

Grade 3 Unit 1: Duration (Beat/Meter and Rhythm)

Content Area: **Music**
Course(s): **Music Grade 3**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS Visual & Performing Arts

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.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
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.

Rationale & 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

- 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

- 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?

Content - What students will know

- Experience (sing, move, play) strong and weak beats
- 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

Skills - What students will be able to do

- Identify and sing or play steady beat in duple (2/4, 3/4, 4/4) 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 letter names of lines and spaces.
- Identify and sing home tone; Compare and contrast unison with chordal harmony.

Activities - How we teach content and skills

- Perform rhythms at varied tempi
- Reading within the context of literature
- Perform multiple parts at one time
- Rhythm cards
- Body percussion
- Echo teacher
- Notate music phrases
- Improvise music patterns
- Compose music phrases
- Dictation
- Ostinato

Assessment - How we know students have learned

The teacher will assess the student's ability to

- read
- perform
- create
- hear/listen

Key Resources

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

Career Readiness

WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

21st Century Skills

TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).