

Music Grade 3 Unit 1: Duration (Beat/Meter and Rhythm)
September-December

Targeted Standards

- 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).
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 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.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.
- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 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).
- 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.
- 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.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Rationale and Transfer Goals:

During this unit students will discuss how Duration is one of the basic elements of music. An ability to decode rhythmic notation, create and perform rhythm patterns, differentiate between beat and no beat, and an understanding of meter are skills that are essential for basic music literacy. During this unit students will create, perform, listen to, and move to rhythms comprised of long and short sounds.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

- Rhythm is one of the building blocks for the creation of music
- The manipulation of elements allows the musicians to create meaningful music
- Music is the power to influence ideas, meanings, perceptions, and culture
- Beat and rhythm evoke a physical response
- Music has rhythmic structure which can be felt, perceived, performed, and notated

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- How does developing our rhythmic skills make us stronger musicians?
- What can music tell us about ourselves and our surroundings?
- How do musicians use rhythm to express their ideas?
- How do we interpret music and why are multiple interpretations acceptable?
 - How does rhythm help organize and give structure to music?
 - How can musicians use rhythm to communicate and work together?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
• Experience (sing, move, play) strong and weak beats	• Identify and sing or play steady beat in duple (2/4, 3/4, 4/4)	• Perform rhythms at varied tempi • Reading within the context of literature	The teacher will assess the student's ability to.....Read, perform, create, hear/listen

• Experience conducting down and up beats • Experience moving and playing in duple and triple meters • Experience repeated patterns and new patterns • Experience whole, dotted, half, quarter, eighth, triplet and sixteenth notes and rests • Create and play obstinate patterns	and compound meter (6/8). • Read and perform rhythms using dotted-half and whole notes. • Classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range. • Identify and sing or play mezzo (mp, mf), pp/ff; accelerando, ritardando; legato/staccato • Identify forms: ABACA (rondo); D.C. al fine (ABA); first and second endings; D.S. al fine. • Identify, read, and sing melodic patterns using "sol,-la,-do-re-mi-so-la." • Identify G-Clef; name	• Perform multiple parts at one time • Rhythm cards • Body percussion • Echo teacher • Notate music phrases • Improvise music patterns • Compose music phrases • Dictation • Ostinato	
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	letter names of lines and spaces. Identify and sing home tone; Compare and contrast unison with chordal harmony.		
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
- Ask the essential questions - Introduce music terminology providing examples throughout the unit - Explanation and discussion	- Steady beat - Tempo - fast vs. slow - Beat vs. Rhythm - Time signature - top number only - Tie and slur - Ta - quarter note - Shh - quarter rest - Ti-ti - eighth note in pairs - beam and flags - Ta-a - half note - Shh-hh - half note rest - Ta-a-a - dotted half note - Shh-hh-hh - dotted half rest - Ta-a-a-a - whole note - Shh-hh-hh-hh - whole rest	- Explore the elements of music through verbal and written response - Identify music elements such as rhythm, timbre, dynamics, form, melody - Identify and categorize sound sources such as scales and rhythmic patterns - Identify rhythmic notation - Listen to and compare musical examples, describing how rhythm, melody, dynamics, timbre, and form affect the music. - Create, perform, and notate short rhythmic or melodic patterns, then explain the musical choices they made.	

	● Match pitches in tune ● More than one sound ● Accompaniment ● Major/Minor scales ● Music terms/symbols ● Pentatonic scale using hand signs ● Absolute pitch names ● Treble clef ● Treble Staff - lines/spaces ● Measure, bar line, double barline, repeat sign ● Instrument families ● Dynamics - loud vs. soft ● Dynamics - vocabulary/symbols for Forte and Piano ● Singing using phrasing ● Affect/Emotion ● Composers, culture and historical connections ● Varying styles of music ● Ear training/Listening skills ● Constructive criticism ● Behavior and Presentation	
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Interdisciplinary Connections: Math: K.CC.A. Know number names and the count sequence. ELA: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Social Studies: 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history Physical Education: 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).		
<u>Key resources:</u> What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?		

- Rhythm instruments - pitched and unpitched
- Technology - Laptop computers, Smartboard
- Videos of subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance etiquette
- Quaver Music Program
- Essential Elements Music Class

Interdisciplinary Connections:

Social Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

Physical Education: 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.



Grade 3 Unit 2: Pitch (Melody & Harmony)
January-April

Targeted Standards

- 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).
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 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.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.
- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 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).
- 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.
- 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.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Rationale and Transfer Goals:

Students will discuss how Pitch is one of the basic elements of music. Stringing pitches together creates melody and harmony. An understanding of pitch, melody, harmony, and music notation as it relates to pitch are essential to basic music literacy. Students will explore Melody by singing, performing on instruments, improvising and composing melodies, and melodic accompaniments.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

- Melody is one of the building blocks for the creation of music.
- Melody can evoke an emotional response.
- Music has a melodic structure which can be felt, perceived, performed, and notated.
- Standard music notation allows composers and performers around the world a system for visually representing pitch, rhythm, and expressive qualities, so that music can be performed and remembered over long periods of time.
- Melody is a succession of pitches strung together
- Melody has shape
 - Melody can be changed and shaped by musicians to communicate different ideas, moods, and feelings.
 - Musicians can use their understanding of pitch, melody, and notation to create, perform, and respond to music.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- Why do melodies with similar pitches sound different?
- Why is a standard system of music notation important?
- How do musicians use melodic contour to express their ideas?
- Does the listener need to know about the culture/genre from which a piece of music comes from in order to appreciate the piece?

Content/Objectives		Instructional Actions	
Content	Skills	Activities/Strategies	Evidence (Assessments)

<i>What students will know</i>	<i>What students will be able to do</i>	<i>How we teach content and skills</i>	<i>How we know students have learned</i>
● Create/improvise patterns that demonstrate melodic contour using manipulatives, instruments and/or body movement ● Sing using the correct solfege syllables ● Utilize 5-line staff to read pentatonic melodies ● Sing demonstrating the use of various articulations (legato, staccato) ● Demonstrate matching pitches ● Create musical phrases in response to a teacher prompt	● On pitched barred instruments or recorder, perform melodies in duple and triple meter, notated in treble clef, using note values from 8th-note to whole note/rest, pitches in pentatonic and diatonic scales, and dynamic changes. ● Read and sing melodies using note values from 8th-note to whole note/rest, and pitches in and pitches in pentatonic and diatonic scales. ● Sing rounds/canons, partner songs, and call and response, using correct posture, vocal placement, and breathing technique.	● Echo sing ● Sing with or without accompaniment ● Student led call & response ● Sing alone or in groups ● Sing with solfege syllables ● Sing on text ● Play on instruments ● Read basic patterns ● Improvise melodic patterns Dictation ● Compose ● Notate ● Compare and contrast	● The teacher will assess the student's ability to.... Read, perform, create, hear/listen.

• Develop a repertoire of songs from a variety of cultures and genres • Use appropriate terminology when describing melody	• Improvise vocal pieces in call-and-response form to a given vocal prompt; compose and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches.		
<u>Spiraling for Mastery</u>			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
• Ask the essential questions • Introduce musical terminology providing examples throughout the unit • Explanations and discussion	• Steady beat • Tempo - fast vs. slow • Beat vs. Rhythm • Time signature - top number only • Tie and slur	• Explore the elements of music through verbal and written response • Identify music elements such as rhythm, timbre, dynamics, form, melody • Identify and categorize sound sources such as scales and rhythmic patterns	

	• Ta - quarter note • Shh - quarter rest • Ti-ti - eighth note in pairs - beam and flags • Ta-a - half note • Shh-hh - half rest • Ta-a-a - dotted half note • Shh-hh-hh - dotted half rest • Ta-a-a-a - whole note • Shh-hh-hh-hh - whole rest • Match pitches in tune • More than one sound • Accompaniment • Major/Minor scales • Music terms/symbols • Pentatonic scale using hand signs • Absolute pitch names • Treble clef • Treble Staff - lines/spaces • Measure, bar line, double barline, repeat sign • Instrument families	• Identify rhythmic notation
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	● Dynamics - loud vs. soft ● Dynamics - vocabulary/symbols for Forte and Piano ● Singing using phrasing ● Affect/Emotion ● Composers, culture and historical connections ● Varying styles of music ● Ear training/Listening skills ● Constructive criticism ● Behavior and Presentation	
<u>Career Readiness, Life Literacies, and Key Skills</u> 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5)		
<u>Key resources:</u> What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")? ● Rhythm instruments - pitched and unpitched ● Technology - Laptop computers, Smartboard ● Videos of subject matter - Youtube ● Supplemental student materials		

- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance Etiquette
- Quaver Music Program
- Essential Elements Music Class

Interdisciplinary Connections

Social Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

Physical Education: 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

Music Grade 3 Unit3: Form and Texture**April-June**

Targeted Standards (Write the overall CCSS or NJCCCS standards that are most applicable to this unit. For math, note major clusters).

11.3A.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).

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

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.

1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

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.

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.

1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 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).
- 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.
- 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.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Rationale and Transfer Goals:

Music is an expressive art form. Qualities such as dynamics, tempo, articulation, and accents all enhance the expressive nature of music. Students will explore these aspects of music through listening, performing, and composing music with a focus on dynamics, tempo, accents, and articulation.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

- Changes in expressive qualities affect the emotional response of the listener.
- Decisions about expressive qualities can be driven by the function of the music being created.
- Marches, lullabies, sacred music, dance music, movie music, concert music, or where the music will be performed.
 - Musicians use expressive qualities such as dynamics, tempo, articulation, and timbre to communicate meaning and create a desired mood or feeling.
 - The same piece of music can be performed in different ways, and expressive choices can change how the music is understood and experienced by the listener.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

- How does the use of dynamics, tempo, accents, and articulation affect the expressiveness of a piece of music?
- How do we interpret music and why are multiple interpretations acceptable?
- Which is more important, the composer's intentions or the listener's response?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
	• Demonstrate how art communicates personal and social values and is inspired	• Comparing and contrasting music	The teacher will assess the student's ability to..... Discuss, critique, and

• Identify, sing, and play a variety of forms and textures • Arrange student compositions into simple form • Apply appropriate vocabulary when describing musical form • Listen and respond to various forms through movement	by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance. • Demonstrate ways art communicates ideas about personal and social values, and is inspired by imagination and frame of reference through discussion in response to three music compositions with common musical or extra-musical themes (e.g., music compositions having three string quartets or three pieces in rondo form... verses music with common subject matters such as Handel's Water Music, Debussy's La Mer, or the Octopuss's Garden by the Beatles etc.). Discuss how the composers'	• Discussion about literature, feelings, opinions • Listening to music of varied styles and genres • Self reflection • Identify, sing and play a variety of forms and textures, including: unison, round/canon, ostinato, ABA, rondo, partner songs • Use call and response • Apply appropriate vocabulary when describing musical form • Listen and respond to various forms through movement	articulate opinions about music
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	personal lives and historical contexts are reflected in the music. • Use music-specific rubrics and holistic scoring guides to objectively self-evaluate live or recorded solo performances, improvisations and/or compositions. • Compare and contrast music compositions based on similar themes (e.g., Ellington's Dance of the Floreadores & Tchaikovsky's Waltz of the Flowers) and distinguish ways individuals may disagree about the relative merits and effectiveness of the music.		
Spiraling for Mastery			
Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	

• Ask the essential questions • Introduce musical terminology providing examples throughout the unit • Explanation and discussion	• Steady beat • Tempo - fast vs. slow • Beat vs. Rhythm • Time signature - top number only • Tie and slur • Shh - quarter rest • Ti-ti - eighth note in pairs - beam and flags • Ta-a - half note • Shh-hh - half rest • Ta-a-a - dotted half note • Shh-hh-hh - dotted half rest • Ta-a-a-a - whole note • Shh-hh-hh-hh - whole rest • • Match pitches in tune • More than one sound • Accompaniment • Major/Minor scales • Music terms/symbols	• Explore the elements of music through verbal and written response • Identify music elements such as rhythm, timbre, dynamics, form, melody • Identify and categorize sound sources such as scales and rhythmic patterns • Identify rhythmic notation • Listen to two musical examples and identify similarities and differences in rhythm, melody, tempo, dynamics, timbre, and form. • Compare two performances of a musical selection and identify how performers make different expressive choices.
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	● Pentatonic scale using hand signs ● Absolute pitch names ● Treble clef ● Treble Staff - lines/spaces ● Measure, bar line, double barline, repeat sign ● Instrument families ● Dynamics - loud vs. soft ● Dynamics - vocabulary/symbols for Forte and Piano ● Singing using phrasing ● Affect/Emotion ● Composers, culture and historical connections ● Varying styles of music ● Ear training/Listening skills ● Constructive criticism ● Behavior and Presentation	
<u>Career Readiness, Life Literacies, and Key Skills</u>		

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5)

Key resources: What are the resources that are essential for this unit (may also be listed in "Activities/Strategies")?

- Rhythm instruments - pitched and unpitched
- Technology - Laptop computers, Smartboard
- Videos of subject matter - Youtube
- Supplemental student materials
- Worksheets
- Visual aids
- Listening maps
- Reading/Language Arts skills
- Recordings
- Performance etiquette

Interdisciplinary Connections:

Social Studies: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world

Physical Education: 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.