

BENWAY SCHOOL

Music Curriculum

Grade 3



Benway School

Unit 1

Content Area: Music

Unit Title: Creative Process

Grade Level: 3

Unit Overview: In this unit students will demonstrate an understanding of the elements of music.

Recommended Pacing: 6-8 weeks (September-October)

Student Learning Objectives	NJSLS
Identify, sing or play steady beat in duple (2/4, 3/4, 4/4) and compound meter (6/8).	1.1.5.B.1, 1.1.5.B.2
Read and perform rhythms using dotted-half and whole notes.	1.1.5.B.1, 1.1.5.B.2
Classify orchestra instruments into families (brass, strings, woodwinds, percussion), and by pitch range.	1.1.5.B.1, 1.1.5.B.2
Identify, sing or play mezzo (mp, mf), pp/ff; legato/staccato	1.1.5.B.1, 1.1.5.B.2
Identify forms: D.C. al fine (ABA); first and second endings; D.S. al fine.	1.1.5.B.1, 1.1.5.B.2
Identify, read, and sing melodic patterns using “sol,-la,-do-re-mi-so-la.” Identify G-Clef; name letter names of lines and spaces.	1.1.5.B.1, 1.1.5.B.2
Identify and sing home tone; Compare and contrast unison with chordal harmony.	1.1.5.B.1, 1.1.5.B.2
Introduce study of soprano recorder for hands on application of notation study.	1.1.5.B.1, 1.1.5.B.2
New Jersey Student Learning Standards	Progress Indicator
Identify the elements of music in response to aural prompts and printed music notational systems.	1.1.5.B.1
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8

Key Vocabulary Words

intervals, harmony, melody, meter, music, noise, rhythm, silence, sound, a cappella, ABC form, bar line, bass clef, brass family, chord, coda, composition, dotted half note, enunciate, fermata, grand staff (system), harmony, leap, ledger lines, legato, measure, movement (section of a composition), octave, partner song, percussion, phrase, eighth note, recorder, sixteenth notes, staccato, step, string family, timbre, treble clef, woodwind family, world music

Evidence of Learning

Benchmark Assessment:

- **Task 1 (SLO 3-1):** Identify and sing or play steady beat in duple (4/4) and compound meter (6/8).
 1. Select several recordings or musical examples in duple, triple and compound meter with a clear strong and weak beats. If you do not want to use a recording, you may perform an example on pitched or un-pitched percussion.
 2. Group students in groups of 4-5 in an open area of the classroom.
 3. Make copies of the rubric provided below, one for every student in your class.
 4. Be prepared for several repetitions of this activity in order to assess every student in your class.
- **Task 2 (SLO 3-6):** Identify, read, and sing melodic patterns using “sol,-la,-do-re-mi-so-la.” Identify G-Clef; name letter names of lines and spaces.
 1. Create 10 melodic patterns (4 quarter notes) in a pentatonic scale on the worksheet provided. Teacher may sing examples or perform examples on instrument.
 2. Seat students on the floor or in chairs.
 3. Provide every student one copy of the worksheet provided (Appendix A). Melodic Patterns Worksheet
 4. Make copies of the rubric provided below, one for every student in your class.\
- **Task 3 (SLO 3-7):** Identify and sing home tone; Compare and contrast unison with chordal harmony. Either recall a song from children’s repertoire or play a recorded example of music containing either unison or harmony (5 total).
 1. Make copies of the rubric provided below, one for every student in your class.
 2. Designate a space in the room for “unison” and a separate space for “harmony”.

**See attached Rubrics: Unit 1 Scoring Guide*

Additional Suggested Assessments:

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Identify duple or triple meter
- Identify reading and singing in pentatonic with sol,-la,-do-re-mi-so-la, and
- Identify home tone as well as the contrast between unison and chordal harmony
- Introduce study of soprano recorder for hands on application of notation study

Instructional Materials:

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher

<ul style="list-style-type: none"> ● Smartboard ● Recorders, method books, play along CD 	
Teacher Resources: <ul style="list-style-type: none"> ● Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics) ● https://www.artsedge.kennedy-center.org ● http://pbskids.org/games/music/ ● http://www.aep-arts.org/ ● https://amymburns.com/ ● https://www.educationcloset.com/ ● https://edutopia.com 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments. ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide a copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Extra textbooks for home.

- Establish expectations for correct spelling on assignments
- Extra textbooks for home.
- Student may request books on tape/CD/digital media, as available and appropriate.
- Assign a peer helper in the class setting.
- Provide oral reminders and check student work during independent work time.
- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Assessments:

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

- Student may request books on tape/CD/digital media, as available and appropriate.
- Assign a peer helper in the class setting.
- Provide oral reminders and check student work during independent work time.
- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Homework and Assignments:

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

Benway School

Unit 2

Content Area: Music

Unit Title: Performing

Grade Level: 3

Unit Overview: In this unit, students will combine the skills appropriate to performing works of art.

Recommended Pacing: 6-8 weeks (October-December)

Student Learning Objectives	NJSLS
On pitched barred instruments or recorder, perform melodies in duple and triple meter, notated in treble clef, using note values from 8 th -note to whole note/rest, pitches in pentatonic and diatonic scales, and dynamic changes.	1.3.5.B.1, 1.3.5.B.4
Read and sing melodies using note values from 8 th -note to whole note/rest, and pitches in and pitches in pentatonic and diatonic scales.	1.3.5.B.2 1.3.5.B.4
Sing rounds/canons, partner songs, and call and response, using correct posture, vocal placement, and breathing technique.	1.3.5.B.2 1.3.5.B.4
Improvise vocalease in call-and-response form to a given vocal prompt; compose and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches.	1.3.5.B.3
New Jersey Student Learning Standards	Progress Indicator
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	1.3.5.B.1
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	1.3.5.B.3
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	1.3.5.B.4
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8

Key Vocabulary Words

intervals, harmony, melody, meter, music, noise, rhythm, silence, sound, a cappella, ABC form, bar line, bass clef, brass family, chord, coda, composition, dotted half note, enunciate, fermata, grand staff (system), harmony, leap, ledger lines, legato, measure, movement (section of a composition), octave, partner song, percussion, phrase, eighth note, recorder, sixteenth notes, staccato, step, string family, timbre, treble clef, woodwind family, world music

Evidence of Learning

Benchmark Assessment:

- Teacher observation of posture, breathing, mouth shape, and enunciation.
- During this time period the classes are expected to perform a holiday program for the parents. The preparation involved in this unit can also be utilized for that activity.
- Rehearsal and performance participation

Additional Suggested Assessments:

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Introduce study of soprano recorder for hands on application of notation study.

Instructional Materials:

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Recorders, method books, play along CD

Teacher Resources:

- The Complete Choral Warm-Up Book - Russell Robinson & Jay Althouse
- Choir Builders for Growing Voices, Vols.1 & 2 – Rolio Dilworth & Emily Crocker
- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
- <https://edutopia.com>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

English Language Learners

Modifications:

- Modified assignments.

<p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<ul style="list-style-type: none"> ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. ● Assist student with long and short term planning of assignments. ● Encourage student to proofread assignments and tests. ● Provide regular parent/school communication. ● Teachers will check/sign student agenda daily. ● Student requires use of other assistive technology device. <p style="text-align: center;"><u>Modifications for Assessments:</u></p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide a copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. ● Assist student with long and short term planning of assignments. ● Encourage student to proofread assignments and tests. ● Provide regular parent/school communication. ● Teachers will check/sign student agenda daily. ● Student requires use of other assistive technology device. <p><u>Modifications for Homework and Assignments:</u></p> <ul style="list-style-type: none"> ● Extended time to complete assignments. ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

<ul style="list-style-type: none">● Student may take/complete tests in an alternate setting as needed.● Restate, reread, and clarify directions/questions.● Distribute study guide for classroom tests.● Establish procedures for accommodations/modifications for assessments.	<ul style="list-style-type: none">● Provide the student with clearly stated (written) expectations and grading criteria for assignments.● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.
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Benway School	
Unit 3	
Content Area: Music	
Unit Title: Performance	
Grade Level: 3	
Unit Overview: In this unit, students will combine the skills appropriate to performing works of art.	
Recommended Pacing: 6-8 weeks (December-February)	
Student Learning Objectives	NJSLS
Perform songs, rounds, and partner songs alone and with others, using proper vocal placement and proper posture and breathing techniques to produce a uniform vocal tone quality.	1.3.5.B.2, 1.3.5.B.4
Improvise a vocal melody on a pentatonic scale over an ostinato of do-sol, ending on the home tone.	1.3.5.B.1, 1.3.5.B.3
Improvise a melody on a pentatonic scale over an ostinato of do-sol on played either on a barred instrument or recorder and end on the home tone.	1.3.5.B.1, 1.3.5.B.3
Compose and score a four-bar melody in C major, 4/4 time, resolving to the home tone while using note values as small as the 8th note.	1.3.5.B.3
New Jersey Student Learning Standards	Progress Indicator
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	1.3.5.B.1
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	1.3.5.B.3
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	1.3.5.B.4
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	

intervals, harmony, melody, meter, music, noise, rhythm, silence, sound, a cappella, ABC form, bar line, bass clef, brass family, chord, coda, composition, dotted half note, enunciate, fermata, grand staff (system), harmony, leap, ledger lines, legato, measure, movement (section of a composition), octave, partner song, percussion, phrase, eighth note, recorder, sixteenth notes, staccato, step, string family, timbre, treble clef, woodwind family, world music

Evidence of Learning

Benchmark Assessment:

- **Task 1, (SLO 3-1):** Perform songs, rounds, and partner songs alone and with others, using proper vocal placement and proper posture and breathing techniques to produce a uniform vocal tone quality.
 1. Choose four rounds or partner songs to use for assessing students' mastery of the vocal techniques you are teaching in this period of instruction.
 2. Use each of these songs during your period of instruction prior to the assessment process.
 3. It might be useful to have students themselves identify and explain proper posture, head voice, matching pitch and other vocal production techniques.
 4. Divide students into groups small enough for individual observation and assign each group one of the songs they have learned.
 5. Display the rubric provided below and explain how it works.
 6. Also, during this time period the classes are expected to perform a holiday program for the parents. The preparation involved in this unit can also be utilized for that activity.

- **Task 2, (SLOs 3-2 & 3-3):** **3-2:** Improvise a vocal melody on a pentatonic scale over an ostinato of do-sol, ending on the home tone. **3-3:** Improvise a melody on a pentatonic scale over an ostinato of do-sol on played either on a barred instrument or recorder and end on the home tone.
 1. To prepare for the culminating assessment activity you will teach students each part of the final task separately: First a 4-bar ostinato pattern of do-sol, ending on the home tone. Then, a 4-bar vocal or instrumental melodic improvisation constructed to be performed over the ostinato, and using a pentatonic scale, ending on the home tone.
 2. For assessment, divide the class into two groups. There are two activities for the groups to perform:
 - a. One half of the class will perform the ostinato.
 - b. The other half, student by student, will perform their melodic improvisations over this ostinato.
 - c. Then the groups will switch roles.
 3. Display the rubric provided below and explain how it works.

- **Task 3, (SLOs 3-4):** Compose and score a four-bar melody in C major, 4/4 time, resolving to the home tone while using note values as small as the 8th note.
 1. Be sure students have experience during this period of instruction with using a variety of note values and the C major scale to compose their own 4-bar melodies in 4/4 time.
 - a. They will need to identify the notes of the C major scale on the five-line staff.
 - b. They will need practice using appropriate musical notation on music staff paper.
 - c. They will need practice constructing accurate 4-count bars using a variety of note values.

1. Have students write their melodies on staff paper and turn in the composition to be evaluated.
2. Be sure that the C major scale is either displayed on a board or appears on the bottom of each piece of music staff paper you will hand out for this task.
3. Display the rubric provided below and explain how it works.

**See attached Rubrics: [Unit 3 Scoring Guide](#)*

Additional Suggested Assessments:

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Introduce study of soprano recorder for hands on application of notation study
- Use proper vocal placement, posture and breathing techniques to produce a uniform vocal tone quality
- Improvise a vocal or instrumental melody on a pentatonic scale over an ostinato of do-sol, ending on the home tone

Instructional Materials:

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Recorders, method books, play along CD

Teacher Resources:

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- <https://edutopia.com>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

English Language Learners

Modifications:

- Modified assignments.

<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<ul style="list-style-type: none"> ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. ● Assist student with long and short term planning of assignments. ● Encourage student to proofread assignments and tests. ● Provide regular parent/school communication. ● Teachers will check/sign student agenda daily. ● Student requires use of other assistive technology device. <p style="text-align: center;"><u>Modifications for Assessments:</u></p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes. ● Student may take/complete tests in an alternate setting as needed. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice. ● Model skills/techniques to be mastered. ● Extended time to complete class work. ● Provide a copy of class notes. ● Preferential seating to be mutually determined by the student and teacher. ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Extra textbooks for home. ● Student may request books on tape/CD/digital media, as available and appropriate. ● Assign a peer helper in the class setting. ● Provide oral reminders and check student work during independent work time. ● Assist student with long and short term planning of assignments. ● Encourage student to proofread assignments and tests. ● Provide regular parent/school communication. ● Teachers will check/sign student agenda daily. ● Student requires use of other assistive technology device. <p style="text-align: center;"><u>Modifications for Homework and Assignments:</u></p> <ul style="list-style-type: none"> ● Extended time to complete assignments. ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

<ul style="list-style-type: none">● Restate, reread, and clarify directions/questions.● Distribute study guide for classroom tests.● Establish procedures for accommodations/modifications for assessments.	<ul style="list-style-type: none">● Provide the student with clearly stated (written) expectations and grading criteria for assignments.● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.
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Benway School**Unit 4****Content Area:** Music**Unit Title:** Aesthetic Responses and Critique Methodologies**Grade Level:** 3**Unit Overview:** In this unit, students will demonstrate and understand philosophies, judgments, and analyses as they relate to works of art.**Recommended Pacing:** 6-8 weeks (February-April)

Student Learning Objectives	NJSLS
Demonstrate how art communicates personal and social values and is inspired by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance.	1.4.5.A.1, 1.4.5.A.3
Demonstrate ways art communicates ideas about personal and social values, and is inspired by imagination and frame of reference through discussion in response to three music compositions with common musical or extra-musical themes (e.g., music compositions having three string quartets or three pieces in rondo form... verses music with common subject matters such as Handel's <i>Water Music</i> , Debussy's <i>La Mer</i> , or the <i>Octopus's Garden</i> by the Beatles etc.). Discuss how the composers' personal lives and historical contexts are reflected in the music.	1.4.5.A.2, 1.4.5.A.3
Use music-specific rubrics and holistic scoring guides to objectively self-evaluate live or recorded solo performances, improvisations and/or compositions.	1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3
Compare and contrast music compositions based on similar themes (e.g., Ellington's <i>Dance of the Floreadores</i> & Tchaikovsky's <i>Waltz of the Flowers</i>) and distinguish ways individuals may disagree about the relative merits and effectiveness of the music.	1.4.5.B.4, 1.4.5.B.5
New Jersey Student Learning Standards	Progress Indicator
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	1.4.5.A.2
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).	1.4.5.A.3
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.1
Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	1.4.5.B.2
Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	1.4.5.B.3
Define technical proficiency, using the elements of the arts and principles of design.	1.4.5.B.4
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.	1.4.5.B.5

New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Key Vocabulary Words	
intervals, harmony, melody, meter, music, noise, rhythm, silence, sound, a cappella, ABC form, bar line, bass clef, brass family, chord, coda, composition, dotted half note, enunciate, fermata, grand staff (system), harmony, leap, ledger lines, legato, measure, movement (section of a composition), octave, partner song, percussion, phrase, eighth note, recorder, sixteenth notes, staccato, step, string family, timbre, treble clef, woodwind family, world music	
Evidence of Learning	
Benchmark Assessment:	
<ul style="list-style-type: none"> ● Task 1 (SLO 3-2 & 3-4a): 3-2: Demonstrate ways art communicates ideas about personal and social values, and is inspired by imagination and frame of reference through discussion in response to three music compositions with common musical or extra-musical themes (e.g., music compositions having three string quartets or three pieces in rondo form... verses music with common subject matters such as Handel's <i>Water Music</i>, Debussy's <i>La Mer</i>, or the <i>Octopus's Garden</i> by the Beatles etc.). Discuss how the composers' personal lives and historical contexts are reflected in the music. 3-4: (a) Compare and contrast music compositions based on similar themes (e.g., Ellington's <i>Dance of the Floreadores</i> & Tchaikovsky's <i>Waltz of the Flowers</i>) and distinguish ways individuals may disagree about the relative merits and effectiveness of the music. ● During this period of instruction, select several sets of three compositions on the same conceptual theme (for example, water, space, fire, sadness, spring, winter). <ul style="list-style-type: none"> ○ Have students listen to these sets of compositions and facilitate a discussion of the comparisons and contrasts they hear in the compositions based on the theme that connects them. Always introduce each set with an explicit statement of the connecting theme, so that students begin to learn to listen with intent. Also give students a brief (one sentence) context for the composition: who composed it, when he/she lived, and perhaps two facts about that historical period that students would find interesting and useful. ○ As students listen over this period of instruction, use the rubric for the summative assessment to assist them in noticing and articulating what they hear and what may have influenced it. Note that similarities and differences in sound (instrumentation, rhythm, 	

and modality) as well as genre and style should be the focal direction of this guided listening. The question always should be: what makes the theme audible in each composition? How does the composer use the theme for his or her own purposes?

- For the final summative assessment, choose one set of three linked compositions that you have NOT discussed previously. Announce the theme and give the historical context before you play the excerpts. Then, use the rubric provide to score students ability to evaluate and classify what they hear.

- **Task 2 (SLO 3-3, 3-4b, 3-6, and 3-7):** **3-3:** Use music-specific rubrics and holistic scoring guides to objectively self-evaluate live or recorded solo performances, improvisations and/or compositions. **3-4b:** Describe what constitutes a quality vocal performance (e.g., posture, breath support, intonation, diction, vowel placement, etc.) and interpretive elements (e.g., dynamics, phrasing, emotion, etc.) and apply these attributes to performance. **3-6:** Evaluate a student group performance on three criteria using a student created vocabulary list (e.g., interpretation, articulation, technique, intonation).

1. During this period of instruction, students should have multiple opportunities to hear good vocal performances that exemplify excellent technique and interpretive ability, and also to hear and critique less successful vocal performances.
2. Provide students with the vocabulary to categorize both the technical and interpretive elements of singing so that they can categorize what they hear and which of these elements might be lacking or poorly executed in the poor performances.
3. For the assessment, select two performances of the same vocal piece. Include those elements in the evaluation that are appropriate for the performances chosen.
 - a. These should be performances students have not yet heard and analyzed. Choose two performances by, for example, middle or high school choirs, one of which is better than the other in exactly the ways you have been teaching students to think about vocal performance. Do not make the contrast between the two performances completely obvious; each performance should have some elements of good technique and interpretation and some elements that need improvement.
 - b. Score students' evaluations of these performances on the basis of the evidence they see and hear for their observations. For this reason, it is important to choose performances that are different from each other, but allow a case to be made for their strengths. In other words, there is no "best" performance.
4. During the entire period of instruction, use the same kind of evaluation tool that will be used for the assessment. One such tool is given below as a suggested method for administering and scoring this task.

**See attached rubrics: [Unit 4 Scoring Guide](#)*

Additional Suggested Assessments:

- Classroom discussion
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions

- Identify and evaluate the musical elements in compositions with a common theme, comparing and contrasting the ways those elements are created and used by the composer
- Introduce study of soprano recorder for hands on application of notation study
- Evaluate a vocal performance using specific qualitative and interpretive elements
- Create and use a rubric to evaluate and describe performances

Instructional Materials:

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Recorders, method books, play along CD

Teacher Resources:

- The Complete Choral Warm-Up Book - Russell Robinson & Jay Althouse
- Choir Builders for Growing Voices, Vols.1 & 2 – Rolio Dilworth & Emily Crocker
- Appendices for Melodic and Rhythmic Pattern Resources (NJ Model Curriculum Assessments/Rubrics)
- <https://www.artsedge.kennedy-center.org>
- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
- <https://edutopia.com>

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments. ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p style="text-align: center;"><u>Modifications for Classroom:</u></p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations. ● Ask students to restate information, directions, and assignments. ● Repetition and practice.

- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills/techniques to be mastered.
- Extended time to complete class work.
- Provide copy of class notes.
- Preferential seating to be mutually determined by the student and teacher.
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments
- Extra textbooks for home.
- Student may request books on tape/CD/digital media, as available and appropriate.
- Assign a peer helper in the class setting.
- Provide oral reminders and check student work during independent work time.
- Assist student with long and short term planning of assignments.
- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Assessments:

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions.
- Distribute study guide for classroom tests.
- Establish procedures for accommodations/modifications for assessments.

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- Encourage student to proofread assignments and tests.
- Provide regular parent/school communication.
- Teachers will check/sign student agenda daily.
- Student requires use of other assistive technology device.

Modifications for Homework and Assignments:

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication.

Benway School

Unit 5

Content Area: Music

Unit Title: History of the Arts and Culture

Grade Level: 3

Unit Overview: In this unit, students will understand the role, development, and influence of the arts throughout history and across cultures.

Recommended Pacing: 6-8 weeks (April-June)

Student Learning Objectives	NJSLS
Research a significant musician from each of the following genres: classical, jazz, popular.	1.2.5.A.3
Analyze the importance of the musicians above, using appropriate terminology.	1.2.5.A.3
New Jersey Student Learning Standards	Progress Indicator
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	1.2.5.A.2
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3
New Jersey Student Learning Standards - Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	8.1.5.A.1
New Jersey Student Learning Standards 21st Century Life and Career Skills <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4
Career Ready Practices	Indicator
Apply appropriate academic and technical skills.	CRP2
Communicate clearly and effectively and with reason.	CRP4
Demonstrate creativity and innovation.	CRP6
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8

Key Vocabulary Words

intervals, harmony, melody, meter, music, noise, rhythm, silence, sound, a cappella, ABC form, bar line, bass clef, brass family, chord, coda, composition, dotted half note, enunciate, fermata, grand staff (system), harmony, leap, ledger lines, legato, measure, movement (section of a composition), octave, partner song, percussion, phrase, eighth note, recorder, sixteenth notes, staccato, step, string family, timbre, treble clef, woodwind family, world music

Evidence of Learning

Benchmark Assessment:

- **Task 1 (SLO 3-1 & 3-2): 3-1:** Research a significant musician from each of the following genres: classical, jazz, popular. **3-2:** Analyze the importance of the musicians above, using appropriate terminology.
 1. During this period of instruction you will create a list of important musicians across musical genres—classical, jazz, and popular.
 2. Either assign or allow students to choose one entry from this list to research and use as the basis for a class presentation.
 3. Use the template below or one of your own devising to help students do their research and make a presentation.
 4. Evaluate each presentation using the rubric below.

Assessment Template (Appendix A) and Scoring Guide: Unit 5

Additional Suggested Assessments:

- Classroom discussion
- Individual conferencing
- Participation in general classroom assignments
- Teacher observations

Learning Activities:

- Whole class and small group discussions
- Locate appropriate information about musicians across various musical genres
- Analyze why these musicians are important in their chosen musical genre
- Understand and use appropriate musical vocabulary in talking about music and musicians.

Instructional Materials:

- Silver Burdett Making Music 2002 Edition
- Recorded musical excerpts provided by teacher
- Written material and/or worksheets provided by teacher
- Smartboard
- Recorders, method books, play along CD

Teacher Resources:

- [The Complete Choral Warm-Up Book](#) - Russell Robinson & Jay Althouse
- [Choir Builders for Growing Voices, Vols.1 & 2](#) – Rolio Dilworth & Emily Crocker
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- <http://pbskids.org/games/music/>
- <http://www.aep-arts.org/>
- <https://amymburns.com/>
- <https://www.educationcloset.com/>
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Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics. ● Debate topics of interest/cultural importance. ● Exploration of art and/or artists to understand society and history. ● Anchor activities. ● Use of higher-level questioning techniques. 	<p align="center"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments. ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary). ● Extended time for assignment completion as needed. ● Highlight key vocabulary. ● Use graphic organizers.
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- Encourage student to proofread assignments and tests.
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- Student requires use of other assistive technology device.

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Modifications for Homework and Assignments:

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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