COURSE TITLE

Music Grade 3

LENGTH

Full Year
Grade 3

DEPARTMENT

Fine, Practical & Performing Arts
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SCHOOL

Lincoln School
&
Washington School

DATE

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Music 3

I.   Introduction/Overview/Philosophy

Music is a subject that touches every aspect of life and learning. The purpose of Grade 3 music class is to help children develop an understanding of music through acquisition of age-appropriate musical knowledge and skill. This is accomplished through performing, creating, and responding to music. Students in this age group learn primarily by doing. Students experience music through singing, playing instruments, moving to music, and creating music. Listening to, analyzing, and evaluating music are also important building blocks of musical learning. Further, to participate fully in a diverse, global society, students are required to understand their own historical and cultural heritage as well as those of others from within and beyond their local communities.

II.   Objectives

Course Outline:

A. OBJECTIVES FOR STANDARD 1.1 (ELEMENTS AND PRINCIPLES)
1. Skills
1. Students will demonstrate an age appropriate understanding of music concepts and elements (melody, rhythm, timbre, dynamics, and form).
2. Content
1. Students will learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
2. Students will examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
3. Students will examine and discuss various musical styles.

B. OBJECTIVES FOR STANDARD 1.2 (HISTORY/CULTURE)
1. Skills
1. Students will demonstrate an understanding of music as an essential aspect of history and human experience.
2. Content
1. Students will sing, listen to, and describe music representative of a
a. variety of world cultures and historical periods.
b. Students will listen to and perform a repertoire of music
c. representing experiences in the lives of people, such as patriotic and work songs.
d. Students will examine how music is used in the home, school, and community.

C. OBJECTIVES FOR STANDARD 1.3 (CREATION AND PERFORMANCE)
1. Skills
1. Students will demonstrate the ability to perform music.
2. Content
1. Students will develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
2. Students will develop appropriate behavior both as performers and audience in a concert.
3. Students will experiment with musical sound by creating their own music on age-appropriate musical instruments.
4. Students will create music in response to selected mood and atmosphere.

D. OBJECTIVES FOR STANDARD 1.4 (CRITIQUE) (AESTHETICS)
1. Skills
1. Students will demonstrate the ability to perceive music aesthetically and make appropriate artistic judgments.
2. Content
1. Students will use a single word to verbalize how selected music "makes me feel."
2. Students will use musical vocabulary when discussing musical characteristics as they relate to the listener's feelings and preferences.

3. Students will discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
4. Students will realize and appreciate the value of a critique.
5. Students will develop enjoyment through listening to, singing, and performing music.
6. Students will develop personal preference and opinions about various music styles.
7. Students will develop respect for their own music and music of their classmates.
8. Students will express their feelings and individuality both verbally and musically.

Student Outcomes:

After successfully completing this course, the student will be able to:

- use a single word to verbalize how selected music "makes me feel."
- use musical vocabulary when discussing musical characteristics as they relate to the listener's feelings and preferences.
- discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.
- realize and appreciate the value of a critique.
- develop enjoyment through listening to, singing, and performing music.
- develop personal preference and opinions about various music styles.
- develop respect for their own music and music of their classmates.
- express their feelings and individuality both verbally and musically.
- develop an understanding of the use of the singing voice and the playing of age-appropriate musical instruments in an accurate way.
- develop appropriate behavior both as performers and audience in a concert.
- experiment with musical sound by creating their own music on age-appropriate musical instruments.
- create music in response to selected mood and atmosphere.
- listen to and perform a repertoire of music representing experiences in the lives of people, such as patriotic and work songs.
- examine how music is used in the home, school, and community.
- learn musical vocabulary and concepts through singing, moving, and playing musical instruments.
- examine and discuss musical elements (melody, rhythm, timbre, dynamics, and form) incorporated within various musical selections.
- examine and discuss various musical styles.

NEW JERSEY STUDENT LEARNING STANDARDS
VISUAL AND PERFORMING ARTS

STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand B. Music

1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.

Strand A. History of the Arts and Culture

1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand D. Music

1.3.5.B.1 - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

Strand B. Critique Methodologies

1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   Employ valid and reliable research strategies
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others'

action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.5.D.1 - Understand the need for and use of copyrights.

8.1.5.D.2 - Analyze the resource citations in online materials for proper use.

8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 - Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.5.C.1 - Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 - Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.5 - Explain the functions of a system and subsystems.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 – Identify various life roles and civic work-related activities in the school home, and community.

9.2.4.A.3 – Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

III.   Proficiency Levels

The course is designed for all students in Grade 3. Students are expected to build upon previous musical knowledge and skills, and develop an appreciation of music through various styles and cultures.

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    o   Tests
    o   Quizzes
    o   Homework
    o   Classwork
    o   Class Participation
    o   Writing Assignments
    o   Oral Presentations
    o   Individual Projects, Presentations and Reports
    o   Group Projects, Presentations and Reports
    o   Technology Projects
    o   Journals
    o   Singing in Unison and Harmony
    o   Playing Instruments
    o   Participation in Various In-class Performance Activities
    o   Participation in Various Performance Activities

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

Music is part of the standard curriculum for all students in Grade 3 in the Rutherford School District. Students are grouped heterogeneously.

VI.   Articulation/Scope & Sequence/Time Frame

All students receive instruction in music during grade 3 over the course of the year.

VII.   Resources

Texts/Supplemental Reading/References

- Texts
    - <u>Music</u> <u>Connection</u>, Silver Burdett-Ginn, 1995, and assorted content appropriate songbooks.

- Supplemental Readings/Materials
    - Teacher selected materials
    - CD's
    - DVD's
    - Internet Resources

VIII. Suggested Activities

- Echo singing
- Rhythm drills
- Classroom performances
- Concert performances
- Interdisciplinary activities
- Listening to various styles of music

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

X.   **Interdisciplinary Connections**

Interdisciplinary curriculum coordination will be done with other departments on a regular basis.
The nature of the music discipline demands varied access any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:
- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII.　Curriculum Map/Pacing Guide

| Unit Topic

Grade 3, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Knowledge and Comprehension: The Basic Building Blocks of Music **1. Rules and Regulations of the Music Room** • Music classroom safety • Musical instrument and materials safety • Develop respect for all created music **2. Rhythm** • Review rhythmic learning from grade 2 • Introduce whole note • Read and perform dotted rhythms • Read and perform 16th notes • Introduce 2/4 meter **3. Melodic Elements** • Review melodic learning from grade 2	13 weeks	*For Support:* • Peer mentoring on problems • Differentiated teacher feedback on assignments • Visual aids projected on the SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Use of visual and multi-sensory formats • Modification of content and student products • Pre-teaching vocabulary and concepts • Visual learning, including graphic organizers • Teacher modeling • Pairing students with beginning English	*NJSLS – Arts:* • 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.2, 1.3.5.B.1, 1.3.5.B.2, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, *21st Century Standards CRP:* • CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12, *Technology Standards 8.1:* • 8.1.5.A.1, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.E.1, *Technology Standards 8.2:*	*Formative Assessment:* • In class recorder performance tests • Teacher assessment of student progress • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities *Summative Assessment:* • Playing the notes B, A and G on soprano recorder – in class performance assessment

Unit Topic Grade 3, Unit 1	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Read, sing and sign the major scale in a single octave • Read, sing and sign low sol • Read, sing and sign low la • Introduce melodic shape **4. Musical Literacy and Note Reading** • Introduce letter names for notes on the staff • Identify and apply repeat signs, coda and introduction • Introduce symbols for 4/4 and ¾ • Practice reading treble clef **5. Expressive Elements and Timbre** • Review dynamics and tempo • Review duple vs. triple meter • Conduct in 4/4 and 2/4 • Introduce dynamic terms		language skills with students who have more advanced English language skills • Word walls • Cooperative learning groups *For Enhancement:* • Supplemental reading material for independent study • Tiered assignments • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting the pace of lessons • Inquiry-based instruction • Independent study	• 8.2.5.D.1, 8.2.5.D.2, 8.2.5.D.3, 8.2.5.D.4, 8.2.5.D.5, 8.2.5.D.6, 8.2.5.E.3 *21st Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4	• Playing 16th notes and dotted rhythms – in class performance assessment • Identifying parts of the recorder – quiz • Name the notes - quiz

Unit Topic **Grade 3, Unit 1**	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
• Review terms "conductor" and "ensemble" **6. Recorder Playing** • Introduce the wind family and the recorder • Introduce breathing technique • Introduce recorder notes B, A and G **7. History and Culture** • Discuss Opera				

Unit Topic Grade 3, Unit 2	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Analysis and Synthesis: Diving Deeper into Music **1. Rhythm** • Reinforce rhythmic reading • Introduce 6/8 meter • Sixteenth/eighth note rhythm patterns • Sixteenth/eighth rests **2. Melodic Elements** • Read, sing and sign high do • Read, sing and sign high re • Read, sing and sign low ti **3. Musical Literacy and Note Reading** • Continue to practice reading treble clef **4. Expressive Elements and Timbre** • Introduce tempo markings • Phrasing • Style • Conduct in ¾ • Prepare songs for performance • Review	14 weeks	*For Support:* • Peer mentoring on problems • Differentiated teacher feedback on assignments • Visual aids projected on the SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Use of visual and multi-sensory formats • Modification of content and student products • Pre-teaching vocabulary and concepts • Visual learning, including graphic organizers • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills	*NJSLS – Arts:* • 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.2, 1.3.5.B.1, 1.3.5.B.2, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 *21st Century Standards CRP:* • CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12, *Technology Standards 8.1:* • 8.1.5.A.1, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.E.1, *Technology Standards 8.2:* • 8.2.5.D.1, 8.2.5.D.2, 8.2.5.D.3, 8.2.5.D.4,	*Formative Assessment:* What it is and describe it. • In class recorder performance tests • Teacher assessment of student progress • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities *Summative Assessment:* • Playing B, A, G. E and D on soprano recorder – in class performance test • Playing sixteenth and eighth note and rest patterns – in class performance test • Playing/singing in 6/8

performance and audience behavior • Introduce articulation • Introduce harmony **5. Recorder Playing** • Recorder notes E and D **6. Form** • Introduce AB and ABA form		• Word walls • Cooperative learning groups *For Enhancement:* • Supplemental reading material for independent study • Tiered assignments • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting the pace of lessons • Inquiry-based instruction • Independent study	*21st Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4	meter – in class performance test • Participation in school concert • Identify the notes of the treble clef - quiz

Unit Topic Grade 3, Unit 3	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Analysis and Synthesis: Diving Deeper into Music **1. Rhythmic and Melodic Elements** • Read, sign and sing in two octaves • Introduce Bass Clef • Reinforce reading and playing/singing of rhythmic and melodic patterns • Use rhythm and melodic patterns use to create and perform compositions for the recorder • Use rhythm and melodic patterns used to improvise with the recorder **2. Expressive Elements and Timbre** • Review and apply elements and concepts learned **3. Recorder Playing** • Use rhythm and melodic patterns use to create and perform	13 weeks	*For Support:* • Peer mentoring on problems • Differentiated teacher feedback on assignments • Visual aids projected on the SMARTboard • Re-teaching and review • Exemplars of varied performance levels • Use of visual and multi-sensory formats • Modification of content and student products • Pre-teaching vocabulary and concepts • Visual learning, including graphic organizers • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills	*NJSLS – Arts:* • 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.4.5.A.1, 1.4.5.A.2, 1.4.5.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5 *21st Century Standards CRP:* • CRP1, CRP2, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP11, CRP12, *Technology Standards 8.1:* • 8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.5.D.4 *Technology Standards 8.2:* • 8.2.5.A.4, 8.2.5.D.1,	*Formative Assessment:* • In class recorder performance tests • Teacher assessment of student progress • Class participation • Singing, alone and with others, in unison and harmony • Playing instruments, alone and with others • Participation in various in-class performance activities *Summative Assessment:* • Create original compositions using technology – in class project • Create original compositions using recorder – in class performance assessment • Improvise using

compositions for the recorder • Use rhythm and melodic patterns used to improvise with the recorder **4. Musical Instruments** • Review instruments of the orchestra • Review instruments of the concert band **5. History and Culture** • Listen to and identify music from various time periods **6. Composers** • Beethoven • Mozart • Bach		• Word walls • Cooperative learning groups *For Enhancement:* • Supplemental reading material for independent study • Tiered assignments • Enhanced expectations for independent study • Elevated questioning techniques • Adjusting the pace of lessons • Inquiry-based instruction • Independent study	8.2.5.E.1, 8.2.5.E.3, 8.2.5.E.4 *21st Century Standards 9.2:* • 9.2.4.A.1, 9.2.4.A.2, 9.2.4.A.3, 9.2.4.A.4	melodic and rhythmic patterns learned both with voice and recorder – in class performance assessment • Identify the musical instruments – worksheet/quiz • Listen to and identify music from various time periods - in class activity • Identify composers – worksheet/quiz