Dec. Gr. 3 Music

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

Unit Overview

Creating □ Connecting □ Performing □ Responding

Students will explore written and performed music through the playing of a recorder.

Enduring Understandings

Written musical notation can be translated into music we can hear.

Essential Questions

How do you read music and play it on the recorder?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Re
Identify and respond to melodic contour, patterns and phrases Demonstrate melodic independence against an accompaniment	Following notated melodies Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI and LA	Teacher observation Performance assessment Oral/Aural assessment	Grade Suppl and a

Identify pitches by their letter names and location on the treble staff Identify and develop qualities of good vocal tone Demonstrate rhythmic sensitivity to rhythm patterns	Play recorder using B,A,G & E and practice silent fingering and sight reading Singing and playing songs in various meters	Games	Chron Class pitche *Music* *Playi* *Intera*

Integration of Career Exploration, Life Literacies and Key Skills

9.2.5.CAP	Career Awareness and Planning An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.

9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
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.
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.

Technology Integration

Students will interact with the units using the Smartboard.

9.4.5.CI	Creativity and Innovation
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
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).
9.4.5.CT	Critical Thinking and Problem-solving
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).
9.4.5.DC	Digital Citizenship
	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.
	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Interdisciplinary Connections

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.

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:

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:

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

Supplemental song, games

and activities

Chromatic bell set

Classroom pitched and non-pitched instruments

Music Teacher's almanac

Playing the recorder

Interactive smartboard

Standards

1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
1.3A.2.Cr3b	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

1.3A.2.Pr5b	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
1.3A.2.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.