

Mendham Township School District

Music Curriculum

Grade 3

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July 2021

Revised July 2021

# Third Grade Meter, Time Signatures, & Rhythm

## Learning Goals

### Behavioral

Students will be able to read and play whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in a variety of meters using their voices, bodies, and instruments.

Students will be able to identify the time signature of a piece both visually and aurally.

### Cognitive

Students will identify, understand, and explain meter, time signature, and rhythm.

Students will aurally identify whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in a variety of meters.

### Experiential

Students will create, read, and perform rhythms in a variety of meters.

### Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding meter, time signature, & rhythm.

Students will develop analytical skills through use of proper terminology regarding meter, time signature, & rhythm.

## Essential Questions

- What is the definition of meter?
- What is the definition of a time signature?
- What is the definition of rhythm?
- What is the duration of whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters?

## NJ SLS Music Standards

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

## Amistad Law N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Assessments

### Benchmarks

Students will read and write whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters.

Students will compose using whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth

notes, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters.  
Students will identify the duration of whole notes, half notes, quarter notes, barred eighth notes, barred sixteenth notes, whole rests, half rests, quarter rests, eighth rests, and sixteenth rests in various meters.

**Formative and Summative**

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

**Alternative**

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

**Proposed Activities**

1. Identify the meter, time signature, and rhythm aurally and visually
2. Composing and performing personal and class rhythms
3. QuaverEd Meter & Rhythm lessons
4. Discuss music & feeling, dancing to music
5. Listen and move to music in various meters
6. Listen and move to music in various meters
7. Identify the difference between different time signatures
8. Group games for meter definition and time signatures
9. Play instruments in various meters
10. Read and act out a story in various meters
11. The Music Show & QuaverEd lessons - rhythm
12. The Music Show & QuaverEd lessons - meter

**Integrated accommodations and modifications**

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

**Core Instructional and Supplemental Materials**

*Music K-8*, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.

*Music together*, L. Levinowitz & K. Guilmartin, Music and Movement Center.

*Silver-Burdett, Making Music*, Pearson Scott Foresman, 2005.

*Singing Games for Children*, Dany Rosevear, 2021.

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*Boomwhacker Beat Bag*, Brad Bonner, BLB Studios, 1999.  
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*The Music Connection*, Silver Burdett Ginn, Grade Three, 1995.  
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**Integration of 21st Century Skills**

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

**Interdisciplinary Connections**

Math  
 Social Science  
 World Culture  
 ELA/Spelling

**Technology Integration**

Information & Media Literacy, Technology Literacy, Digital Citizenship

# Third Grade Music Reading & Elements of Music

## Learning Goals

### **Behavioral**

Students will read, create, perform, and respond using music staves.

Students will be able to name the lines and the spaces of the treble clef.

Students will read, create, perform, and respond to various elements of music.

### **Cognitive**

Students will identify, understand, and explain clefs and music staves.

Students will define, identify, understand, and explain various elements of music.

### **Experiential**

Students will explore and improvise using notation on music staves.

Students will explore and improvise using various elements of music.

Students will experience the differences, both technical and in expression, among notation on music staves.

Students will experience the differences, both technical and in expression, among various elements of music.

### **Constructivist**

Students will develop creative and descriptive skills through use of proper terminology regarding reading music using clefs and music staves.

Students will develop creative and descriptive skills through use of proper terminology regarding various elements of music.

Students will develop analytical skills through use of proper terminology regarding reading music using clefs and staves.

Students will develop analytical skills through use of proper terminology regarding various elements of music.

## **Essential Questions**

- What does a music clef/staff look like?
- What makes up the music staff?
- What does a clef tell us?
- What does music notation look like on the music staff?
- What are the names of the lines and spaces of the treble clef?
- What do various elements of music tell us?
- What do various elements of music look like in musical notation?
- How do various elements of music change the feeling of the music?
- How do composers read and write music?

## **NJ SLS Music Standards**

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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hatred whenever and wherever it happens.

## Assessments

### Benchmarks

Students will compose using the letters of the treble clef.

Students will compose using various elements of music.

Students will properly identify the notes of the chromatic scale using the letters of the treble clef on a written assessment.

Students will properly identify various elements of music on a written assessment.

### Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

### Alternative

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

## Proposed Activities

1. Listen and move to music while reading along on the staff
2. Group games for staff and clef recognition
3. Group games for elements of music recognition
4. Play instruments to hear how various musical notation sounds when played aloud
5. Compose and perform alone and together using the treble clef
6. Compose and perform alone and together using various elements of music.

### Integrated accommodations and modifications

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

Tiered Assignments

Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion

### Core Instructional and Supplemental Materials

*Music K-8*, T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present.

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**Integration of 21st Century Skills**

Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness

**Interdisciplinary Connections**

Math  
 Social Science  
 World Culture  
 ELA/Spelling

**Technology Integration**

Information & Media Literacy, Technology Literacy, Digital Citizenship

# Third Grade Playing and Singing in Harmony

## Learning Goals

### Behavioral

Students will be able to sing and play alone and as part of an ensemble.

Students will create, perform, and respond using part songs, rounds, canons, and chords.

### Cognitive

Students will identify, understand, and explain the differences between singing and playing alone and together.

Students will define harmony.

### Experiential

Students will explore and improvise using part songs, rounds, canons, and chords.

Students will experience the harmonic nature of part songs, rounds, canons, and chords.

### Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding singing and playing alone and together.

Students will develop analytical skills through use of proper terminology regarding singing and playing alone and together.

Students will construct meaning in stories, songs, and instrument play through the use of proper terminology regarding singing and playing alone and together.

## Essential Questions

- What is harmony?
- What are chords?
- What is my role in an ensemble?
- Can I sing and play alone?

## NJ SLS Music Standards

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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## Assessments

### Benchmarks

Students will perform rounds and canons.

Students will sing in parts and play chords.

### Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and



suggestions for improvement
<b>Alternative</b>
Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets
<b>Proposed Activities</b>
<ol style="list-style-type: none"> <li>1. Identify the different parts of a song</li> <li>2. Sing and play along to part songs, rounds, and canons using body movements and scarves</li> <li>3. Sing part songs, rounds, canons, and chords.</li> <li>4. Play part songs, rounds, canons, and chords on instruments</li> <li>5. Read and tell stories using parts</li> </ol>
<b>Integrated accommodations and modifications</b> Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion
<b>Core Instructional and Supplemental Materials</b> <i>Music K-8</i> , T. Jennings, (Magazine, Digital Music, CD), Plank Road Publishing, 2005 to present. <i>Music together</i> , L. Levinowitz & K. Guilmartin, Music and Movement Center. <i>Silver-Burdett, Making Music</i> , Pearson Scott Foresman, 2005. <i>Singing Games for Children</i> , Dany Rosevear, 2021. <i>QuaverEd Online Music Curriculum</i> , QuaverEd, 2021. <i>120 Singing Games and Dances for Elementary School</i> . L. Choksy & D. Brummitt. Prentice Hall, 1987. <i>Rhythmically Moving</i> . P. Weikert. High Scope Press. 1983. <i>Boomwhacker Beat Bag</i> , Brad Bonner, BLB Studios, 1999. <i>Folk Dance Music</i> , CD, Sanna Longden, Folkstyle Productions. <i>Kids Can Listen, Kids Can Move</i> , Lynn Kleiner, Warner Bros. Publications, 2003. <i>The Music Connection</i> , Silver Burdett Ginn, Grade Three, 1995. <i>Primary Boomwhackers</i> , CD, Brad Bonner, BLB Studios, 2000.
<b>Integration of 21st Century Skills</b> Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness
<b>Interdisciplinary Connections</b> Math, World Culture ELA/Spelling
<b>Technology Integration</b> Information & Media Literacy, Technology Literacy, Digital Citizenship

# Third Grade Recorder

## Learning Goals

### Behavioral

Students will be able to play the C major scale on the recorder with proper technique.

Students will be able to play various pieces using the C major scale on the recorder with proper technique.

### Cognitive

Students will understand how to translate music notation to performance.

### Experiential

Students will explore and improvise using the recorder.

Students will experience proper breath control, tonguing, fingering, and embouchure for the recorder.

### Constructivist

Students will develop creative and descriptive skills through use of proper terminology regarding the recorder.

Students will develop analytical skills through use of proper terminology regarding the recorder.

Students will construct meaning in stories and songs through the use of proper terminology regarding performing with the recorder.

## Essential Questions

- How is sound produced?
- How can I create sound using my body?
- How does the recorder make sound?
- How does the recorder and its sound make me feel?
- What are instruments' roles in a song, in our lives, our communities, and around the world?

## NJ SLS Music Standards

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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## Assessments

### Benchmarks

Students will play selections from Recorder Karate and earn their belts.

Students will perform in a Recorder Concert.

### Formative and Summative

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

<b>Alternative</b>
Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets
<b>Proposed Activities</b>
<ol style="list-style-type: none"> <li>1. Listen to and watch various professional recorder performances</li> <li>2. Practice new notes alone and together</li> <li>3. Play the songs provided in the Recorder Karate book</li> <li>4. Perform to earn the karate belts</li> <li>5. Explore the different sounds the instrument makes, and how to make those sounds</li> <li>6. Play using proper alignment and breathing</li> </ol>
<b>Integrated accommodations and modifications</b> Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion
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<b>Integration of 21st Century Skills</b> Risk Management & Insurance, Creativity & Innovation, Critical Thinking & Problem Solving, Global & Cultural Awareness
<b>Interdisciplinary Connections</b> Math Science

Social Science World Culture ELA/Spelling
<b>Technology Integration</b> Information & Media Literacy, Technology Literacy, Digital Citizenship

## Third Grade Dynamics

### Learning Goals

#### **Behavioral**

Students will demonstrate the difference among dynamics using their voices, body percussion, and instruments.

Students will continue to create, perform, and respond using dynamics.

#### **Cognitive**

Students will continue to identify, understand, and explain dynamics in music.

Students will define, understand, and explain the difference among dynamics in music and throughout daily life.

### **Experiential**

Students will continue to explore and improvise using various dynamics.

Students will experience the differences, both technical and in expression, among various dynamics.

### **Constructivist**

Students will develop creative and descriptive skills through use of proper terminology regarding various dynamics.

Students will develop analytical skills through use of proper terminology regarding various dynamics.

### **Essential Questions:**

- How can we recognize dynamics in music?
- How do dynamics change what we feel when we experience music and throughout daily life?
- How and when should we perform music with dynamics?

### **NJ SLS Music Standards**

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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### **Assessments**

#### **Benchmarks**

Students will correctly identify various dynamics.

Students will correctly perform various dynamics using voices, instruments, and body percussion.

#### **Formative and Summative**

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

#### **Alternative**

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

### **Proposed Activities**

Throughout all units,

1. Sing familiar and new songs using dynamics
2. Read and act out stories using dynamics
3. Listen and move to music using dynamics
4. Play instruments utilizing dynamics
5. Reflect on feelings from sounds with different dynamics

<ul style="list-style-type: none"> <li>6. Listen and play along with Music K8 Forte Piano</li> <li>7. Play dynamics games</li> <li>8. Create a dynamics chart together</li> <li>9. Compose music using specific dynamics</li> </ul>
<p><b>Integrated accommodations and modifications</b></p> <p>Check for comprehension and understanding</p> <p>Permit ample time for student to respond to questions</p> <p>Clearly define limits and expectations</p> <p>Encourage student to ask for needed assistance</p> <p>Preferential seating</p> <p>Repeating, clarifying or rewording directions</p> <p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p><b>Integration of 21st Century Skills</b></p> <p>Risk Management &amp; Insurance, Creativity &amp; Innovation, Critical Thinking &amp; Problem Solving, Global &amp; Cultural Awareness</p>
<p><b>Interdisciplinary Connections</b></p> <p>Math</p> <p>Science</p> <p>Social Science</p> <p>World Culture</p> <p>ELA/Spelling</p>
<p><b>Technology Integration</b></p> <p>Information &amp; Media Literacy, Technology Literacy, Digital Citizenship</p>

## Third Grade Tempo

### Learning Goals

#### **Behavioral**

Students will demonstrate the difference among tempos using their voices, body percussion, and instruments.  
Students will create, perform, and respond to various tempos.

#### **Cognitive**

Students will continue to identify, define, and explain tempo in music.  
Students will define, understand, and explain the difference among tempos in music and throughout daily life.

**Experiential**

Students will continue to explore and improvise using various tempos.

Students will experience the differences, both technical and in expression, among various tempos.

**Constructivist**

Students will develop creative and descriptive skills through use of proper terminology regarding various tempos.

Students will develop analytical skills through use of proper terminology regarding various tempos.

**Essential Questions:**

- How can we recognize tempo in music?
- How does tempo change what we feel when we experience music and throughout daily life?
- How can we perform music utilizing tempos?

**NJ SLS Music Standards**

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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**Assessments****Benchmarks**

Students will correctly identify various tempos.

Students will correctly perform various tempos using voices, instruments, and body percussion.

**Formative and Summative**

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

**Alternative**

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

**Proposed Activities**

Throughout all units,

1. Sing familiar and new songs using various tempos
2. Read and act out stories using various tempos
3. Listen and move to music with various tempos
4. Play different tempos using instruments
5. Reflect on feelings from sounds with different tempos
6. Listen and play along with Music K8 Presto Largo
7. Play tempo games



<p>8. Create a tempo chart together</p> <p>9. Compose music using specific tempos</p>
<p><b>Integrated accommodations and modifications</b></p> <p>Check for comprehension and understanding</p> <p>Permit ample time for student to respond to questions</p> <p>Clearly define limits and expectations</p> <p>Encourage student to ask for needed assistance</p> <p>Preferential seating</p> <p>Repeating, clarifying or rewording directions</p> <p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p><b>Interdisciplinary Connections</b></p> <p>Math, Science, Social Science, World Culture, ELA/Spelling</p>
<p><b>Technology Integration</b> Information &amp; Media Literacy, Technology Literacy, Digital Citizenship</p>

Third Grade Form
Learning Goals
<p><b>Behavioral</b></p> <p>Students will continue to be able to define and show form and patterns in music.</p> <p>Students will create, perform, and respond to songs utilizing form.</p> <p><b>Cognitive</b></p> <p>Students will continue to identify, understand, and explain form in music.</p> <p>Students will define, understand, and explain the difference between different parts of songs.</p>

**Experiential**

Students will continue to compose, explore, and improvise using form.

Students will experience the differences, both technical and in expression, between different parts of songs.

**Constructivist**

Students will develop creative and descriptive skills through use of proper terminology regarding form.

Students will develop analytical skills through use of proper terminology regarding form.

**Essential Questions**

- How do we identify patterns and form in music?
- What is form?
- Can I compose music in a specific pattern or form?
- How does form add to the expression and meaning of the song?

**NJ SLS Music Standards**

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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**Assessments****Benchmarks**

Students will compose using various forms.

Students will correctly identify the form of various songs.

**Formative and Summative**

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

**Alternative**

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

**Proposed Activities**

Throughout all units,

1. Discuss the form of the song
2. Read and act out stories using form
3. Listen and move to music with different forms
4. Play music in various forms on instruments
5. Reflect on feelings from songs in various forms
6. Compose a class composition and identify its form

<p><b>Integrated accommodations and modifications</b></p> <p>Check for comprehension and understanding</p> <p>Permit ample time for student to respond to questions</p> <p>Clearly define limits and expectations</p> <p>Encourage student to ask for needed assistance</p> <p>Preferential seating</p> <p>Repeating, clarifying or rewording directions</p> <p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p><b>Interdisciplinary Connections</b></p> <p>Math</p> <p>Science</p> <p>Social Science</p> <p>World Culture</p> <p>ELA/Spelling</p>
<p><b>Technology Integration</b></p> <p>Information &amp; Media Literacy, Technology Literacy, Digital Citizenship</p>

## Third Grade Instruments

### Learning Goals

#### **Behavioral**

Students will create, perform, and respond using various classroom instruments.

Students will play new and familiar songs using various classroom instruments.

#### **Cognitive**

Students will identify, understand, and explain the differences among various classroom instruments.

Students will identify and name various classroom instruments.

Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

#### **Experiential**

Students will explore and improvise using various classroom instruments

Students will experience the differences, both technical and in expression, among use of various classroom instruments

#### **Constructivist**

Students will develop agility, dexterity, coordination, and technique with classroom instruments.

Students will develop creative and descriptive skills through use of proper terminology regarding classroom instruments.

Students will develop analytical skills through use of proper terminology regarding classroom instruments. Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

### **Essential Questions**

- What is the name of various classroom instruments, and what is the correct way to play them?
- How does each classroom instrument produce its sound?
- What does each classroom instrument add to a composition or performance?

### **NJ SLS Music Standards**

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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### **Assessments**

#### **Benchmarks**

Students will play various classroom instruments with correct technique.

Students will correctly identify classroom instruments aurally.

#### **Formative and Summative**

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

#### **Alternative**

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

### **Proposed Activities**

Throughout all units,

1. Group discussion on various classroom instruments
2. Stations of each instrument
3. Demonstration of playing each instrument correctly
4. Play instruments alone and as part of the ensemble
5. Use instruments to play rhythms
6. Use instruments to play ostinatos
7. Use instruments to play chords
8. Use instruments to show dynamics
9. Use instruments to show tempo
10. Use instruments to play music notated on the treble clef
11. Use instruments to show form
12. Perform new and familiar songs using classroom instruments

13. Critique and Suggest for improvements for performance
<b>Integrated accommodations and modifications</b> Check for comprehension and understanding Permit ample time for student to respond to questions Clearly define limits and expectations Encourage student to ask for needed assistance Preferential seating Repeating, clarifying or rewording directions Teacher modeling Provide simplified written, verbal, and modeled instructions Provide student with open ended questions that stimulate higher order thinking Allow student to consider and express personal opinions Tiered Assignments Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion
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<b>Technology Integration</b> Information & Media Literacy, Technology Literacy, Digital Citizenship

## Third Grade Performance

### Learning Goals

#### **Behavioral**

Students will be able to sing, move, dance, and play with a growing sense of confidence.

Students will show expression in voices, movement, and instrument playing during classroom performances.

#### **Cognitive**

Students will relate music experiences to their derivation, role, and importance in culture, society, and history.

#### **Experiential**

Students will explore and improvise during class and solo performances.

Students will express their feelings and ideas through musical performances.

Students will experience the differences, both technical and in expression, between class and solo performances.

Students will participate in the planning, structure, and design of in-class performances.

#### **Constructivist**

Students will apply their knowledge of various musical elements to enhance and improve their performances.

Students will develop vocal agility, dexterity, coordination, and technique during class and solo performances.

Students will develop creative decision-making skills so that technical understanding can be applied to other areas in future educational and professional pursuits.

Students will develop analytical skills through performance critique.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

#### **Essential Questions**

- What makes a great performance?
- What does this music mean to you?
- What does this music mean to others in our families, communities, and around the world?

#### **NJ SLS Music Standards**

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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#### **Assessments**

##### **Benchmarks**

Students will reflect upon and improve personal and class performance.

##### **Formative and Summative**

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

##### **Alternative**

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

#### **Proposed Activities**

Throughout all units,

1. Discuss using voices, instruments, and movement expressively
2. Read and perform songs and stories
3. Critique performances together
4. Demonstrate appropriate audience behavior

#### **Integrated accommodations and modifications**



<p>Check for comprehension and understanding</p> <p>Permit ample time for student to respond to questions</p> <p>Clearly define limits and expectations</p> <p>Encourage student to ask for needed assistance</p> <p>Preferential seating</p> <p>Repeating, clarifying or rewording directions</p> <p>Teacher modeling</p> <p>Provide simplified written, verbal, and modeled instructions</p> <p>Provide student with open ended questions that stimulate higher order thinking</p> <p>Allow student to consider and express personal opinions</p> <p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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<p><b>Technology Integration</b></p> <p>Information &amp; Media Literacy, Technology Literacy, Digital Citizenship</p>

## Third Grade Solfege

### Learning Goals

#### **Behavioral**

Students will create, perform, and respond using the chromatic scale.

Students will sing new and familiar songs using the chromatic scale.

#### **Cognitive**

Students will identify, understand, and explain the differences among the notes in the chromatic scale.

Students will identify and name the chromatic scale hand signs.

#### **Experiential**

Students will explore and improvise using the chromatic scale.

Students will experience the differences, both technical and in expression, among the notes in the chromatic scale.

#### **Constructivist**

Students will develop vocal agility, dexterity, coordination, and technique using the chromatic scale.

Students will develop creative and descriptive skills through use of proper terminology regarding solfege.

Students will develop analytical skills through use of proper terminology regarding solfege.

Students will grow in depth of aesthetic awareness by fostering insight into understanding music as a vehicle for human expression.

### Essential Questions

- What makes up the music we sing?

- How does each solfege syllable sound?
- What are the hand signs that go along with the solfege syllables in the chromatic scale?
- How does solfege help us learn to sing?

### **NJ SLS Music Standards**

1.3A.5.Cr1a, 1.3A.5.Cr2a, 1.3A.5.Cr2b, 1.3A.5.Cr3a, 1.3A.5.Cr3b, 1.3A.5.Pr4a, 1.3A.5.Pr4b, 1.3A.5.Pr4c, 1.3A.5.Pr4d, 1.3A.5.Pr4e, 1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr6a, 1.3A.5.Pr6b, 1.3A.5.Re7a, 1.3A.5.Re7b, 1.3A.5.Re8a, 1.3A.5.Re9a, 1.3A.5.Cn10a, 1.3A.5.Cn11a

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### **Assessments**

#### **Benchmarks**

Students will compose songs using the chromatic scale.

Students will correctly identify the notes in the chromatic scale aurally and with hand signs.

#### **Formative and Summative**

Student participation, individual performance, class performance, written assessments, group critique, and suggestions for improvement

#### **Alternative**

Teacher Observation of small groups and individual performances, worksheets, performance tasks, exit tickets

### **Proposed Activities**

Throughout all units,

1. Decode songs using the chromatic scale.
2. Sing new and familiar songs using the chromatic scale.
3. Compose and perform new songs using the chromatic scale.
4. Play Poison Pattern and other solfege games.
5. Watch and play along with Music K8's Whacky Do Re Mi's.
6. Watch and play along with the Do Re Mi clip from *The Sound of Music*.

### **Integrated accommodations and modifications**

Check for comprehension and understanding

Permit ample time for student to respond to questions

Clearly define limits and expectations

Encourage student to ask for needed assistance

Preferential seating

Repeating, clarifying or rewording directions

Teacher modeling

Provide simplified written, verbal, and modeled instructions

Provide student with open ended questions that stimulate higher order thinking

Allow student to consider and express personal opinions

<p>Tiered Assignments</p> <p>Have student share and express their thought process, conclusions, and the reasoning that led to their conclusion</p>
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