

# Unit: Grade 3 - Form

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

## Unit Overview

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In this unit, students will understand that music is organized. Students will recognize that music can be organized in expanded forms.

## Transfer

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Students will be able to independently use their learning to...

- understand that music is organized
- identify music in two parts (AB, ABA, verse/refrain)
- build form vocabulary
- utilize thinking and problem solving skills
- gather data through all the senses

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

- music is organized
- music has same/similar/different musical ideas or phrases
- music can be labeled as AB, ABA and verse/refrain

## **Essential Questions**

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Students will keep considering...

- Does the music repeat?
- If there are words, do the words repeat?
- How many times do I hear a musical idea?
- What is the order of musical ideas?
- Can I identify and label each musical idea (AB, ABA, verse refrain, introduction, coda)?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- music has organization
- same and different musical ideas are organized to create the form of a song
- music has an introduction, repeated sections and an ending.

-parts of a song with words can be labeled as AB, ABA, verse/refrain (chorus), introduction, coda

-songs without words have same/different musical ideas

### **Students will be skilled at...**

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Students will be skilled at...

-identifying musical phrases

-labeling music in two parts (AB, ABA, verse/refrain)

-showing musical sections through body movement

-performing songs with expanded forms

-listening to music and following sound maps

### **Academic Vocabulary**

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phrase

melody

call and response

verse

refrain

chorus

form

AB

ABA

organize

identify

label

perform

same

different

introduction

coda

repeat sign

## **Learning Goal-Form**

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The students will be able to label and perform parts of expanded forms

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
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.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

## **Target 1--Label AB Form**

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Students will distinguish music with two parts with words and without words

-sing and improvise the response in call and response songs

-sing verse and refrain (chorus) songs

-listen to music in previously known forms (from a variety of cultures)

-demonstrate contrasting sections through movement

-perform forms independently and in groups

- Students will identify verse and refrain of a song
- Students will label form as AB

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## **Target 2--Identify Expanded Forms**

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Students will identify aurally and/or visually sections of expanded forms in addition to previously known forms

-differentiate repeating and contrasting sections of a song

-recognize and label using form letters the sections of songs

-recognize and label parts of expanded form (i.e. ABA, AABA, AABB)

-use vocabulary to identify phrases/musical ideas

-use sound maps to follow the form of a song

-listen to songs from a variety of cultures that utilize basic form structures

- Students will identify introduction and/or coda
- Students will label AABA form
- Students will label AABB form
- Students will label ABA form

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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.
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VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

### **Target 3--Perform Expanded Forms**

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Students will perform expanded forms in addition to previously known forms

-sing/play songs in extended forms from a variety of cultures

-respond to musical forms by using movement

-expanded forms i.e. ABA, AABA, AABB, introduction, coda

- Students will sing and/or play in AB form
- Students will sing and/or play in ABA form
- Students will sing/play in AABA form
- Students will sing/play in AABB form
- Students will sing/play songs with introduction and/or coda

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### **Formative Assessment and Performance Opportunities**

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- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

## **Summative Assessment**

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- Performance Assessment
- Verbal/Written Response

## **21st Century Life and Career**

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### **Standards:**

#### Civic Financial Responsibility

9.1.5.CR.1

#### Career Awareness and Planning

9.2.5.CAP.1

9.2.5.CAP.4

#### Creativity and Innovation

9.4.5.CI.3

#### Critical Thinking and Problem Solving

9.4.5.CT.4

#### Digital Citizenship

9.4.5.DC1

9.4.5.DC.2

9.4.5.DC.5

9.4.5.DC.7

#### Information and Media Literacy

9.4.5.IML.6

## Technology Literacy

### 9.4.5.TL.3

#### **Accommodations/Modifications**

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(ELL, Special Education, Gifted and Talented, Students at Risk for Failure)

Notation modification (writing in notes), solo performance for excelled students, review IEP/504 plans and make listed modifications, collaborate with ESL department to make necessary modifications for ELL students, differentiated instructional strategies that allow students of different intelligence to achieve success

#### **ELL:**

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- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions
- Scaffolded Questioning

#### **Special Education:**

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- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Flexible Grouping
- Increased Eye Contact
- Modified Assignments



- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating
- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

## **Students at Risk of Failure:**

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- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Model

## **Gifted and Talented:**

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- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activities
- Tiered Activities

## **Unit Resources**

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- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube
- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops

- Teacher created resources i.e. worksheets, assessments, instructional videos/tutorials
- Teacher modeling

## **Interdisciplinary Connections**

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