3rd Grade

Content Area: **Fine Arts**
Course(s):
Time Period: **Trimester 1**
Length: **1 year**
Status: **Published**

Course Pacing Guide

Trimester 1	Weeks
Notes: quarter notes and rests, eighth notes, pentatonic solfege - do, re, mi, so, la	9
Steady Beat vs. Rhythm	9
Tempo Markings: Slow - Medium - Fast	9
Harmony: Ostinato	9

Trimester 2	Week
Notes: quarter notes and rests, eighth notes, half notes	9
Notes: Lines and Spaces	9
Form: AB, ABA, Introduction	9
Meter: Duple vs Triple	9

Trimester 3	Weeks
Notes: Sixteenth notes, whole notes	9
Absolute Pitch Names	9
Notation: Single Barline, Double Barline, Repeat Sign	9
Harmony: Canon	9

Enduring Understandings

Music is a personal experience.

Different styles of music are all art forms.

All music has value even if it differs from an individual’s musical preferences.

Essential Questions

How is personal preference for music developed?

What determines a style of music? '

Why should we respect music if we don’t like the way it sounds?

Is there good and bad music?

How does music elicit emotion?

New Jersey Student Learning Standards (No CCS)

VPA.1.1.5.B.CS1 - [*Content Statement*] - Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.

VPA.1.1.5.B.1 - [*Cumulative Progress Indicator*] - Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.1.5.B.CS2 - [*Content Statement*] - The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

VPA.1.1.5.B.2 - [*Cumulative Progress Indicator*] - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Instructional Strategies & Learning Activities

Students will participate in singing games, play classroom instruments, decode music symbols, and read notes on the staff.

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning

- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
- Using instruments

Formative Assessments

Part Check – Individuals or small groups sing or play their part together.

Exit Slips – Quick, written assessments on lesson objectives

Peer Assessment – Students use a kid-friendly rubric to assess partner and give feedback.

Self Assessment – Students give themselves a 4-3-2-1 rating using a generic rating scale.

Performance Assessments – Concert performance

Summative Assessment

- End of unit written, solo, or small group evaluation
- Concert Performance

Alternate Assessments

Resources & Technology

Use of Quaver Music Curriculum for learning music concepts and composition.

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems

Closure

- Print out musical compositions
- Sequence It - create timelines of major musical events discussed.
- Kids answer the following prompts: "what did we learn today?"
- Have students perform an application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept and how it is used.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

Special Education

- Simplify task.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Give directions in small steps and in as few words as possible.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Show student individually while others are practicing.

504

- preferential seating
- verbal, visual, or technology aids
- behavior management support
- verbal testing
- occupational or physical therapy
- modifications to task due to physical limitations

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of manipulatives
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Immediate feedback
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Encourage risk taking

Use students as assistants/helpers to assist other students in need