

Sept Gr. 3 Music

Content Area: **Music**
Course(s):
Time Period: **September**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Creating ★ Connecting ★ Performing ★ Responding

Students explore a continuation of previous knowledge concerning written and aural music.

Enduring Understandings

Music has recognizable patterns and sounds that help students create, understand and respond.

Essential Questions

What am I hearing that I can use to understand and create music?

Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations | Resources |
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| Demonstrate rhythmic sensitivity to beat, meter and duration | Respond to various meters and tempi with locomotor and non-locomotor movement | Teacher observation | Grade 3 |
| Demonstrate melodic independence against an accompaniment | Visually and aurally recognizing the duration of individual notes played in a rhythmic pattern | Performance assessment Oral/Aural assessment | Boombox |
| Recognize repetition and contrast | | Games | Piano |

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| <p>(AB, ABA)</p> <p>Recognize and respond to different elements of form</p> | <p>Recognizing the terms “barline”, “measure”, “meter” and “time signature”</p> <p>Recognize the terms “DC al fine”, “coda”, the phrase mark, and “first and second endings</p> <p>Singing songs, accompanied and unaccompanied</p> | | <p>Classrc pitched</p> <p>Interac</p> <p>Ready</p> |
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Integration of Career Readiness, Life Literacies and Key Skills

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| WRK.9.2.5.CAP | Career Awareness and Planning |
| WRK.9.2.5.CAP.2 | Identify how you might like to earn an income. |
| 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. |
| TECH.9.4.5.CI | Creativity and Innovation |
| TECH.9.4.5.CI.3 | Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |
| TECH.9.4.5.CT | Critical Thinking and Problem-solving |
| TECH.9.4.5.GCA | Global and Cultural Awareness |
| TECH.9.4.5.GCA.1 | <p>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).</p> <p>Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</p> <p>An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</p> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> |

Technology and Design Integration

Students will interact with the unit using the Smartboard.

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| CS.3-5.8.1.5.CS.1 | Model how computing devices connect to other components to form a system. |
| CS.3-5.8.1.5.CS.2 | Model how computer software and hardware work together as a system to accomplish tasks. |

Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).

Interdisciplinary Connections

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| DA.3-5.1.1.5.Cr1a | Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. |
| DA.3-5.1.1.5.Cr1b | Solve multiple movement problems using the elements of dance to develop dance content. |
| DA.3-5.1.1.5.Pr4c | Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). |

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
 - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
 - Process – how the student will acquire the content information.
 - Product – how the student will demonstrate understanding of the content.
 - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be offered support and challenges as determined by teacher evaluation.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP's and 504 plans will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Teacher made pre and post assessments to measure growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Performance assessment

Oral/Aural assessment

Games

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Teacher observation

Performance assessment

Oral/Aural assessment

Games

Instructional Materials

Grade 3 book

Book of circle games

Piano

Classroom pitched and non-pitched instruments

Standards

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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.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.Pr6b | Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. |
| 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. |