# May Gr. 3 Music

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

## Unit Overview

Creating ★ Connecting ★ Performing ★ Responding

Students continue to explore musical instruments.

## Enduring Understandings

Orchestra's are made up of many different musical instruments.

## Essential Questions

What are the different qualities between different types of instruments?

## Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations | Res |
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| Recognize and respond to The different timbres of orchestral instruments | Singing, playing and creating songs showing repetition and contrast | Teacher observation | Grade |
| Demonstrate awareness of linear harmony | Visually identify repeat sign, 1st and second endings | Performance assessment | Classro pitched |
| Demonstrate rhythmic sensitivity to rhythm patterns | Singing canons and rounds | Oral/Aural assessment | Piano |
| | | Games | Instrun |

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| Respond to a variety of musical styles and moods | Comparing the style of one piece to another by listening to various instrumental selections<br><br>Creating a percussion instrument from ordinary household items | | Interac |

## 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.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| WRK.9.2.5.CAP.2 | Identify how you might like to earn an income. |
| 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. |
| 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 |

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| | 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.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
| TECH.9.4.5.DC | Digital Citizenship |
| TECH.9.4.5.DC.1 | Explain the need for and use of copyrights. |
| TECH.9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| | An individual's passions, aptitude and skills can affect his/her employment and earning potential. |
| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| | Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source. |

## Technology and Design Integration

Students will interact with the unit using the Smartboard.

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| TECH.9.4.5.CI | Creativity and Innovation |
| TECH.9.4.5.CT | Critical Thinking and Problem-solving |
| TECH.9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |
| TECH.9.4.5.DC.4 | Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). |
| | Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |
| | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. |
| | Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source. |
| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |

## Interdisciplinary Connections

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| LA.RI.3.1 | Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| LA.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| LA.RF.3.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |

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| LA.SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| SCI.3-5.3-5-ETS1-1 | Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. |
| SCI.3-5.3-5-ETS1-3 | Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. |
| SCI.3-5.3-5-ETS1-1.ETS1.A.1 | Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. |

## 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 ACCOMMOCATIONS spreadsheet in this discipline.
**Modifications and Accommodations used in this unit:**

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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

Classroom pitched and non-pitched instruments

Piano

Instrument flash cards

## Standards

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| MU.3-5.1.3A.5.Pr4c | Analyze selected music by reading and performing using standard notation. |
| 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.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.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |