

Englewood Public School District
Music
Grade 3

Unit 3 - Aesthetic Responses and Critique Methodologies

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: Fourth 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 is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?

How does the ability and performance of the individual affect the group's performance?

What role does my instrument play within an ensemble?

How does my individual behavior as a performer and/or an audience member effect the musical performance?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2</p>	<p>Topics</p> <p>Integrating Playing & Musical Concepts/Spring Concert</p> <p>SWBAT – Describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Compare and contrast two pieces from different historical periods and in different genres.</p> <p>Evaluate a composer's personal, social and political influences</p> <p>Develop a rubric to compare the arrangements in orchestration, tempo, key, etc.</p> <p>Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring charts).</p> <p>Explain personal reactions to musical works based on developed criteria.</p>	<ul style="list-style-type: none"> Read, count and perform various notes and rests, including eighth notes followed by eighth note rests Play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern NJSLSA.L6 Read and use fingerings with enharmonic notes NJSLSA.L6 Read and perform a closed roll and extended roll (percussion) NJSLSA.L6 Read and perform a 2-measure repeat (percussion) , NJSLSA.L6 Play the following snare drum rudiments: flamacue Perform a solo, duet and trio Concerts 	<p>3 GREAT Drum Rudiments for Drum Solos https://novom.ru/en/watch/9BimJQWOeo</p> <p><u>Rondo form video:</u> https://study.com/academy/lesson/rondo-form-in-music-definition-examples-quiz.html</p> <p>Music Performance Rubric: https://www.rcampus.com/rubricshowc.cfm?code=H7795C&sp=yes&</p> <p>Composer Information Classicsforkids.com</p> <p>Musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Common Formative Assessment <p>Formative:</p> <ul style="list-style-type: none"> Observation Question and answer group discussion Reflections Self-Assessment Peer Assessment <p>Summative: Quizzes</p> <p>Weekly Practice Charts</p> <p>In-class demonstration</p> <p>Class discussion</p> <p>Solo and duo performance evaluations</p> <p>Teacher-made check sheets and rubrics.</p> <p>Listening activities to identify musical elements.</p> <p>Graphic Organizer</p>

Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3

Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.5

Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

- Individual or group performance tasks.
NJSLSA.SL1.

- Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.

6.1.4.D.20

- Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres.

NJSLSA.L3.

- Document the personal and historical contexts of a genre of music in two diverse time

Musical versions
Review

Composer's influences
project

Alternative Assessments:

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/>

periods. Describe these influences, referencing the composer's personal, social and political influences in written, graphic, multi-media, or other formats.

6.1.4.D.20

- Assess the musical elements used in three different recordings of the same song (e.g., Santa Claus Is Coming to Town, recorded by Bruce Springsteen, Burl Ives, and Smokey Robinson). Develop a rubric to compare the arrangements in orchestration, tempo, key, etc.

NJSLSA.SL2.

Key Vocabulary: baroque, be-bop, rondo form, verse/refrain form, orchestration, tempo, key, Quarter-Eighth note pattern, enharmonic notes, closed roll and extended roll, 2-measure repeat, flamacue

Integration of 21st Century Standards NJSL 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/

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"> • 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 expectations and make adjustments for personal space or other behaviors as needed. 	<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

- Oral prompts can be given.

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 NJSLS 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.