

Swedesboro-Woolwich Public Schools Content Area Guidance Document

**GRADE 3 Music, Unit 1: Establishing literacy in the Elements of Music
Trimester 1**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

This unit will focus on expanding student’s knowledge and abilities of the elements of music. Students will continue working on rhythm, tempo dynamics and form.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Intro to Music	Trimester 1 60 days	2020 New Jersey Student Learning Standards – Visual and Performing Arts 1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance	Sing and (pianissimo)move to a steady beat in duple and triple meter. Read and perform rhythms using dotted half and whole notes. Read and sing melodic patterns containing sol la do re m sol and la. Identify and sing dynamics	<p align="center">Targets:</p> I can identify, move and perform to a steady beat. I can identify and perform in duple meter. I can identify and perform in triple meter. I can read, play and sing whole notes and rest.

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		<p>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.</p> <p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>	<p>including mp, mf, ff, and pp.</p> <p>Identify and perform tempo including largo, moderato and presto.</p> <p>Identify forms including rondo, DC al fine and DS al Fine.</p>	<p>I can read, play and sing dotted half notes and rest.</p> <p>I can read and sing the notes sol, la, do, re, and mi.</p> <p>I can sing and recognize steps and skips.</p> <p>I can identify and perform tempo.</p> <p>I can identify and sing dynamics.</p> <p>I can Identify Rondo form.</p> <p>I can Identify DS al Fine and DS al Coda.</p>
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Unit 1				
Vocabulary				
ff (fortissimo)	Largo	Allegro	Moderato	DC al Fine
Rondo Form	DS al Fine	triple meter(mezzo piano)	mf (mezzo forte)	pp (pianissimo)
steady beat	duple meter			

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Preparation for College, Careers, and Beyond

<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> Literature connections World Language: Students will learn songs from other cultures. Social Studies: Students will learn music from historical events. Phys Ed: Students will use physical movement during lessons. 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results 	<ul style="list-style-type: none"> 1.1.5.Cn10 b: Use an inquiry-based set of questions to investigate global issues, including climate change, 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Michael Jackson, Aretha Franklin 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 Dmitri Shostakovich (music influenced by the Holocaust) 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Benjamin Britten 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Beethoven

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	<p>with supporting sketches or models.</p> <ul style="list-style-type: none"> 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<p>through a variety of dance genres, styles, and cultural lenses.</p>				
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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> Modifying rules and routine Opportunities for cooperative partner work Reteach if necessary Provide several ways to solve a problem if possible Allow for redos Flexible grouping Student centered activities Learning stations SMall group discussions Problem solving statins 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p>	<ul style="list-style-type: none"> Higher-level cooperative learning activities Extension activities Pairing with students who need assistance. Use for modeling 	<ul style="list-style-type: none"> Partner with another student. Refer to ELL teacher for meaningful accommodations and guidelines for individual students. Translation of text Use visual representations Allow use of first language Peer tutoring/partner work Repeated directions Limit number of concepts/vocabulary

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<ul style="list-style-type: none"> ● Modeling 	Refer to case manager		words
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals 			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Teacher Observation/Feedback ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Participation in instrument ensembles ● Manipulative work 	<ul style="list-style-type: none"> ● Instrument ensemble ● Rhythm manipulative ● Singing

Grade 3 Music, Unit 1: Establishing literacy in the Elements of Music			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p><u>Intro to music class</u> <u>60 days</u></p> <p>review steady beat</p> <p>bubble game in duple and triple meter</p> <p>rhythm flash cards</p>	<ul style="list-style-type: none"> ● 1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance ● 1.3A.5.Pr4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● sing and move to steady beat in duple and triple meter ● read and perform rhythm using dotted half and whole notes ● read and sing melodic patterns including la, sol, do, re mi, sol and la ● identify and perform dynamics including mp, mf, ff, and pp ● identify and perform tempo including largo, moderato and presto 	<ul style="list-style-type: none"> ● Songmaker - google chrome lab ● www.youtube.com ● Instruments ● Music K-8 Repertoire

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<p>Melodic patterns</p> <p>perform song using dynamics</p> <p>tempo song</p> <p>Rondo song</p> <p>Rondo Rhythm compositions</p> <p>perform song including DC als Fine</p> <p>perform song including DS al Fine</p>	<p>well as the students' technical skill.</p>	<ul style="list-style-type: none"> ● identify form including Rondo, DC al fine and DS al fine <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Selecting, Analyzing and Interpreting work <p>Artistic Process</p> <ul style="list-style-type: none"> ● Using a range of learning styles ● Visual materials ● Small group discussions and collaboration. ● Cross-curricular ● Setting clear learning objectives ● Chunking ● Physical participation ● Teaching for understanding ● <p>Enduring Understandings:</p> <p align="center"><u>Elements of music</u></p> <ul style="list-style-type: none"> ● Music is an organized sound. ● Structure creates order and clarity in music. ● The main idea of most musical compositions is expressed through the melody. ● Layering two or more simultaneous sounds creates harmony. oProducing a series of sounds of repeated or varied duration creates rhythm. ● Timbre adds color and variety to sound. ● Good tone quality is created b correct technique <p align="center"><u>Appreciation</u></p> <ul style="list-style-type: none"> ● Music is a personal experience. ● Different styles of music are all art forms. ● All music has value even if it differs from an individual's musical preferences. <p align="center"><u>History and Culture</u></p> <ul style="list-style-type: none"> ● Music is a universal language. ● Music expresses human experiences and values. ● Music expands understanding of the world, its people, and one's self. 	<ul style="list-style-type: none"> ● Pbskids.com ● classicsforkids.com
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		<ul style="list-style-type: none">● History and culture influence music. <p>Application</p> <ul style="list-style-type: none">● Music is embedded in all aspects of life.● Everyone can perform, create, and respond to music in meaningful ways.● Music serves different purposes.● Each music performance is unique.● Creating and performing music are forms of self expression. <p>Essential Questions:</p> <ul style="list-style-type: none">● How is sound organized to make music?● How does the structure of a musical piece create its order and clarity?● How is the melody created?● Is there good harmony and bad harmony?● What does harmony add to music?● Can you have rhythm without beat?● Why does each voice and instrument have its own timbre?● How is personal preference for music developed?● What determines a style of music?● Why should we respect music if we don't like the way it sounds?● Is there good and bad music?● How does music elicit emotion? <p>How does music communicate?</p> <ul style="list-style-type: none">● In what ways have people used music to express their values and describe their experiences?● How do music and history influence each other? <p>Practices:</p> <ul style="list-style-type: none">● Learning Environment● Instructional Strategies● Curriculum● Assessment● Professionalism	
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		Suggested Formative Assessment(s): <ul style="list-style-type: none">● Specific One you want...● Option to choose from possible formative assessment list as necessarily	
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**3rd Grade Music, Unit 2: Melody & Expression
Trimester 2**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In this unit, students will develop a literacy of relationships between pitch and sounds in music.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Melody & Expression	Trimester 2 60 days	<p align="center">1.3A.5.Cr2</p> <p>Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context</p> <p align="center">1.3A.5.Cr1</p> <p>a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to</p>	<p>Compose and perform a 4 bar melody with pitched instruments.</p> <p>Perform melodies in duple and triple meter notated on the treble clef staff.</p> <p>Improvise melodies in call and response form.</p>	<p align="center"><u>Targets</u></p> <p>I can identify the treble clef.</p> <p>I can read and play a melody in duple meter.</p> <p>I can read and play a melody in triple meter.</p> <p>I can compose and perform an 8 bar melody.</p> <p>I can improvise a melody using call and response form.</p>

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		<p>specific purpose and context (e.g., social, cultural, historical).</p> <p align="center">1.3A.5.Pr6</p> <p>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>		<p>I can sing and recognize steps and skips in music of the treble clef.</p>
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Grade 3, Unit 2: Melody & Expression				
Vocabulary				
Composition	Duple Meter	Triple Meter	Step & Skip	Melody

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law (under rationale statement)</u>	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> Literature connections Phys Ed - Physical posture 	<ul style="list-style-type: none"> 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. 	<ul style="list-style-type: none"> 1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses. 	<ul style="list-style-type: none"> N.J.S.A. 18A 52:16A-88 Billie Holiday 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-28 Dmitri Shostakovich (music influenced by the Holocaust) 	<ul style="list-style-type: none"> N.J.S.A. 18A:35-4.35 Handel 	<ul style="list-style-type: none"> N.J.S.A. 18A:3 5-4.35 Beethoven Stevie Wonder

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Possible Assessment and Instructional Modifications			
<u>Special Education</u>	At-Risk	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Modifying rules and routine ● Opportunities for cooperative partner work ● Reteach if necessary ● Provide several ways to solve a problem if possible ● Allow for redos ● Flexible grouping ● Student centered activities ● Learning stations ● Small group discussions ● Problem solving stations ● Modeling 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Refer to case manager 	<ul style="list-style-type: none"> ● Higher-level cooperative learning activities ● Extension activities ● Pairing with students who need assistance. ● Use for modeling 	<ul style="list-style-type: none"> ● Partner with another student. ● Refer to ELL teacher for meaningful accommodations and guidelines for individual students. ● Translation of text ● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals 			

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Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual conferences ● Sharing strategies ● Turn and talk ● Running Records/skills check off 	<ul style="list-style-type: none"> ● Teacher Observation/Feedback ● Open-Ended Responses 	<ul style="list-style-type: none"> ● Participation in instrument ensembles ● Manipulative workskill development. 	<ul style="list-style-type: none"> ● Instrument ensemble ● Rhythm manipulative

Grade 3 Music, Unit 2: Melody & Expression Trimester 2			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>60 days</p> <p>Instrument procedures, practice</p> <p>Melody compositions</p> <p>Call & Response Melodic Singing</p>	<p align="center">1.3A.5.Cr2a</p> <p>Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context</p> <p align="center">1.3A.5.Cr1a</p> <p>a. 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).</p> <p align="center">1.3A.5.Pr6a</p> <p>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify notes on the treble clef staff ● Sing songs that include Do, Mi, So and La ● Improvise a melody ● Compose an 8 bar melody <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● <u>Generating and Conceptualizing Ideas</u> ● <u>Organizing and Developing Ideas</u> <p>Artistic Process</p> <ul style="list-style-type: none"> ● Using a range of learning styles ● Visual materials ● Small group discussions and collaboration. ● Cross-curricular ● Setting clear learning objectives ● Chunking ● Physical participation ● Teaching for understanding 	<ul style="list-style-type: none"> ● Classicsforkids.com ● Youtube.com ● instruments

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		<p>Enduring Understandings:</p> <ul style="list-style-type: none">● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.● Musicians' creative choices are influenced by their expertise, context, and expressive intent. <p>Essential Questions:</p> <ul style="list-style-type: none">● How do musicians generate creative ideas?● How do musicians make creative decisions? <p>Practices:</p> <ul style="list-style-type: none">● Learning Environment● Instructional Strategies● Curriculum● Assessment● Professionalism <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Group Participation● Instrument Ensembles● Collaboratively Composing● Teacher Observation	
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**GRADE 3 Music, Unit 3: Rhythm
Trimester 3**

Mission Statement

The Swedesboro-Woolwich School District’s mission is for all students to achieve and maintain the knowledge and means necessary to be individuals who are musically literate. The music department will develop, in each student, a love for MUSIC that will inspire them to enjoy music throughout their lives.

Unit Overview

In this unit students will be reviewing and learning new rhythms such as: quarter note, eighth note, quarter rest, half note, sixteenth notes, and whole notes. Students will be able to do this in 4/4 and 3/4 time.

Year Long Pacing Guide

Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Rhythms 4/4 and 3/4	Trimester 3 60 days	<p align="center">1.3A.5.Pr6b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p align="center">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).</p>	<p>Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p>	<p align="center">Targets:</p> <p>I can recall a quarter note, eighth note and quarter rest.</p> <p>I can identify a half note.</p> <p>I can identify a sixteenth note.</p> <p>I can read music in duple and triple meter.</p> <p>I can read music in 4/4 time.</p> <p>I can read music in 3/4 time.</p>

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		<p>1.3A.5.Pr6a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>		
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Unit 3				
Unit Vocabulary				
Sixteenth note (tikatika)	Quarter note (ta)	Eighth notes (titi)	Quarter rest	Half note (too)
4/4 meter	$\frac{3}{4}$ meter			

Preparation for College, Careers, and Beyond	
<u>Career Ready Practices</u>	<u>Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)</u>
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and</p>

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<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>
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Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law</u> (under rationale statement)	<u>LGBT Law</u>	<u>Disabilities Law</u>
<ul style="list-style-type: none"> ● Literature connections: ● Leaf Man story ● Books read in 4/4 or ¾ time (Chicka Chicka Boom Boom) 	<ul style="list-style-type: none"> ● 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. ● 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, 	<ul style="list-style-type: none"> ● 1.1.5.Cn10b: Use an inquiry-based set of questions to investigate global issues, including climate change, through a variety of dance genres, styles, and cultural lenses. 	<ul style="list-style-type: none"> ● N.J.S.A. 18A 52:16A-88 ● Chuck Berry 	<ul style="list-style-type: none"> ● N.J.S.A. 18A:35-28 ● Dmitri Shostakovich (music influenced by the Holocaust) 	<ul style="list-style-type: none"> ● N.J.S.A. 18A:35-4.35 ● Tchaikovsky 	<ul style="list-style-type: none"> ● N.J. S.A. 18A:35-4.35 ● Beethoven

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	using appropriate tools to accomplish the task.					
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Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Modifying rules and routine ● Opportunities for cooperative partner work ● Reteach if necessary ● Provide several ways to solve a problem if possible ● Allow for redos ● Flexible grouping ● Student centered activities ● Learning stations ● Small group discussions ● Problem solving stations ● Modeling 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Refer to case managers 	<ul style="list-style-type: none"> ● Higher-level cooperative learning activities ● Extension activities ● Pairing with students who need assistance. ● Use for modeling 	<ul style="list-style-type: none"> ● Partner with another student. ● Refer to ELL teacher for meaningful accommodations and guidelines for individual students. ● Translation of text ● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words

Individualized Learning Opportunities

<ul style="list-style-type: none"> ● Get to know student on a deeper level including interests and, if available, any IEP or 504 plan ● Set individual goals especially with struggling students ● Use available technology to individualize learning, i.e text-speech, Kahoot or Blooket ● Use of visuals
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Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual • conferences • Sharing strategies • Turn and talk • Running Records/skills check off 	<ul style="list-style-type: none"> • Teacher Observation/Feedback • Open-Ended Responses 	<ul style="list-style-type: none"> • Participation in instrument ensembles • Teacher Observation • Clap and count rhythms using rhythm cards/manipulatives 	<ul style="list-style-type: none"> • Instrument ensemble

Grade 3 Music, Unit 3: Rhythm Trimester 3			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>60 days</p> <p>Reviewing quarter note, eighth note and quarter rest</p> <p>Learning sixteenth notes</p> <p>Learning Half note</p> <p>Reading rhythms in 4/4 and ¾ meter</p>	<p>6.1. Read rhythms in 4/4 and 3/4 time.</p> <p>1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Clap and count rhythms in ¾ and 4/4 time • Compose and perform rhythms • Use manipulatives to reinforce rhythmic ideas • Perform rhythms on Orff instruments <p>Anchor Standards:</p> <ul style="list-style-type: none"> • <u>Conveying Meaning through Art</u> • <u>Perceiving and Analyzing Products</u> <p>Artistic Process</p> <ul style="list-style-type: none"> • Using a range of learning styles • Visual materials • Small group discussions and collaboration. • Cross-curricular • Setting clear learning objectives • Chunking 	<ul style="list-style-type: none"> • Youtube.com • Classicsforkids.com • pbskids.com

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		<ul style="list-style-type: none">● Physical participation● Teaching for understanding <p>Enduring Understandings:</p> <ul style="list-style-type: none">● Reading basic music notation contributes to musical fluency and literacy.● Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill. <p>Essential Questions:</p> <ul style="list-style-type: none">● How can you successfully read these rhythms?● What is the difference between 3/4 and 4/4 time? <p>Practices:</p> <ul style="list-style-type: none">● Learning Environment● Instructional Strategies● Curriculum● Assessment● Professionalism <p>Suggested Formative Assessment(s): Group Participation Teacher Observation</p>	

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