

# Unit 1: History and Culture

Content Area: **Music**  
Course(s): **Sample Course**  
Time Period:  
Length: **37 days overlaid, Grade 3**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

**History and Culture**

**Grade 3**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: August 22, 2016

## **Unit Overview**

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In this unit the students will learn how history and culture have an impact on the musical creation process. The students will also learn about historically significant composers.

## **NJSLS**

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|                 |  |
|-----------------|--|
| VPA.1.2.5.A.1   | Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.   |
| VPA.1.2.5.A.2   | Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.   |
| VPA.1.2.5.A.3   | Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. |
| VPA.1.2.5.A.CS1 | Art and culture reflect and affect each other.   |
| VPA.1.2.5.A.CS2 | Characteristic approaches to content, form, style, and design define art genres.   |
| VPA.1.2.5.A.CS3 | Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.                     |

## **Exit Skills**

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By the end of this unit, Grade 3 students should be able to:

- Compare present and past events to determine any lessons learned
- Compare the evolution of music with the evolution of societal values and beliefs
- Analyze the changes in music through the course of time from a time and cultural standpoint.
- Evaluate the impact that social and cultural change has on composers and the creative process.

### **Enduring Understanding**

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- Music is reflective of the culture(s) that created it.
- Music is always present in the surrounding world.
- Music is a form of communication
- Music is a vehicle of personal expression, style, and taste.
- Music is a language with its own syntax, structure, and rules.
- The creation of music fosters critical thinking.
- Music making involves a set of behaviors that ensure quality of preparation and presentation.
- Increasing technical skill and theoretical knowledge allows performers to better express the music and themselves

### **Essential Questions**

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- How do people/I use music as a way to communicate with others?
- How can music influence your emotions?
- In what ways can musical elements become the foundation of your own composition?
- How do I hone my skills and fine-tune my work?
- How does my individual effort affect the group effort?
- What is quality in a music ensemble and how do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of myself and others?

- Why is music an important part of any culture?
- How does my musical interpretation reflect my personal culture?
- How does music change over time and place?
- Does music have to be considered beautiful by everybody?
- How do artists make decisions about their music?

## Learning Objectives

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**By the end of this unit students will demonstrate the ability to:**

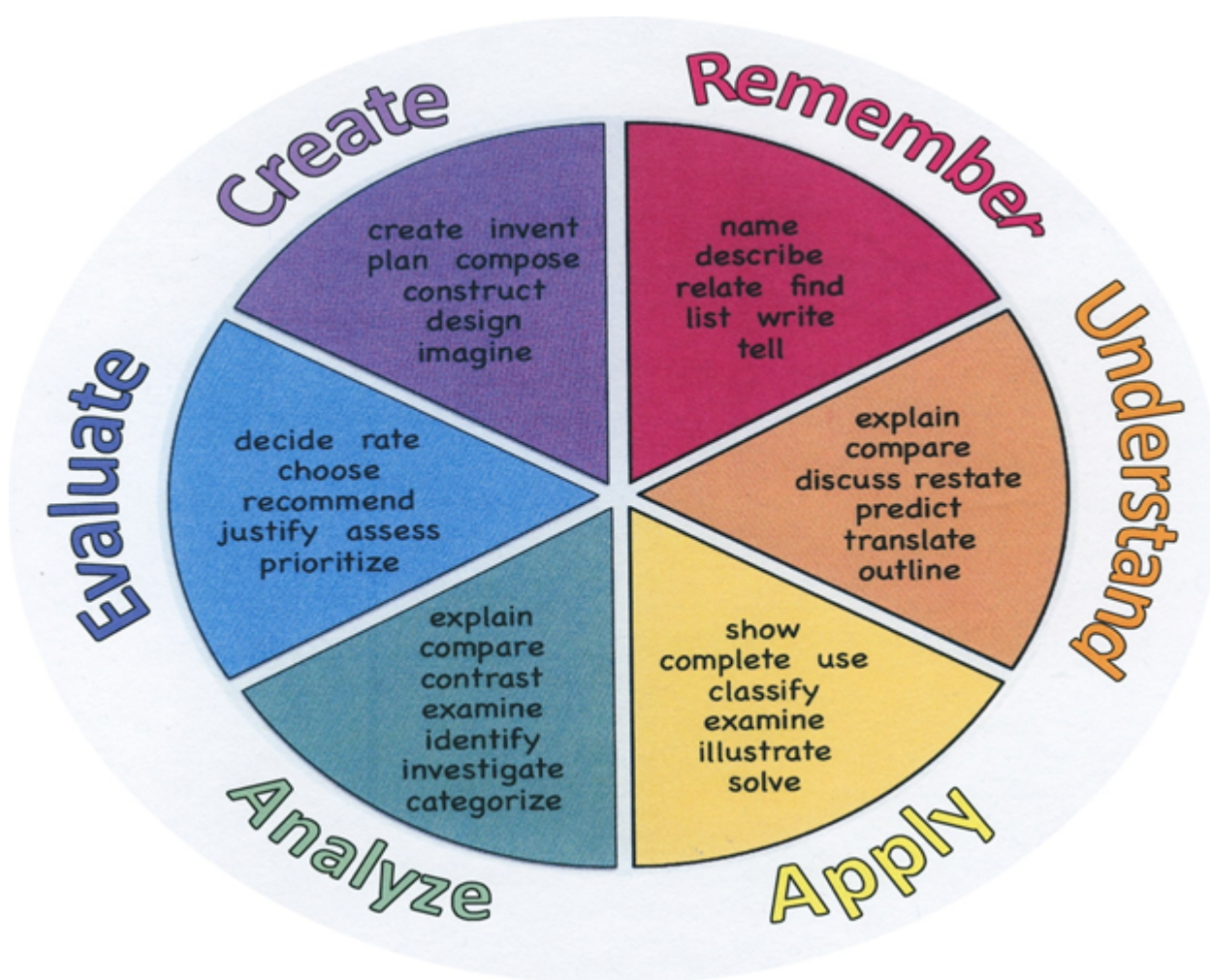
- Identify Significant Musicians Throughout History
- Define Inspiration and Motivation
- Describe How Music is Used as a Form of Communication
- Define All Relevant Vocabulary
- Recognize the relationship between Music and culture throughout history.
- Know there is a difference in the music of the cultures around the world, and the impact of the social health of the community

## Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

| Remember | Understand    | Apply      | Analyze       | Evaluate  | Create      |
|----------|---------------|------------|---------------|-----------|-------------|
| Choose   | Classify      | Choose     | Categorize    | Appraise  | Combine     |
| Describe | Defend        | Dramatize  | Classify      | Judge     | Compose     |
| Define   | Demonstrate   | Explain    | Compare       | Criticize | Construct   |
| Label    | Distinguish   | Generalize | Differentiate | Defend    | Design      |
| List     | Explain       | Judge      | Distinguish   | Compare   | Develop     |
| Locate   | Express       | Organize   | Identify      | Assess    | Formulate   |
| Match    | Extend        | Paint      | Infer         | Conclude  | Hypothesize |
| Memorize | Give Examples | Prepare    | Point out     | Contrast  | Invent      |
| Name     | Illustrate    | Produce    | Select        | Critique  | Make        |
| Omit     | Indicate      | Select     | Subdivide     | Determine | Originate   |
| Recite   | Interrelate   | Show       | Survey        | Grade     | Organize    |
| Select   | Interpret     | Sketch     | Arrange       | Justify   | Plan        |
| State    | Infer         | Solve      | Breakdown     | Measure   | Produce     |
| Count    | Match         | Use        | Combine       | Rank      | Role Play   |
| Draw     | Paraphrase    | Add        | Detect        | Rate      | Drive       |
| Outline  | Represent     | Calculate  | Diagram       | Support   | Devise      |

|  |  |   |  |      |  |
|--|--|---|--|------|--|
| Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Test | Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |
|--|--|---|--|------|--|



### Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

|                |  |
|----------------|--|
| SOC.6.1.4.A.15 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.      |
| SOC.6.1.4.D.13 | Describe how culture is expressed through and influenced by the behavior of people.  |
| SOC.6.1.4.D.15 | Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. |
| SOC.6.1.4.D.18 | Explain how an individual's beliefs, values, and traditions may reflect more than one culture.   |

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

- Media Literacy

## Technology Infusion

Websites: Dallas Symphony Orchestra, YouTube, etc.

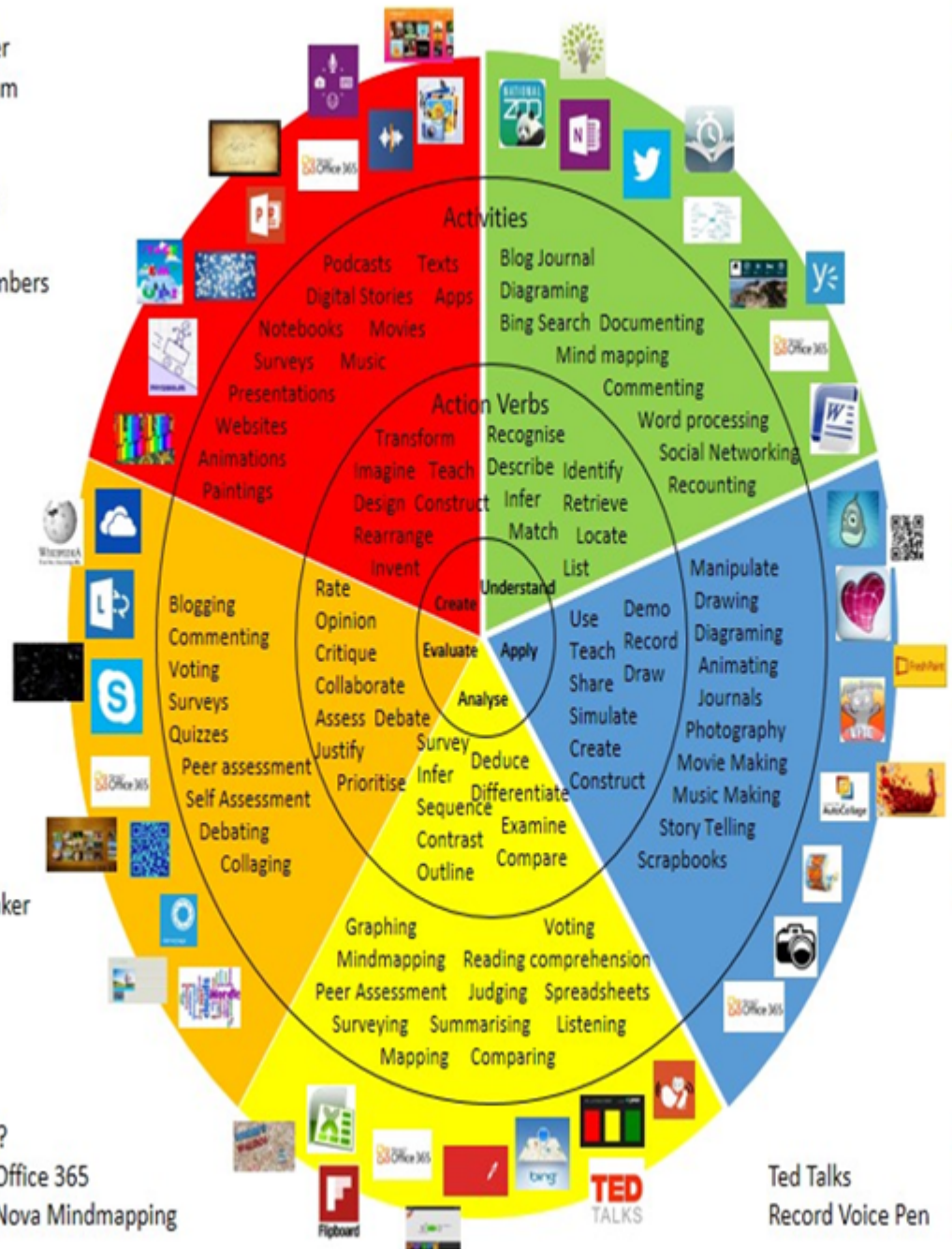
### Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Differentiation**

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Students on the accelerated path will be able to complete all aspects of this unit. Students that require remediation will complete most sections of this unit and/or repeat sections of the unit when necessary.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes



- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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- Admit Tickets
- Common benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- KWL Chart
- Quizzes
- Self- assessments
- Teacher Observation Checklist
- Think, Pair, Share

## **Primary Resources**

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World of Music (Book and CD)- Silver Burdette, Recorders

## **Ancillary Resources**

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Various sheet music, Digital recordings, online media

## **Sample Lesson**

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Unit Name: Spring Program

NJSLS:

Interdisciplinary Connection: Reading Phrasing, World Cultures, Historical events

Statement of Objective: At the end of this lesson the students will demonstrate the ability to:

- Count rhythms in simple meter
- Play performance pieces with proper dynamic inflection
- Describe how culture effects music
- Describe how history effects music
- Play the recorder with proper breath support and phrasing

Anticipatory Set/Do Now: Vocal Warm ups

Learning Activity: The students will sing the performance pieces with emphasis on correct pitches, rhythms, dynamics and phrasing. The students will discuss the historical significance of the piece and/or composer and how culture had an impact on the music.

Student Assessment/CFU's: Teacher Observation, Evaluation Rubric, Admission Ticket, Exit Ticket

Materials: World of Music (Book and CD), Various sheet music, Rhythm and Pitch reading worksheets

21st Century Themes and Skills: Music, History, ELA, World Cultures

Differentiation/Modifications: The students on the accelerated path will be able to complete all aspects of this lesson. Students that require remediation will complete most of this lesson and/or repeat sections when necessary.

Integration of Technology: Use of digital media and websites.