, scales,
names of note, Do Re Mi
and C D E. **NJSLSA.L6,**

- Learn about instrumental families, Composers, and their music.
NJSLSA.L3

20 Quick Formative Assessments from the art of education:

- Outcome Sentences
- Pair-Share
- 3-2-1
- Beach ball

<https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/>

Teacher observation

- Observation
- Summative non-formal assessment
- Question and answer group discussion
- Reflections
- Self-Assessment
- Peer Assessment

Key Vocabulary:

Dynamics, Barline, Repeat sign, Verse/ refrain, Rhythm, score, Call and response, Pitch, 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 Dance 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/

This particular unit has limited language barriers due to the physical nature of the curriculum.

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 Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

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

		<p>expectations and make adjustments for personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> ● Oral prompts can be given. 	
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Interdisciplinary Connections:

ELA - NJSL/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.