



General Music

Grade 3, Fine & Performing Arts

Developed By: Mrs. Alexandra Miller, Ms. Alexis Rizzo & Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit	Activities
September	<ul style="list-style-type: none"> Unit 1: Evolution of Music 	<ul style="list-style-type: none"> Group project Four corners Watching performances Powerpoint presentations Bingo Listening activities
October	<ul style="list-style-type: none"> Unit 1: Evolution of Music 	<ul style="list-style-type: none"> Group project Four corners Watching performances Powerpoint presentations Bingo Listening activities
November	<ul style="list-style-type: none"> Unit 1: Evolution of Music 	<ul style="list-style-type: none"> Group project Four corners Watching performances Powerpoint presentations Bingo Listening activities
December	<ul style="list-style-type: none"> Unit 1: Evolution of Music 	<ul style="list-style-type: none"> Group project Four corners Watching performances Powerpoint presentations Bingo Listening activities
January	<ul style="list-style-type: none"> Unit 2: Music Theory/Recorder 	<ul style="list-style-type: none"> Name a Note Poison pattern Simon says Body Percussion Classroom instruments Powerpoint games Kami documents Games Bingo
February	<ul style="list-style-type: none"> Unit 2: Music Theory/Recorder 	<ul style="list-style-type: none"> Name a Note Poison pattern Simon says Body Percussion Classroom instruments Powerpoint games Kami documents Games Bingo

March	<ul style="list-style-type: none"> Unit 3: Vocal/Performing 	<ul style="list-style-type: none"> Singing songs Warm ups Stretching Watching other performances Dancing/movement Performing along to instruments
April	<ul style="list-style-type: none"> Unit 3: Vocal/Performing 	<ul style="list-style-type: none"> Singing songs Warm ups Stretching Watching other performances Dancing/movement Performing along to instruments
May	<ul style="list-style-type: none"> Unit 3: Vocal/Performing 	<ul style="list-style-type: none"> Singing songs Warm ups Stretching Watching other performances Dancing/movement Performing along to instruments
June	<ul style="list-style-type: none"> Unit 2: Recorder 	<ul style="list-style-type: none"> BAG composition Be a Recorder Star songs Partner work

Unit 1

Evolution of Music

Summary and Rationale

Students will progress towards music literacy in an environment in which they are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Students will be given opportunities to communicate musical ideas through **creative** personal realization, engage in challenging **performance** experiences, **respond** to the arts through analyzing and interpreting the artistic communications of others, and **connect** musical ideas and works within societal, cultural and historical contexts.

Students will develop an understanding of how music began, changed and developed over various musical eras. This gives students the opportunity to find similarities and differences between historical and personal preferences in music.

Recommended Pacing

3.5 months (September - December)

Standards

Perceiving and analyzing products.

1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
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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).
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Applying criteria to evaluate products.

1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
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Synthesizing and relating knowledge and personal experiences to create products.

1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.3A.5.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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Interdisciplinary Connections	
History, Culture, and Perspectives: Understanding Perspectives	
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4 Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
Technology Integration	
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
Instructional Focus	
Enduring Understandings:	Essential Questions:

<ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ul style="list-style-type: none"> ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? ● How do we judge the quality of musical work(s) and performance(s)? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
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Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● Teacher Observation ● Games ● Playing tests ● Recorder Karate ● Exit tickets ● Group assessments ● Performances

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● Composers, music and instruments from the Middle Ages ● Composers, music and instruments from the Renaissance Era ● Composers, music and instruments from the Baroque Era ● Composers, music and instruments from the Classical Era ● Composers, music and instruments from the Romantic Era ● Composers, music and instruments from the 20th Century Era 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate and explain, citing evidence, how responses to music are informed by the structure, elements of music and context ● Aurally identify how expressive qualities reflect expressive intent in others performances ● Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. ● Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. ● Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Speakers
- Classroom instruments
- Google drive (supplemental resources)

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating/partnering and grouping of students
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Present instructions both verbally and visually and/or simplify instructions
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Music Theory / Recorder

Summary and Rationale

Students will apply previously learned rhythmic and melodic reading skills to playing recorder. Learning the recorder will develop playing skills in preparation for instrumental music. Additionally, students will develop proper playing techniques such as embouchure, posture, air flow and finger placement.

Recommended Pacing

3 months (January - February, June)

Standards

Generating and conceptualizing ideas.

1.3A.5.Cr1a	Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
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Organizing and developing ideas.

1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context
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1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
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Refining and completing products.

1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent
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Selecting, analyzing, and interpreting work.

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
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1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
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Developing and refining techniques and models or steps needed to create products.

1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Conveying meaning through art.	
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
Perceiving and analyzing products.	
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
Interdisciplinary Connections	
Operations and Algebraic Thinking	
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4 Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
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8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.				
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Evidence of Learning (Assessments)					

- Teacher Observation
- Games
- Playing tests
- Recorder Karate
- Exit tickets
- Group assessments
- Performances

Objectives (SLO)

Students will know:

- Proper playing technique
 - Fingerings
 - Breathing/air flow
 - Embouchure
 - Playing position/grip
 - Posture for recorder
- Notes on the treble staff
- How to read complex rhythms
- What is a:
 - Time signature
 - Measure
 - Bar line
 - Treble clef
 - Repeat sign
- Melodic improvisation
- How to sight read on the recorder
- How to use performance rubrics

Students will be able to:

- Identify complex rhythms (whole note and rest, half note and rest, quarter note and rest, eighth note pair, sixteenth notes) in 2/4, 3/4, 4/4, 6/8
- Identify and compose with time signatures, bar lines, repeats and double bar lines
- Identify note names on the treble clef staff
- Identify and compose melodies using treble clef notes and solfeggio
- Demonstrate developed musical ideas for improvisations to express intent.
- Compose complex rhythms (whole note and rest, half note and rest, quarter note and rest, eighth note pair, 16th quads) in 2/4, 3/4, 4/4, 6/8
- Present to others personally and collaboratively created recorder compositions
- Sing, and/or perform complex rhythms (whole note and rest, half note and rest, quarter note and rest, dotted quarter note, eighth note pair, sixteenth notes) in simple (2/4, 3/4, 4/4) and compound meter (6/8)
- Sight read rhythm and melody using standard notation
- Apply teacher-provided and established criteria and feedback to evaluate both singing and recorder performances
- Rehearse to refine the technical accuracy and expressive qualities of songs and show improvement over time.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- Demonstrate and explain, citing evidence, how selected recorder music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Suggested Resources/Technology Tools

- Audio/visual aids
- Projector
- Speakers
- Classroom instruments
- Google drive (supplemental resources)
- musictheory.net

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to general music practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
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- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
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- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
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- Independent study where applicable

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Unit 3	
Vocal / Performing	
Summary and Rationale	
Students will continue to learn, practice and perform musical pieces from various genres for a performance. Students will continue to interpret non-verbal cues from a conductor. Performances will demonstrate knowledge of expressive qualities such as dynamics, tempo, melodic phrasing and articulation.	
Recommended Pacing	
3 months (March - May) - 3rd & 4th grade concert performance to happen between March-May	
Standards	
Selecting, analyzing, and interpreting work.	
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.
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.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4de	Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
Developing and refining techniques and models or steps needed to create products.	
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Conveying meaning through art.	
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
Interdisciplinary Connections	
Emotional Health	
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
Movement Skills and Concepts	
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
World Languages: Interpretive Mode of Communication	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4 Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
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Technology Integration	

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Instructional Focus

Enduring Understandings:	Essential Questions:
<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. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 	<ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work?

Evidence of Learning (Assessments)

<ul style="list-style-type: none"> ● Teacher Observation ● Games ● Playing tests ● Recorder Karate ● Exit tickets ● Group assessments ● Performances

Objectives (SLO)

<p>Students will know:</p> <ul style="list-style-type: none"> ● Performance etiquette ● Proper vocal technique ● Expressive qualities: <ul style="list-style-type: none"> ○ Dynamics ○ Tempo ○ Articulation ○ Timbre ○ Style ● Musical forms: <ul style="list-style-type: none"> ○ AB ○ ABA ○ Rondo ● Sight reading in standard notation ● Historical, cultural and/or social background of selected performance repertoire 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Acknowledge how learned songs relate to current content including rhythms, melodic ideas and standard notation ● Sing, and/or perform complex rhythms (whole note and rest, half note and rest, quarter note and rest, dotted quarter note, eighth note pair, sixteenth notes) in simple (2/4, 3/4, 4/4) and compound meter (6/8) ● Sing, and/or perform melodic ideas utilizing treble clef notes and solfeggio ● Sing and/or perform musical forms including AB, ABA, Rondo ● Sight-read rhythm and melody using standard notation ● Sing and/or perform using standard notation ● Discuss personal and social connections to learned songs and how it influences their performance
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- Discuss the cultural influence of learned songs and how it influences their performance
- Discuss the historical influence of learned songs and how it influences their performance
- Use dynamics, tempo, timbre and articulation/style to convey creators intent
- Apply teacher-provided and established criteria and feedback to evaluate both singing and recorder performances
- Rehearse to refine the technical accuracy and expressive qualities of songs and show improvement over time.
- Rehearse to address the challenges of songs and show improvement over time.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Suggested Resources/Technology Tools

- Audio/visual aids
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- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate or closed captioning where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Present instructions both verbally and visually and/or simplify instructions
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence