



Dover Area School District Curriculum Cover Sheet

Grade: 3rd

Subject/Course Title: General Music

Credit: 30 days (40 min classes)

Course Description:

Elementary school general music convenes once every six days, totaling 30 sessions per school year. Music concepts that were introduced in Kindergarten through 2nd Grade will be expanded through singing, moving, creating, listening, and playing rhythm instruments. In addition, a recorder unit will serve as a prerequisite to the introduction of band instruments in fourth grade. It also affords children an opportunity to play an instrument individually as well as in a large group setting. This hands-on experience with the soprano recorder covers assembly, sound production, and instrument care. It introduces note reading, proper fingering, and includes listening to recorder ensembles.

Instructional Resources:

Silver Burdett Making Music (2005), CD player, MusicPlay Online, MusicK8, Schoology, Google Slides, YouTube, Chrome Music Lab website, PlayXylo website, various classroom rhythm instruments, boomwhackers, Yamaha soprano recorders, 5" bouncy balls, pop tubes, rhythm dice, bingo chips, whiteboards, dry erase markers and erasers, copy paper, colored pencils, and pencils.



DASD Curriculum KUD
Music: Grade 3

National Core Arts Standards	Know	Understand	Do
CREATING			
MU:Cr1.1 : Imagine-Generate musical ideas for various purposes and contexts.	<p>Beat, melodic contour, musical questions, improvisation, rhythmic & melodic patterns, purpose, context (personal & social).</p> <p>Musical ideas, movement, multiple tonalities (major and minor), and meters (duple & triple), rhythms & melodies.</p>	Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Improvise, create and play rhythm patterns, melodies, new verses, and sound effects for stories and poems.
MU:Cr2.1 : Plan and Make-Select and develop musical ideas for defined purposes and contexts.	<p>Musical ideas, expressive intent, improvisation, composition, connection to purpose, and context.</p> <p>Iconic or standard notation, recording technology.</p>	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<p>Read and perform iconic or standard notation.</p> <p>Explore various music technology applications and/or websites when appropriate.</p>
MU:Cr3.1 : Evaluate and Refine-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Feedback, interpret & refine musical ideas applying teacher-provided and collaboratively-developed criteria.	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Critique their own performances as well as other works using teacher provided criteria.
MU:Cr3.2 : Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Performance of musical ideas (expressive intent, purpose).	Musicians' presentation of creative work is the culmination of a process of creation and communication.	Perform a varied repertoire of music utilizing the fundamental music concepts of the third grade year.
PERFORMING			
MU:Pr4.1 : Select-Select varied musical works based on interest, knowledge, technical skill, and context.	Music selections to perform are influenced by personal interest, knowledge, purpose, and context.	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	Sing, move, and play instruments.
MU:Pr4.2 : Analyze-Analyze the structure and context of varied musical works and their implications for performance.	<p>Music concepts (such as high/low, loud/soft, same/different, beat, melodic contour, tonality, meter), cultures, structure. Rhythmic patterns & melodic phrases using iconic or standard notation.</p> <p>Context, personal, & social informs a performance.</p>	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Analyze performances using music contrast terminology
MU:Pr4.3 : Interpret-Develop personal interpretations that consider creators' intent.	Expressive qualities (such as voice quality, dynamics, and tempo), expressive intent.	Performers make interpretive decisions based on their understanding of context and expressive intent.	Demonstrate all 4 voices (sing, shout, whisper, speak).

MU:Pr.5.1 : Rehearse, Evaluate and Refine- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Feedback, teacher-provided & collaboratively-developed criteria to evaluate ensemble performances. Refine technical accuracy, expressive qualities and identified performance challenges.	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Evaluate lessons and performances based on teacher feedback.
MU:Pr6.1: Present-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	Expression, performance, purpose, technical accuracy. Audience etiquette.	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Perform music from a variety of cultures and languages. As an audience, describe and demonstrate good performance and concert etiquette.
RESPONDING			
MU:Re7.1 : Select-Choose music appropriate for specific purpose or context.	Personal interests and experiences, finding musical purpose.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	Write about or show with movement how music makes me feel.
MU:Re7.2.: Analyze-Analyze how the structure and context of various musical works inform the response.	Music concepts (such as beat, melodic direction, pitch), purpose, structure, context (personal and social use).	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	List personal interests and demonstrate why they prefer some music selections over others. Discuss personal and social elements of their music.
MU:Re8.1 : Interpret-Support interpretation of musical works that reflects creators'/performers' expressive intent.	Expressive qualities (such as dynamics and tempo), Musical Concepts, interpretations to reflect expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Describe music using opposites: Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
MU:Re9.1 : Evaluate-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Expressive preferences, evaluation of music, purpose, musical works/performances, established criteria and appropriateness to the context.	The personal evaluation of musical work and performance is informed by analysis, interpretation, and established criteria.	Evaluate music using terms like Fast/Slow, High/Low, Loud/Soft, Same/Different etc.
CONNECTING			
MU:Cn10.0 : Synthesize and relate knowledge and personal experiences to make music	Creating, performing, and responding to music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Connect personal interests to performance. Listen to music or sing songs and tell about the places they're from.
MU:Cn11.0 : Relate musical ideas and works to varied context and daily life to deepen understanding.	Relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Make connections between music and other arts

Grade 3 Music
Unit 1



Subject: General Music **Grade Level:** 3 **Duration:** 2 classes

Key Learning Rhythm: Note and rest values

Unit Essential Question: What is rhythm?

Identified Standards Addressed in the Unit:

MU:Cr1.1.3b, MU:Cr2.1.3b, MU:Pr4.2.3b
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts): **Do (Competencies):**

- | | |
|--|--|
| <ul style="list-style-type: none">Note/rest values | <ul style="list-style-type: none">Read/play simple rhythms |
|--|--|

Unit Key vocabulary	beat	rest
	rhythm	quarter
	ta	eighth
	ti ti	half
	tika tika	whole
	notes	sixteenth

**Sample Unit
Activating
Strategy**

Videos, preview vocabulary, Google slides

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 Class	1 Class	
Lesson Essential Question	What are quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes?	What do we need to know in order to read/play rhythms?	
Key Lesson Vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth	
Assessment	Through various activities in class, students will identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes.	Students will be able to read/play simple rhythms using notes and rests we have learned.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Are students able to clap and read simple rhythms?

Common Summative Assessment:

Assess the students' ability to define rhythm.

Assess the students' ability to identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes.

Assess the students' ability to read/play simple rhythms using the notes and rests we have learned.

Unit Success Criteria:

Students will be able to define rhythm.

Students will be able to identify quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests, and sixteenth notes.

Students will be able to read/play simple rhythms using the notes and rests we have learned.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Multi-Lingual Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Advanced Learners

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Grade 3 Music
Unit 2: Meter



Subject: General Music

Grade Level: 3

Duration: 2 classes

Key Learning Meter (Time Signature)

Unit Essential Question: How do composers organize rhythms in their compositions?

Identified Standards Addressed in the Unit:

MU:Cr1.1.3b, MU:Cr2.1.3b, MU:Pr4.2.3b
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Time Signature
- Compose

Do (Competencies):

- Group beats by 2, 3, and 4
- Create a four measure rhythm composition in 4/4 time signature

Unit Key vocabulary

beat	eighth
rhythm	half
ta	whole
ti ti	sixteenth
tika tika	
notes	
rest	
quarter	

**Sample Unit
Activating Strategy**

Songs/videos in 2/4, 3/4, and 4/4 times signatures, preview vocabulary, Google slides

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	How are beats grouped into time signatures?	How do composers use time signatures in their compositions?	
Key Lesson Vocabulary	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature 2/4, 3/4, 4/4	beat rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth time signature 2/4, 3/4, 4/4 composer composition	
Assessment	Through various activities in class, students will be able to identify time signatures: 2/4, 3/4, and 4/4.	Students will be able to create a four measure rhythm composition in 4/4 time signature using the notes and rests we have learned.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Are students able to count (add up) the beats in a measure of a song?

Common Summative Assessment:

Assess the students' ability to identify time signatures in a song.

Assess the students' ability to create a four measure rhythm composition in 4/4 time signature using the notes and rests we have learned.

Unit Success Criteria:

Students are able to identify time signatures in a song.

Students will be able to create a four measure rhythm composition in 4/4 time signature using the notes and rests we have learned.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment**Struggling Learners**

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Multi-Lingual Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Advanced Learners

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher

Grade 3 Music
Unit 3: Notation/Staff



Subject: General Music	Grade Level: 3	Duration: 3 classes
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Key Learning	Music is a string of pitches placed on the staff to tell us which notes to sing or play.
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Unit Essential Question:	How can I read and write the pitch of music?
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Identified Standards Addressed in the Unit:
MU:Cr1.1.3b, MU:Cr2.1.3b, MU:Pr4.2.3b, MU:Re7.2.3a 2014 Music Standards (PK-8 General Music) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">• Treble clef music staff• Read music	<ul style="list-style-type: none">• Use mnemonic devices to identify the lines and spaces• Play a piece of music

Unit Key vocabulary	Treble Clef Music Staff Lines Spaces Notes
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Sample Unit Activating Strategy

Sing the A-B-C song. Pointing out we use only A-G in music. Read notes on the treble clef staff.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What are the lines on the treble clef music staff?	What are the spaces on the treble clef music staff?	How do you identify the music alphabet on the treble clef music staff?
Key Lesson Vocabulary	treble clef music staff lines	treble clef music staff spaces	treble clef music staff lines spaces
Assessment	Through classroom activities and discussions students will demonstrate their understanding of identifying the lines on the treble clef music staff.	Through classroom activities and discussions students will demonstrate their understanding of identifying the spaces on the treble clef music staff.	Through classroom activities and discussions students will demonstrate their understanding of the music alphabet.

Authentic, Varied, and Frequent Assessment Types**Common Pre-Assessment (If applicable):***Use activating strategy to determine if students have an understanding of the music alphabet.***Common Summative Assessment:***Assess students' ability to identify the lines on the treble clef music staff.**Assess students' ability to identify the spaces on the treble clef music staff.**Assess students' ability to identify the music alphabet on the treble clef music staff.***Unit Success Criteria:***Students will be able to identify the lines on the treble clef music staff.**Students will be able to identify the spaces on the treble clef music staff.**Students will be able to identify the music alphabet on the treble clef music staff.*

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 3 Music
Unit 4: Melody



Subject: General Music **Grade Level:** 3 **Duration:** 4 classes

Key Learning B, A, and G are notes on the treble clef staff. These notes are the first three notes used as we learned to play recorder . Music is a string of pitches placed on the staff to tell us which notes to sing or play.

Unit Essential Question: What is melody?

Identified Standards Addressed in the Unit:
 MU:Cr2.1.3b, MUCr3.1.3a, MU:Pr4.2.3b, MU:Pr4.3.3a, MU:Pr5.1.3a, MU:Pr6.1.3a, MU:Re7.2.3a, MU:Cn10.0.3a, MU:Cn11.0.3a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
 N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none"> • Treble clef music staff • Basic rhythms (whole note, half note, quarter notes, eighth notes, dotted half note, whole rest, half rest, quarter rest) • Proper breathing, articulation, and body position • Basic musical terms and symbols (treble clef, measure, bar line, legato/staccato, breath marks, fermata) 	<ul style="list-style-type: none"> • Read music on the treble clef staff • Perform music containing these rhythms • Use proper breathing, fingering, tonguing • Listen to songs and recordings

Unit Key vocabulary	Treble clef staff/pitches whole note half note quarter notes eighth notes dotted half note whole rest	half rest quarter rest measure bar line legato/staccato breath marks fermata
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**Sample Unit
Activating
Strategy**

Watch a video of a recorder ensemble. Discuss teamwork and the importance of listening to one another as they play together.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do you play B on the recorder?	How do you play A on the recorder?	How do you play G on the recorder?
Key Lesson Vocabulary	Treble Clef Music Staff Lines Spaces Beat Rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth	Treble Clef Music Staff Lines Spaces Beat Rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth	Treble Clef Music Staff Lines Spaces Beat Rhythm ta ti ti tika tika notes rest quarter eighth half whole sixteenth
Assessment	Students will successfully play a song on B with proper breathing, articulation, posture, tone production and fingering.	Students will successfully play a song on A with proper breathing, articulation, posture, tone production and fingering.	Students will successfully play a song on G with proper breathing, articulation, posture, tone production and fingering.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)		
Essential Question	How do you play a song with B, A, and G?		
Key Lesson Vocabulary	Treble Clef Music Staff Lines Spaces Beat Rhythm: ta ti ti tika tika notes rest quarter eighth half whole sixteenth		
Assessment	Students will successfully play a song on B, A, and G with proper breathing, articulation, posture, tone production and fingering.		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Playing tests.

Common Summative Assessment:

Assess students' ability to play a song on B with proper breathing, articulation, posture, tone production and fingering.

Assess students' ability to play a song on A with proper breathing, articulation, posture, tone production and fingering.

Assess students' ability to play a song on G with proper breathing, articulation, posture, tone production and fingering.

Assess students' ability to play a song on B, A, and G with proper breathing, articulation, posture, tone production and fingering.

Unit Success Criteria:

Students will be able to differentiate between B, A, and G when reading music and use the correct fingerings.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 3 Music
Unit 5: Singing Voice



Subject: General Music **Grade Level:** 3 **Duration:** 2 classes

Key Learning Singing Voice

Unit Essential Question: What techniques can we use to develop and improve our singing voices?

Identified Standards Addressed in the Unit:
MU:Cr1.1.3b, MU: Pr4.1.3a, MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Re7.1.3a, MU:Cn10.0.3a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">• Basic singing techniques• Round (canon)	<ul style="list-style-type: none">• Maintain pitch and sing expressively• Sing a simple round (A Ram Sam Sam)

Unit Key vocabulary singing technique
pitch
voice
solfege
round (canon)

Sample Unit Activating Strategy Play a short melodic pattern on a piano or other instrument. Ask students to echo the pattern using their voices. Discuss how they approached matching the pitches.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Lesson Essential Question	Why is it important to sing in tune and match pitch when we make music together?	What is a round (canon)?	
Key Lesson Vocabulary	singing technique pitch voice solfege	voice round (canon)	
Assessment	Students are able to demonstrate their ability to match pitch accurately in a singing activity.	Students are able to define and demonstrate a round (canon).	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use activating strategy to determine if students have an understanding of matching pitch.

Common Summative Assessment:

Assess students' ability to match pitch accurately in a singing activity.

Assess students' ability to define and demonstrate the concept of a round by singing "A Ram Sam Sam".

Unit Success Criteria:

Students will be able to explore pitch through vocal warm-ups and activities.

Students will be able to define and demonstrate the concept of a round by singing "A Ram Sam Sam".

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 3 Music
Unit 6: Timbre / Orchestra Families



Subject: General Music

Grade Level: 3

Duration: 5 classes

Key Learning

Timbre is the unique quality of the sound that a musical instrument makes. Like instruments are grouped into families.

Unit Essential Question:

What is timbre?

Identified Standards Addressed in the Unit:

MU:Cr1.1.3a, MU:Pr4.2.3a, MU:Pr4.2.3c, MU:Re7.1.3a, MU:Re7.2.3a, MU:Re8.1.3a, MU:Re9.1.3a, MU:Cn10.0.3a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Instruments are grouped into families with similar characteristics.
- Instrument families: strings, woodwinds, brass and percussion

Do (Competencies):

- Identify families of instruments and individual instruments through listening.
- Identify classroom instruments when I see/hear them.

Unit Key vocabulary

timbre
orchestra
string family
woodwind family
brass family
percussion family

**Sample Unit
Activating
Strategy**

Orchestra pre-test

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How are instruments grouped into families in the orchestra?	How do string instruments produce their sound?	How do woodwind instruments produce their sound?
Key Lesson Vocabulary	timbre orchestra string woodwind brass percussion	timbre orchestra string family	timbre orchestra woodwind family
Assessment	Students are able to group like instruments into families.	Students are able to identify how sound is produced on string instruments.	Students are able to identify how sound is produced on woodwind instruments.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)	1 class (ongoing)	
Essential Question	How do brass instruments produce their sound?	How do percussion instruments produce their sound?	
Key Lesson Vocabulary	timbre orchestra brass family	timbre orchestra percussion family	
Assessment	Students are able to identify how sound is produced on brass instruments.	Students are able to identify how sound is produced on percussion instruments.	

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of orchestra families.

Common Summative Assessment:

Assess students' ability to group like instruments into families.

Assess students' ability to identify how sound is produced on string instruments.

Assess students' ability to identify how sound is produced on woodwind instruments.

Assess students' ability to identify how sound is produced on brass instruments.

Assess students' ability to identify how sound is produced on percussion instruments.

Unit Success Criteria:

Students will be able to show an understanding of timbre by recognizing various instruments of the orchestra by sight and sound.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 3 Music
Unit 7: Musical Styles & Eras / Baroque & Classical Time Periods



Subject: General Music

Grade Level: 3

Duration: 4 classes

Key Learning

Baroque music is characterized by ornate, intricate melodies and the use of contrasting dynamics while Classical music emphasizes clarity, balance, order and structured forms.

Unit Essential Question:

How does understanding different music time periods help us appreciate the different ways composers expressed themselves through music?

Identified Standards Addressed in the Unit:

MU:Re7.2.3a, MU:Re8.1.3a, MU:Cn11.0.3a

[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Baroque Music Time Period
- Classical Music Time Period

Do (Competencies):

- Identify characteristics of Baroque music: ornate, intricate melodies with contrasting dynamics
- Identify popular Baroque instruments: organ, harpsichord, clavichord, and violin
- Identify influential Baroque composers: Johann Sebastian Bach

- Identify characteristics of Classical music: clarity, balance, order, structure
- Identify popular Classical instruments: harpsichord, organ, piano
- Identify influential Classical composers: Wolfgang Amadeus Mozart

Unit Key vocabulary	Baroque time period	violin
	decorative	organ
	ornamentations	piano
	dynamics	orchestra
	tempo	opera
	orchestra	conductor
	concertmaster	reserved
	Johann Sebastian Bach	rational
	Classical time period	pendulum
	harpsichord	Wolfgang Amadeus Mozart

Sample Unit Activating Strategy How is music from the 1600s different from music today?

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	What distinguishing characteristics define the Baroque period?	Who was an influential composer of the Baroque period?	What distinguishing characteristics define the Classical period?
Key Lesson Vocabulary	Baroque time period decorative ornamentation dynamics tempo orchestra concertmaster Johann Sebastian Bach	Baroque time period decorative ornamentations dynamics tempo orchestra concertmaster Johann Sebastian Bach	Classical time period, harpsichord, violin organ piano orchestra opera conductor reserved rational pendulum Wolfgang Amadeus Mozart
Assessment	Students are able to discuss and define the characteristics of the Baroque period of music.	Students are able to discuss the influential composers of the Baroque period of music.	Students are able to discuss and define the characteristics of the Classical period of music.

	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Duration	1 class (ongoing)		
Essential Question	Who was an influential composer of the Classical period?		
Key Lesson Vocabulary	Classical time period harpsichord violin organ piano orchestra opera conductor reserved rational pendulum		
Assessment	Students are able to discuss the influential composers of the Classical period of music.		

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of music time periods.

Common Summative Assessment:

*Assess students' ability to discuss and define the characteristics of the Baroque period of music.
Assess students' ability to discuss the influential composers of the Baroque period of music.
Assess students' ability to discuss and define the characteristics of the Classical period of music.
Assess students' ability to discuss the influential composers of the Classical period of music.*

Unit Success Criteria:

Students will be able to name characteristics and popular instruments as well as influential composers during the Baroque and Classical music time periods.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

<i>Scaffolds and Enrichment</i>		
Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 3 Music
Unit 8: Expression



Subject: General Music

Grade Level: 3

Duration: 3 classes

Key Learning Expression

Unit Essential Question: How do we use expression in music?

Identified Standards Addressed in the Unit:

MU:Cr3.2.3a, MU:Pr4.1.3a, MU:Pr4.2.3a, MU:Pr4.3.3a, MU:Pr6.1.3a, MU:Re7.2.3a, MU:Re8.1.3a, MU:Re9.1.3a, MU:Cn10.0.3a, MU:Cn11.0.3a

[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:

N/A

Know (Concepts):

- Dynamics is a way to show expression in music.
- Tempo is a way to show expression in music.
- Articulation is a way to show expression in music.

Do (Competencies):

- Identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo aurally and with movement.
- Identify and demonstrate largo, adagio, andante, moderato, allegro, presto, **accelerando and ritardando** aurally and with movement.
- Identify and demonstrate accent, smooth (**legato**) and separated (**staccato**) articulation aurally and with movement.

Unit Key vocabulary	Expression loud/soft pianissimo piano mezzo piano mezzo forte forte fortissimo crescendo decrescendo tempo	fast/slow largo adagio andante moderato allegro presto accelerando ritardando smooth/separated (legato/staccato) accent
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Sample Unit Activating Strategy	In music, what is another word for loud? Soft? What other dynamics do you know? In music, what is another word for fast? Slow? What other tempos do you know? Play a short phrase smoothly on the piano. Then play another phrase separated. Which phrase was smooth? Play an accented note on the piano. What symbol would we use to show that articulation?
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	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do we use dynamics to show expression?	How do we use tempo to show expression?	How do we use articulation to show expression?
Key Lesson Vocabulary	dynamics loud soft pianissimo piano mezzo piano mezzo forte forte fortissimo crescendo decrescendo	tempo fast slow largo adagio andante moderato allegro presto accelerando ritardando	phrase accent smooth (legato) separated (staccato)

Assessment	Students are able to define, identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, and forte, fortissimo, crescendo and decrescendo.	Students are able to define, identify and demonstrate largo, adagio, andante, moderato, allegro, presto, accelerando, and ritardando.	Students are able to define, identify and demonstrate accent, smooth (legato) and separated (staccato).
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Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of dynamics.

Use an activating strategy to determine if students have an understanding of tempos.

Use an activating strategy to determine if students have an understanding of smooth and separated.

Common Summative Assessment:

Assess students' ability to define, identify and demonstrate pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo.

*Assess students' ability to define, identify and demonstrate largo, adagio, andante, moderato, allegro, presto, **accelerando, and ritardando.***

*Assess students' ability to define, identify and demonstrate accent, smooth (**legato**) and separated (**staccato**).*

Unit Success Criteria:

Students will be able to define, identify and demonstrate various dynamics, tempos, and articulation to show expression in music.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners	Multi-Lingual Learners	Advanced Learners
<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance</i>	<i>Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher</i>	<i>Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher</i>

Grade 3 Music
Unit 9: Form



Subject: General Music **Grade Level:** 3 **Duration:** 3 classes

Key Learning Form

Unit Essential Question: What is form in music?

Identified Standards Addressed in the Unit:
MU:Cr1.1.3a, MU:Cr1.1.3b, MU:Pr4.2.3a, MU:Pr9.1.3a, MU:Cn11.0.3a
[2014 Music Standards \(PK-8 General Music\)](#) - Ongoing All Year

Identified Eligible Content Addressed in the Unit:
N/A

Know (Concepts):	Do (Competencies):
<ul style="list-style-type: none">Form is used to organize music.	<ul style="list-style-type: none">Listen to and analyze simple musical pieces.Identify and label same and different sections in music.Create and perform an ABA composition.

Unit Key vocabulary Form
Same/different
Intro
AB
ABA

Sample Unit Activating Strategy What is a map? Form is like a map in music.

	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Duration	1 class (ongoing)	1 class (ongoing)	1 class (ongoing)
Lesson Essential Question	How do you identify same and different sections in music?	How do you label different sections in music?	How do you create an ABA composition?
Key Lesson Vocabulary	Form Same/different Intro AB	Form Same/different Intro AB	Form Same/different Intro AB ABA
Assessment	Students are able to recognize same and different sections within a simple musical piece.	Students are able to label different sections in music.	Students will create a simple musical composition using ABA form.

Authentic, Varied, and Frequent Assessment Types

Common Pre-Assessment (If applicable):

Use an activating strategy to determine if students have an understanding of form.

Common Summative Assessment:

Assess students' ability to recognize same and different sections within a simple musical piece.

Assess students' ability to label different sections in music.

Assess students' ability to create a simple musical composition using ABA form.

Unit Success Criteria:

Students will be able to successfully create and perform a simple musical composition using ABA form.

Resources and Materials (EYSD Digital, Print, District-Created Resources)

- *MusicPlay Online, YouTube, various online resources, Schoology, Silver Burdett Making Music, Google slides*

Scaffolds and Enrichment

Struggling Learners

Multi-Lingual Learners

Advanced Learners

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance

Teacher model, repetition, extended time, reteaching, individualized/small group instruction, peer assistance, working with ELL teacher

Encourage them to help struggling students while teacher is working with other individuals, provide feedback, encourage them to perform and demonstrate the tasks required so students have a peer to observe rather than just the teacher