

# March Gr. 3 Music

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

**Unit Overview**

Creating ★ Connecting ★ Performing ★ Responding

Students continue to explore written and aural music forms.

**Enduring Understandings**

Music is made up of patterns and sequences of sounds, tones and rhythms.

**Essential Questions**

How can we read and understand music?

How can we create music?

Instructional Strategies & Learning Activities			
Objectives	Suggested Activities	Evaluations	Resources
Identify and respond to register, melodic contour, patterns and phrases	Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI and LA & DO	Teacher observation	Grade 3 Music Curriculum
Respond to a variety of musical styles and moods	Playing and creating patterns on instruments	Performance assessment	Holiday Music
Demonstrate rhythmic sensitivity	Singing songs in various meters	Oral/Aural assessment	Classroom Music

to rhythm patterns	or time signatures	Games	
Recognize repetition and contrast(AB, ABA)	Singing, playing and creating songs showing repetition and contrast		Piano
Recognize and respond to introduction, call and response, repeat, phrase, verse/refrain, solo and chorus	Create original verses to songs to help express ideas and understand form		Interac
	Visually representing patterns using pictures or letters		
	Recognizing terms such as “DC a Fine” the phrase mark and first and second endings		
	Following the written lyrics in songs with more than one verse		

## Integration of Career Readiness, Life Literacies and Key Skills

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.
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.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
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).
TECH.9.4.5.IML.6	<p>Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</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>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p>

## Technology and Design Integration

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Students will interact with the unit using the Smartboard.

## Interdisciplinary Connections

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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.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.

## Differentiation

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- 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**

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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**

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**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**

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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**

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**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**

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### **Holidays and special days**

Classroom pitched and non-pitched instruments

Piano

Ready to read music text

Interactive smartboard

## **Standards**

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MU.3-5.1.3A.5.Cr2	Organizing and developing ideas.
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.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.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.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.

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.K-2.1.3A.2Pr5a

Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.