

# Grade 3 Unit 3: Form and Texture

Content Area: **Music**  
Course(s): **Music Grade 3**  
Time Period: **MP3**  
Length: **45**  
Status: **Published**

## NJSLS Visual & Performing Arts

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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**

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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**

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- 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.

## **Essential Questions**

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- 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 - What students will know**

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- 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

## **Skills - What students will be able to do**

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- Demonstrate how art communicates personal and social values and is inspired 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' 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.

## **Activities - How we teach content and skills**

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- Comparing and contrasting music
- 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

## **Assessment - How we know students have learned**

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The teacher will assess the student's ability to

- discuss
- critique

- articulate opinions about music

## Key Resources

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- 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

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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

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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).

