

## NEW JERSEY CONTENT STANDARDS

- 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.
- 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.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### Unit 1 The Creative Process

**Overview:** Third grade music students will read, play, and perform simple rhythms and melodies on the recorder, xylophone, and metallophone. Sing on pitch unaccompanied, accompanied simple rounds and songs in ABA, verse and refrain, Call and response, introduction and coda forms; perform musical movement activities assorted historical, world cultural, etc.; develop an understanding of timbre and phrasing; understand the following cumulative notation: Treble Clef staff lines and spaces, time signatures; bar line, double bar line, measure, repeat signs, quarter note and rest, eighth notes and half note, scales, names of note, Do Re Mi and C D E, measures, and learn about instrumental families, composers, and their music.

**Time Frame:** First Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Questions:** How can I move in a steady beat and show the dynamic changes in a song?

Standards	Topics and Objectives	Activities	Resources	Assessments
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## GRADE: 3 SUBJECT: MUSIC

<p><b>1.1.5.B.1</b> Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p><b>1.1.5.B.2</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. .</p>	<p>Topics Let the Music Begin</p> <p>SWBAT – Sing Heigh- Ho with correct dynamics, forte, (loud), piano (soft).</p>	<p>Third grade music students will read, play, and perform simple rhythms and melodies on the recorder, xylophone, and metallophone.</p>	<p>Music Lesson: Pitch, Dynamic and Tone Color  <a href="https://www.youtube.com/watch?v=vVGFpiUS0HA">https://www.youtube.com/watch?v=vVGFpiUS0HA</a></p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul>
	<p>Identify the rest sign as having no sound on that beat. Silver Moon Boat (Chinese)</p>	<p>Sing “Heigh- Ho” with correct dynamics, forte (loud), piano (soft).</p>	<p>The High and Low Game - The Children's Music Workshop  <a href="https://www.youtube.com/watch?v=KSEojtRAoHw">https://www.youtube.com/watch?v=KSEojtRAoHw</a></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Observation</li> <li>Question and answer group discussion</li> </ul>
	<p>Find rhythm patterns in Un Pajarito 4.</p>	<p>Identify the rest sign as having no sound on the beat. Silver Moon Boat (Chinese)</p>	<p>Rhythm Lessons:  <a href="https://www.bethsnotesplus.com/2012/07/2nd-grade-lessons-first-3-weeks.html">https://www.bethsnotesplus.com/2012/07/2nd-grade-lessons-first-3-weeks.html</a></p>	<p><b>Summative:</b></p> <p>Solo and duo performance evaluations</p>
	<p>Demonstrate the form of “Michael Row” through movement in call and response form.</p>	<p>Find rhythm patterns in Un Pajarito</p>	<p>Call &amp; Response:  <a href="https://makingmusicfun.net/htm/f_mmf_music_library/michael-row-the-boat-ashore-a-music-classroom-lesson.php">https://makingmusicfun.net/htm/f_mmf_music_library/michael-row-the-boat-ashore-a-music-classroom-lesson.php</a></p>	<p>Admit/Exit tickets</p>
	<p>Play ostinato patterns while class sings Lone Star Trail.</p>	<p>Demonstrate the form of Michael Row through movement in call and response form. <b>NJSLSA.R7</b></p>	<p>Lone Star Trail song:  <a href="https://www.youtube.com/watch?v=Q9DXiYmL1ws">https://www.youtube.com/watch?v=Q9DXiYmL1ws</a></p>	<p>Teacher-made checklist for rhythm patterns, form, ostinato patterns.</p>
	<p>Read from musical staff and use the hand signs for individual notes while singing Lucy Lockett. Find So Mi and La pitches in Pizza, Pizza Daddy-O. Sing pitches and play game.</p>	<p>Play ostinato patterns while class sings Lone Star Trail. <b>NJSLSA.SL1</b></p>	<p>Patterns in music:  <a href="http://lessonplanspage.com/recognizing-patterns-in-music-and-childrens-literature/">http://lessonplanspage.com/recognizing-patterns-in-music-and-childrens-literature/</a></p>	<p>Listening activities to identify musical characteristics.</p>
<p>Add Texture to Riddle Ree</p>	<p>Read from musical staff and use the hand signs So Mi, La while singing Lucy Lockett.</p>		<p>Reading musical staff using hand signs</p>	

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**GRADE: 3    SUBJECT: MUSIC**

	<p>thin to thick by adding given ostinato.</p>	<p>Find So Mi and La pitches in Pizza, Pizza Daddy-O. <b>NJSLSA.L3.</b></p>	<p>Rhythm, Pitch: <a href="https://makingmusicfun.net/html/mmf_music_library_the_lesson_zone_index.php">https://makingmusicfun.net/html/mmf_music_library_the_lesson_zone_index.php</a></p>	<p><b>Alternative Assessments:</b></p>
	<p></p>	<p>Sing pitches and play game. <b>NJSLSA.SL1</b></p>	<p>Hand signs-Do, Re, Mi: <a href="https://www.youtube.com/watch?v=3IU6X13icO0">https://www.youtube.com/watch?v=3IU6X13icO0</a></p>	<p>20 Quick Formative Assessments from the art of education: Outcome</p>
	<p>thin to thick by adding given ostinato.</p>	<p>Add Texture to Riddle Ree thin to thick by adding given ostinato. <b>NJSLSA.L6.</b></p>	<p>Musical instruments</p>	<p>Sentences</p> <ul style="list-style-type: none"> <li>- Pair-Share</li> <li>- 3-2-1</li> <li>- Beach ball</li> </ul>
	<p></p>	<p></p>	<p></p>	<p><a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p> <ul style="list-style-type: none"> <li>- Reflections</li> <li>- Self-Assessment</li> <li>- Peer Assessment</li> </ul>

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**GRADE: 3**   **SUBJECT: MUSIC**



**Key Vocabulary:**

Dynamics, Barline, Repeat sign ,Verse/ refrain, Rhythm, score, Call and response, Pitch, Ostinato

**GRADE: 3**   **SUBJECT: MUSIC**

## Unit 2 - Performance

**Overview:** Third grade music students will read, play, and perform simple rhythms and melodies on the recorder, xylophone, and metallophone. Sing on pitch unaccompanied, accompanied simple rounds and songs in ABA, verse and refrain, call and response, introduction and coda forms; perform musical movement activities assorted historical, world cultural, etc.; develop an understanding of timbre and phrasing; understand the following cumulative notation: Treble Clef staff lines and spaces, time signatures; bar line, double bar line, measure, repeat signs, quarter note and rest, eighth notes and half note, scales, names of note, Do Re Mi and C D E, measures, and Learn about instrumental families, composers, and their music.

**Time Frame:** Second Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

**Essential Questions:**

Why do all cultures have music?

Why does music have rules?

Why are dynamics important?

How does creating and performing music differ from being part of the audience?

Standards	Topics and Objectives	Activities	Resources	Assessments
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GRADE: 3 SUBJECT: MUSIC

<p>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.</p>	<p><b>Topics Rhythms:</b> Developing Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales (half notes then quarters)</p>	<p>On pitched barred instruments or recorder, play two-part pieces in duple and triple meter, notated in treble clef, using note values from 16th-note to whole note/rest, including dotted rhythms; and pitches in diatonic scales; and dynamic changes.</p>	<p>Time signatures: <a href="https://makingmusicfun.net/html/f_mmf_music_library/meter-meter.php">https://makingmusicfun.net/html/f_mmf_music_library/meter-meter.php</a></p>	<p><b>Benchmark Assessment:</b> Common Formative Assessment</p>
<p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p>	<p>Preparation for Winter Performance Winter Performance</p>	<p>Demonstrate and perform songs which include tempo and dynamics <b>NJSLSA.L6</b></p>	<p>Rounds/canons: <a href="https://www.pinterest.com/nettie607/rounds-canons-and-catches/?lp=true">https://www.pinterest.com/nettie607/rounds-canons-and-catches/?lp=true</a></p>	<p><b>Formative:</b> Teacher observation</p> <ul style="list-style-type: none"> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self-Assessment</li> <li>- Peer Assessment</li> </ul>
<p>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.</p>	<p>SWBAT – Develop Rhythmic Skills/Sixteenth notes Concert Bb, F, G Major Scales Reading basic music notation contributes to musical fluency and literacy.</p>	<p>Be able to perform a full band arrangement including songs from various historical periods and genres <b>6.1.4.D.20</b></p>	<p>Tempo: <a href="https://www.bethsnotesplus.com/2013/01/fast-and-slow-resources.html">https://www.bethsnotesplus.com/2013/01/fast-and-slow-resources.html</a></p>	<p><b>Summative:</b> Quizzes</p>
<p>Use correct posture, vocal placement, and breathing technique.</p>	<p>Use correct posture, vocal placement, and breathing technique.</p>	<p>6.1.4.D.20</p>	<p>Recorder lessons/video: <a href="http://fw.mtlaurelschools.org/subsites/Melissa-Strong/The-Music-Classroom/3rd-Grade-Recorder/index.html">http://fw.mtlaurelschools.org/subsites/Melissa-Strong/The-Music-Classroom/3rd-Grade-Recorder/index.html</a> Musical Instruments</p>	<p>Weekly Practice Charts</p>
<p>Compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.</p>	<p>Compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.</p>	<p>Play the following snare drum rudiments: paradiddle, flam, flam tap Read and sing melodies using note values from 16th-note to whole note/rest, including dotted</p>	<p>Warm-up sheets and supplemental concert music</p>	<p>Solo and duo performance evaluations</p> <p>Admit/Exit tickets</p>

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**GRADE: 3**    **SUBJECT: MUSIC**

	<p>Musical elements, artistic processes and organizational principles are used in simple and distinctive ways in music. Music performance involves the process of combining a series of musical tones with correct application of rhythm and meter, articulations, dynamics and tonal terminations.</p> <p>Demonstrate how conducting patterns relate to the different time signatures.</p>	<p>rhythms; and pitches in diatonic scales; and dynamic and tempo changes.</p> <p><b>NJSLSA.SL2.,</b> <b>NJSLSA.L3.</b></p> <p>Sing rounds/canons, partner songs, and two-part songs, using correct posture, vocal placement, and breathing technique. <b>NJSLSA.SL1.</b></p> <p>Improvise a vocal melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.</p>	<p>Teacher-made check sheets and rubrics.</p> <p><b>Alternative Assessments:</b></p> <p>20 Quick Formative Assessments from the art of education: Outcome Sentences</p> <ul style="list-style-type: none"> <li>• Pair-Share</li> <li>• 3-2-1</li> <li>• Beach ball</li> </ul> <p><a href="https://www.theartofed.com/2013/10/18/20-quickformative-assessmentsyou-can-use-today">https://www.theartofed.com/2013/10/18/20-quickformative-assessmentsyou-can-use-today</a></p>
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**Key Vocabulary:** Barred instruments, recorder, duple and triple meter, treble clef, dotted rhythms, diatonic scales, dynamic changes, note values, rounds/canons, vocal placement, breathing technique, call-and-response form, pentatonic pitches, ostinato

## Unit 3 - Performance

# Cliffside Park Public Schools

**GRADE: 3    SUBJECT: MUSIC**

**Overview:** Third grade music students will read, play, and perform simple rhythms and melodies on the recorder, xylophone, and metallophone. Sing on pitch unaccompanied, accompanied simple rounds and songs in ABA, verse and refrain, call and response, introduction and coda forms; perform musical movement activities assorted historical, world cultural, etc.; develop an understanding of timbre and phrasing; understand the following cumulative notation: Treble Clef staff lines and spaces, time signatures; bar line, double bar line, measure, repeat signs, quarter note and rest, eighth notes and half note, scales, names of note, Do Re Mi and C D E, measures, and learn about instrumental families, composers, and their music.

**Time Frame:** 3rd Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

**Essential Questions:**

Why is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?

How does the ability and performance of the individual affect the group's performance?

What role does my instrument play within an ensemble?

How does my individual behavior as a performer and/or an audience member effect the musical performance?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.4.5.A.1 Employ basic, discipline- specific arts	<b>Topics</b>  <b>Integrating Playing &amp;</b>	Read, count and perform various notes and rests, including eighth notes	3 GREAT Drum Rudiments for Drum Solos	<b>Benchmark Assessment:</b> Common Formative Assessment



## GRADE: 3 SUBJECT: MUSIC

<p>terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2</p> <p>Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.5.A.3</p> <p>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).</p>	<p><b>Musical Concepts/Spring Concert</b></p> <p><b>SWBAT –</b> Describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Compare and contrast two pieces from different historical periods and in different genres.</p> <p>Evaluate a composer's personal, social and political influences</p> <p>Develop a rubric to compare the arrangements in orchestration, tempo, key, etc. Devise criteria for evaluating performances and compositions of self and others (e.g., rubrics, checklists, holistic scoring charts).</p> <p>Explain personal reactions to</p>	<p>followed by eighth note rests</p> <p>Play Concert Bb, F, G, C, Ab Major scales in a Quarter-Eighth note pattern <b>NJSLSA.L6</b></p> <p>Read and use fingerings with enharmonic notes <b>NJSLSA.L6</b></p> <p>Read and perform a closed roll and extended roll (percussion) <b>NJSLSA.L6</b></p> <p>Read and perform a 2-measure repeat (percussion) , <b>NJSLSA.L6</b></p> <p>Play the following snare drum rudiments: flamacue Perform a solo, duet and trio Concerts Individual or group performance tasks. <b>NJSLSA.SL1.</b></p>	<p><a href="https://novom.ru/en/watch/_9_BimJQWOeo">https://novom.ru/en/watch/_9_BimJQWOeo</a></p> <p><b>Rondo form video:</b> <a href="https://study.com/academy/lesson/rondo-form-in-music-definition-examples-quiz.html">https://study.com/academy/lesson/rondo-form-in-music-definition-examples-quiz.html</a></p> <p>Music Performance Rubric: <a href="https://www.rcampus.com/rubricshowc.cfm?code=H7795C &amp;sp=yes&amp;">https://www.rcampus.com/rubricshowc.cfm?code=H7795C &amp;sp=yes&amp;</a></p> <p>Composer Information <a href="http://Classicsforkids.com">Classicsforkids.com</a> Musical instruments</p> <p>Warm-up sheets and supplemental concert music</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> </ul> <p><b>Summative:</b> Quizzes</p> <p>Weekly Practice Charts In-class demonstration Class discussion Solo and duo performance evaluations</p> <p>Teacher-made check sheets and rubrics.</p> <p>Listening activities to identify musical elements.</p> <p>Graphic Organizer</p>

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**GRADE: 3 SUBJECT: MUSIC**

<p><b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p><b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.</p> <p><b>1.4.5.B.3</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p><b>1.4.5.B.5</b> Distinguish ways in which individuals may disagree about the</p>	<p>musical works based on developed criteria.</p>	<p>Teacher chooses three disparate genres of music (e.g., baroque, be - bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre. <b>6.1.4.D.20</b></p> <p>Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different historical periods and in different genres. <b>NJSLSA.L3.</b></p> <p>Document the personal and historical contexts of a genre of music in two diverse time periods. Describe these influences, referencing the composer’s personal, social and political influences in</p>	<p>Musical versions Review</p> <p>Composer’s influences project</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education: - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball <a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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**GRADE: 3    SUBJECT: MUSIC**

<p>relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>	<p>written, graphic, multi-media, or other formats. <b>6.1.4.D.20</b></p> <p>Assess the musical elements used in three different recordings of the same song (e.g., Santa Claus Is Coming to Town, recorded by Bruce Springsteen, Burl Ives, and Smokey Robinson).</p> <p>Develop a rubric to compare the arrangements in orchestration, tempo, key, etc. <b>NJLSA.SL2.</b></p>	
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**Key Vocabulary:** baroque, be-bop, rondo form, verse/refrain form, orchestration, tempo, key, Quarter-Eighth note pattern, enharmonic notes, closed roll and extended roll, 2-measure repeat, flamacue

## Unit 4 - Aesthetic Responses and Critique Methodologies

**Overview:** Third grade music students will read, play, and perform simple rhythms and melodies on the recorder, xylophone, and metallophone. Sing on pitch unaccompanied, accompanied simple rounds and songs in ABA, verse and refrain, call and response, introduction and coda forms; perform musical movement activities assorted historical, world cultural, etc.; develop an understanding of timbre and phrasing; understand the following cumulative notation: Treble Clef staff lines and spaces, time signatures; bar line, double bar line, measure, repeat signs, quarter note and rest, eighth notes and half note, scales, names of note, Do Re Mi and C D E, measures, and learn about instrumental families, composers, and their music.

**Time Frame:** Fourth Marking Period

**Enduring Understandings:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music

### Essential Questions:

Why is it important to critique your own performance?

Why is it important to count rhythms while playing?

Why is it important to be able to read music?

How does the ability and performance of the individual affect the group's performance?

What role does my instrument play within an ensemble?

How does my individual behavior as a performer and/or an audience member effect the musical performance?

Standards	Topics and Objectives	Activities	Resources	Assessments
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## GRADE: 3 SUBJECT: MUSIC

<p><b>1.4.5.A.1</b> Employ basic, discipline- specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p><b>1.4.5.A.2</b> Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p><b>1.4.5.A.3</b> Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame</p>	<p style="text-align: center;"><b>Topics</b></p> <p><b>Integrating Playing &amp; Musical Concepts/Spring Concert</b></p> <p><b>SWBAT –</b> Describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.</p> <p>Perform unison songs, rounds, partner songs, and descants, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – D5</p> <p>Improvise a vocal melody on a diatonic scale over a given harmonic progression.</p> <p>Improvise a melody on a diatonic scale over a given harmonic progression using I-V7, ending on the home tone played on barred</p>	<p>Read, count and perform various notes and rests, including eighth notes followed by eighth note rests.</p> <p>Perform unison and partner songs, representing various genres using proper breathing techniques.</p> <p>Individual or group performance tasks practice for performance. <b>NJSLSA.SL1.</b></p> <p>Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre. <b>6.1.4.D.20</b></p> <p>Compare and contrast two pieces each in two different forms (four pieces total; e.g., two pieces in rondo form, two pieces in verse/refrain form); pieces should be from different</p>	<p>Reading music: <a href="https://www.youtube.com/watch?v=dj4l5YDiOpQ">https://www.youtube.com/watch?v=dj4l5YDiOpQ</a></p> <p>Rondo form video: <a href="https://study.com/academy/leson/rondo-form-in-music-definition-examples-quiz.html">https://study.com/academy/leson/rondo-form-in-music-definition-examples-quiz.html</a></p> <p>Unison and Partner Songs <a href="http://musicresources.weebly.com/35-partner-songs--rounds.html">http://musicresources.weebly.com/35-partner-songs--rounds.html</a></p> <p>Breathing Techniques/Warm Ups: <a href="https://nafme.org/music-activities-and-warm-up-ideas-to-literally-wake-up-your-class/">https://nafme.org/music-activities-and-warm-up-ideas-to-literally-wake-up-your-class/</a></p> <p>Music Performance</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>- Common Formative Assessment</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Observation of proper breathing techniques</li> <li>- Question and answer group discussion</li> <li>- Reflections</li> <li>- Self- Assessment</li> <li>- Peer Assessment</li> </ul> <p><b>Summative:</b></p> <p>Solo and duo performance evaluations</p> <p>Teacher-made check sheets and rubrics.</p> <p>Listening activities to identify musical characteristics.</p> <p>Comparison of music genres while using proper musical terminology.</p>
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**GRADE: 3    SUBJECT: MUSIC**

<p>of reference (e.g., personal, social, political, historical context).</p> <p><b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p><b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.</p> <p><b>1.4.5.B.3</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>	<p>instruments or recorder.</p> <p>Compare and contrast two pieces from different historical periods and in different genres.</p> <p>Evaluate a composer’s personal, social and political influences</p> <p>Explain personal reactions to musical works based on developed criteria.</p>	<p>historical periods and in different genres. <b>NJLSA.L3.</b></p> <p>Document the personal and historical contexts of a genre of music in two diverse time periods.</p> <p>Describe these influences in small group discussions. <b>6.1.4.D.20</b></p>	<p>Rubric: <a href="https://www.rcampus.com/rubricshowc.cfm?code=H7795C &amp;sp=yes&amp;">https://www.rcampus.com/rubricshowc.cfm?code=H7795C &amp;sp=yes&amp;</a></p> <p>Composer Information <a href="http://Classicsforkids.com">Classicsforkids.com</a> Musical instruments Warm-up sheets an supplemental concert music</p>	<p>Participate in discussions about historical contexts.</p> <p>Alternative Assessments:</p> <p>20 Quick Formative Assessments from the art of education: - Outcome Sentences - Pair-Share - 3-2-1 - Beach ball <a href="https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/">https://www.theartofed.com/2013/10/18/20-quick-formative-assessments-you-can-use-today/</a></p>
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GRADE: 3 SUBJECT: MUSIC

<p><b>1.4.5.B.5</b> 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.</p>				
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**Key Vocabulary:** baroque, be-bop, rondo form, verse/refrain form, orchestration, tempo, key, Quarter-Eighth note pattern, enharmonic notes, closed roll and extended roll, 2-measure repeat, flamacue

**Integration of 21st Century Standards NJSL 9:**

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

**Accommodations and Modifications:**

*Students with special needs:* Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

# Cliffside Park Public Schools

**GRADE: 3    SUBJECT: MUSIC**

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Speak and display terminology and movement</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Check for understanding of directions</li> <li>● Use posters with directions written in pictures in all languages</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Work with paraprofessional</li> <li>● Work with a partner</li> <li>● Provide concrete examples and relate all new assignments to previously learned tasks</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Provide extended time.</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Room for Artistic Choices</li> <li>● Elevated Technique Complexity</li> <li>● Additional Projects</li> <li>● Adaptation of requirements</li> </ul>



# Cliffside Park Public Schools

**GRADE: 3    SUBJECT: MUSIC**

<ul style="list-style-type: none"> <li>• Seat students close to the teacher. Incorporate visuals: graphic organizers, gestures, props</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat directions</li> <li>• Check for understanding of directions</li> </ul>	<p>out in large print and hun</p>	
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# Cliffside Park Public Schools

**GRADE: 3    SUBJECT: MUSIC**

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# Cliffside Park Public Schools

**GRADE: 3    SUBJECT: MUSIC**

## **Interdisciplinary Connections:**

### **ELA - NJSL/ELA:**

- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Social Studies:**

- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Describe why it is important to understand the perspectives of other cultures in an interconnected world.

### **Math:**

- NJSL M.K.CC.A Know number names and the count sequence.

**Integration of Technology Standards NJSLs 8:**

- 8.2.2.A.1 Define products produced as a result of technology or of nature.
- 8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.
- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.
- 8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.D.1 Develop an understanding of ownership of print and non-print information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task.

**Career Ready Practices:**

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills. **CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12.** Work productively in teams while using cultural global competence.