

MUSIC – Grade 3

Standard 1: 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.

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.

Standard 1.3 (Performing)

All students will synthesis skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Standard 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.

The standards in this document reflect and are aligned to the 2014 NJ Student Learning Standards for Visual and Performing Arts.

Stage 1 – Desired Results	
NJSLS: 1.1, 1.3	Unit #1/Big Idea: An understanding of the elements and principles of music is essential to the creative process.
Enduring Understanding(s): Students will understand that... <ul style="list-style-type: none"> ● Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. 	Essential Questions: <ul style="list-style-type: none"> ● What does a musician need to do in order to achieve a finished product?
Students will know... <ul style="list-style-type: none"> ● Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. ● Complex scores may include compound meters and the grand staff. 	Students will be able to... <ul style="list-style-type: none"> ● 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems. ● 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.
Interdisciplinary Connections: <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.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. 	Integration of 21st Century Themes and Skills: <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP6. Demonstrate creativity and innovation. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management.

<ul style="list-style-type: none"> ● NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> ● CRP11. Use technology to enhance productivity.
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Stage 2 – Assessment Evidence

<p>Required Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Have students perform a familiar song through singing or playing for their classmates in small groups. The group will judge the soloist for correct usage of the elements of music. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Students sit in a circle and read the notation of a familiar song. Each student plays one note of the song keeping the correct rhythm.
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Introduce class with essential questions. ● Sing a familiar song following the complete piano accompaniment or instrumental score. 	<ul style="list-style-type: none"> ● Have students color-code various elements found in a musical score.
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Modifications

<p>Special Education:</p> <ul style="list-style-type: none"> ● Develop target vocabulary ● Scaffold comprehension ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Teach key aspects of a topic. Eliminating nonessential 	<p>English Language Learners (ELLs):</p> <ul style="list-style-type: none"> ● Model Thinking Aloud ● Encourage Partner Talk ● Repeat and Clarify ● Provide a Sequence ● Allow Varied Responses
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<p>information.</p> <ul style="list-style-type: none"> ● Allow performances to demonstrate student’s learning ● Provide opportunities for practice 	<ul style="list-style-type: none"> ● Target vocabulary ● Scaffold comprehension ● Scaffold content-literacy reading ● Use videos, illustrations, pictures, and drawings to explain or clarify. ● Allow performances to demonstrate student’s learning
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates ● Employ strategies from Classroom Instruction that Works ● Create the Opportunity to Learn strategies ● Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Use flexible grouping ● Give individual performance ● Differentiate performance assignments ● Offer student choice ● Use multiple intelligence options ● Focus on Habits of Mind ● Focus on Webb’s Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> ● Quaver Music ● Newsela.com for leveled texts ● You Tube (music samples) ● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod 	

Stage 1 – Desired Results

<p>NJSLS: 1.2, 1.4</p>	<p>Unit #2/Big Idea: Grade 3 Aesthetic/Cultural Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ● The arts serve multiple functions: enlightenment, education, and entertainment. ● The artistic process can lead to unforeseen or unpredictable outcomes. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts?
<p>Students will know...</p> <ul style="list-style-type: none"> ● Art and culture reflect and affect each other. ● Characteristic approaches to content, form, style, and design define art genres. ● Sometimes the contributions of a single individual artist can influence a generation of artists and signal the beginning of a new art genre. ● Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). ● Decoding simple contextual clues requires evaluation mechanisms such as rubrics, to sort fact from opinion. ● While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology. ● Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?) 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● 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. ● 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.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.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.
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ● NJSLSA.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. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>Integration of 21st Century Themes and Skills:</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP6. Demonstrate creativity and innovation. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity.
Stage 2 – Assessment Evidence	
<p>Required Benchmark Assessment:</p> <ul style="list-style-type: none"> ● Listen to two different versions of the same piece of music, then compare/contrast the elements and express opinions/feelings (ex. <i>A Tisket A Tasket</i> by Ella Fitzgerald, <i>My Favorite Things</i> by John Coltrane). 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● After listening to a piece of music, discuss where the song would be heard and its purpose.
Stage 3 – Learning Plan	
<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Introduce class with essential questions. ● Compare pictures of composers and discuss style differences in appearance and music. 	<ul style="list-style-type: none"> ● After viewing or listening to a performance, use a dial made of words or color to assess the relative merits of the piece.

Modifications

Special Education:

- Develop target vocabulary
- Scaffold comprehension
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Teach key aspects of a topic. Eliminating nonessential information.
- Allow performances to demonstrate student's learning
- Provide opportunities for practice

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Allow Varied Responses
- Target vocabulary
- Scaffold comprehension
- Scaffold content-literacy reading
- Use videos, illustrations, pictures, and drawings to explain or clarify.
- Allow performances to demonstrate student's learning

Students at Risk of School Failure:

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies

Gifted Students:

- Use flexible grouping
- Give individual performance
- Differentiate performance assignments
- Offer student choice
- Use multiple intelligence options

<ul style="list-style-type: none"> ● Build lessons around student interests 	<ul style="list-style-type: none"> ● Focus on Habits of Mind ● Focus on Webb’s Depth of Knowledge - Emphasis on Level 4
<p>Core Instructional Materials:</p> <ul style="list-style-type: none"> ● <i>Share the Music</i> series, 1998 MacMillan, McGraw-Hill ● <i>Music Express</i> Subscriptions ● Newsela.com for leveled texts ● You Tube (music samples) ● Technology/Equipment: ACTIV Board, LCD projector, Sound system, CDs, DVDs, videos, internet, iPod 	

Stage 1 – Desired Results	
NJSLS: 1.1, 1.2, 1.3, 1.4, 1.5	<p>Unit #3/Big Idea: Theatre</p> <p>The components of the various elements of theatre foster artistic appreciation, comprehension, significance, and value to the art form.</p>
<p>Enduring Understanding(s): Students will understand that...</p> <ul style="list-style-type: none"> ● Theatre serves multiple functions: enlightenment, education, and entertainment. ● The elements of theatre, combined with the imagination, produce creative results. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why should I care about the arts? ● How does theatre address functions such as enlightenment, education, and entertainment? ● How can our imagination create theatre?
<p>Students will know...</p> <ul style="list-style-type: none"> ● Works of art may be organized according to their function and artistic purposes. (<i>e.g., genre, medium, message, thematic content</i>). ● Performers use active listening skills in scripted and improvised performances to create believable, multi-dimensional characters. ● Actors create a sense of truth and believability by applying performance techniques appropriate to the circumstances of a scripted or improvised performance. ● Sensory recall is a technique actors commonly employ to heighten the believability of a character. (<i>e.g., An actor’s technique using</i> 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● 1.1.5.C.4 Explain the function of sensory recall and apply it to character development. ● 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.

<p><i>sense memory to inform actors choices that make the character more believable).</i></p> <ul style="list-style-type: none"> ● Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. ● While there is shared vocabulary among dance, music, theatre, and visual art, each domain has its own specific arts terminology. ● Artists and audiences can and do disagree about the relative merits of artwork. ● It is important to consider the context for the creation and performance of the works of dance, music, theatre, and visual art when assessing the arts. (<i>e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?</i>) ● Art and culture reflect and affect each other. ● Characteristic approaches to content, form, style, and design define art genres. ● Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre. 	<ul style="list-style-type: none"> ● 1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. ● 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.B.2 Use evaluative tools, such as rubrics, for selfassessment 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.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.
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Stage 2 – Assessment Evidence	
Suggested Benchmark Assessment: <ul style="list-style-type: none"> ● Explore how your own past experience influences your response and perception of the various elements of theatre. 	Other Evidence: <ul style="list-style-type: none"> ● Informal teacher assessment using checks.
Stage 3 – Learning Plan	
Suggested Learning Activities: <ul style="list-style-type: none"> ● Discuss essential questions. ● Discuss the essential question at the beginning of class. ● Introduce key theatre terms. ● Pantomime ● Mirroring activities ● Make facial expressions in response to word prompts chosen from a hat. ● Review the elements of theatre. 	<ul style="list-style-type: none"> ● Share a variety of dramatic pieces including improvisation. Point out how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning. ● Model/discuss sensory recall in relation to character development. ● Have students bring in a critique of a theatre production from a newspaper or online. Discuss strengths and weaknesses. ● Discuss the earliest form of theatre and how theatre has evolved over centuries. Discuss the impact theatre has had on different cultures.

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