

# 3rd Grade - Unit 7 (Instruments)

Content Area: **Music**  
Course(s): **Music 3**  
Time Period: **Generic Time Period**  
Length: **3 Lessons**  
Status: **Published**

## Established Goals/Standards

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MU.3-5.1.3A.5.Cn	Connecting
MU.3-5.1.3A.5.Cr	Creating
MU.3-5.1.3A.5.Pr	Performing
MU.3-5.1.3A.5.Re	Responding
MU.3-5.1.3A.5.Cr1	Generating and conceptualizing ideas.
MU.3-5.1.3A.5.Cr3	Refining and completing products.
MU.3-5.1.3A.5.Pr4	Selecting, analyzing, and interpreting work.
MU.3-5.1.3A.5.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.3-5.1.3A.5.Pr6	Conveying meaning through art.
MU.3-5.1.3A.5.Re7	Perceiving and analyzing products.
MU.3-5.1.3A.5.Re8	Applying criteria to evaluate products.
MU.3-5.1.3A.5.Re9	Interpreting intent and meaning.
MU.3-5.1.3A.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.3-5.1.3A.5.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.3-5.1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
MU.3-5.1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
MU.3-5.1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
MU.3-5.1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

MU.3-5.1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
MU.3-5.1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
MU.3-5.1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
MU.3-5.1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
MU.3-5.1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.3-5.1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Essential Questions

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- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?

## Enduring Understanding

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- Introduce playing B and A on the recorder.
- Introduce the woodwind family, and specific skills needed to play the recorder.
- Reinforce students' ability on the recorder by reviewing notes B and A.

## Purpose

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- The purpose of this lesson is to introduce the woodwind family, its relationship to the recorder, and specific skills needed to play the recorder.
- The purpose of this lesson is to prepare students for playing notes B and A on the recorder.
- The purpose of this lesson is to strengthen students' ability on the recorder by reviewing notes B and A.

## Key Student Objectives

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- Describe how to hold and produce sounds on the recorder.
- Identify notes B and A on the treble clef staff.
- Name three instruments belonging to the woodwind family.
- Play notes B and A on the recorder within a song.

- Quickly identify and play notes B and A on the recorder in a song.