

Music Appreciation Grade: 3
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
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.
B. Music 1.1.5. B.1: Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5. B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
A. History of the Arts and Culture 1.2.5. A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5. A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
STANDARD 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music theatre, and visual art.
B. Music

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

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

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.

A. Aesthetic Responses

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

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

B. Critique Methodologies

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

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

Enduring Understandings:

At the end of the unit students will understand that...

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning making, deeper emotional

Essential Questions:

At the end of the unit students will be able to answer...

- Why should I care about the arts?
- What’s the difference between a thoughtful and a thoughtless artistic judgment?

<p>response and more inventive decision making.</p> <ul style="list-style-type: none"> • Experts can and do disagree about the value, power and source of art. • The arts serve multiple functions: enlightenment, education, and entertainment. • Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. • The critical proves of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. • Culture affects self-expression, whether we realize it or not. • Every artist has a style; every artistic period has a style. 	<ul style="list-style-type: none"> • How does creating and performing in the arts differ from viewing the arts? • To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries? • When is art criticism vital and when is it beside the point? • Does art define culture or does culture define art? • What is old and what is new in any work of art? • How important is “new” in art?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic music elements and terminology relating to form, meter, rhythm, tempo, melody, harmony, theme and expression. • Different structures of music • that basic arts elements exist in performances 	<p>Content Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Music of various cultures and time periods have different characteristics • There are works of art and art elements designed to imitate systems in nature. • Works of art communicate significant cultural meanings. • Conductors cue musical interpretation • There is value in critiquing one’s own work as well as the work of others • Arts resources that exist in communities. • There are musical characteristics from various historical periods/world cultures.
<p>Content Skills: <i>Students will be able to...</i></p>	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p>

<ul style="list-style-type: none"> • Compose simple works of music • Respond to stylized characteristics observed in music of various cultures and time periods. • Communicate ideas reflecting on the nature and meaning of art and beauty. • Apply basic domain-specific arts language to communicate personal responses to music. • Compare and contrast works of art that communicate significant cultural meanings. • Apply qualitative terms when responding to works of art • Create an arts experience that communicates a significant emotion or feeling. • Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo. • Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone." • Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor. • Modify elements of music within a piece to create different expressive ideas. • Explore musical elements through verbal and written responses to diverse aural prompts and printed scores. • Identify and categorize sound sources by common traits. • Differentiate basic structures in music composition • Utilize basic arts terminology and elements • Formulate positive analysis of arts performances by peers and respond positively to critique • the main subject or theme in a work of art <p>Content Skills: <i>CONT'D</i> <i>Students will be able to...</i></p>	<ul style="list-style-type: none"> • Appreciating music means liking it • Music is universally the same everywhere • There is "good" music and "bad" music • Performance quality is easily attainable without practice • Not everyone is capable of performing • Critique means to criticize in a negative manner • Music is a passive experience • Music appreciation is possible without understanding elements and principles of music • Music is purely for the observer, not the performer • Musical development happens independent from the environment from which it comes
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> • Identify works of art from various historical periods and diverse cultures. • Describe the general characteristics of artworks from various historical periods and world cultures. • Examine art as a reflection of societal values and beliefs. 	
Stage 2- Assessment Evidence	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Written Responses • Composition Projects <ul style="list-style-type: none"> ○ Play an ostinato accompaniment to a song ○ Read phrases to find same phrases • Worksheets/Activity Pages <ul style="list-style-type: none"> ○ Compose a four-phrase rhythm piece using provided patterns • Music Terminology Quiz • Listening Response Guides <ul style="list-style-type: none"> ○ Show louder and softer dynamics by using larger and smaller movements ○ Create movements to express legato and staccato ○ Sing and move to show form • Critique – Written and Verbal 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Singing performance (GRASPS: Your <i>goal</i> is to sing beautifully for enjoyment and education. As the <i>singer</i>, you will strive for an effective <i>in-class and public performance</i> of songs of varying genres. You will work to <i>produce</i> a performance with <i>at least 85%</i> pitch and rhythmic proficiency, and a level of enjoyment.) • Rhythm-percussion performance (GRASPS: Your <i>goal</i> is to play classroom percussion instruments as a <i>soloist, ensemble performer and accompanist</i>. You will be playing for an <i>audience</i> of classmates, teachers and family, in varying levels of <i>performance</i>. Your <i>product</i> will be a solo, ensemble or accompaniment. A <i>success</i> will be indicated by correct interpretation of reading and listening.)
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Discussion/Conversation <ul style="list-style-type: none"> ○ Discuss the importance of cooperation • Teacher Observation <ul style="list-style-type: none"> ○ Sing following dynamic markings ○ Perform created ostinato patterns with tempo changes ○ Keep a steady beat to a listening selection • Informal Written Reactions • Worksheets/Activity Pages <ul style="list-style-type: none"> ○ Create a listening map ○ • Verbal responses • Listening Activities <ul style="list-style-type: none"> ○ Listen for melody interval in listening selection • Student Participation <ul style="list-style-type: none"> ○ Sing and conduct dynamic changes 	
Stage 3- Learning Plan	
<p>Activities:</p> <ul style="list-style-type: none"> • Warm-up songs • Cool-down songs 	<p>Strategies:</p> <ul style="list-style-type: none"> • MILE (for critique) <ul style="list-style-type: none"> ○ <u>M</u>usical Elements ○ <u>I</u>mprovements?

<ul style="list-style-type: none"> • Seasonal songs • World music songs • Patriotic songs • Computer/Internet Drills • Listening Activities <ul style="list-style-type: none"> ○ Perform larger and smaller movements to indicate louder and softer dynamics in recording ○ Use a story map to follow a ballad • Coloring Concerts • Percussion Accompaniment <ul style="list-style-type: none"> ○ Play percussion accompaniments for song • Movement Expression • Music Reading <ul style="list-style-type: none"> ○ Play countermelody • Echo/Rote Activities • Class, Individual Critiques • Composition Activities <ul style="list-style-type: none"> ○ Notate an original rhythm composition ○ Play a provided rhythm pattern on no pitched instruments • Improvisation Activities <ul style="list-style-type: none"> ○ Read a poem using crescendo and decrescendo ○ Experiment with dynamics on mallet instruments ○ Experiment with rhythm patterns for nursery rhymes 	<ul style="list-style-type: none"> ○ <u>L</u>ikes/Dislikes ○ <u>E</u>xamples • Performance Skills <ul style="list-style-type: none"> ○ Playing Posture/Position ○ Breath Support ○ Fingering Charts ○ Holding the Instrument • Practice Skills <ul style="list-style-type: none"> ○ Various Tempos ○ Trouble-spotting ○ Reading ahead • STAR (reading skills) <ul style="list-style-type: none"> ○ <u>S</u>ignatures (time, key) ○ <u>T</u>empo ○ <u>A</u>ccidentals ○ <u>R</u>oad-Map • Active Listening <ul style="list-style-type: none"> ○ Look at person playing, singing or speaking ○ Do not speak/play during someone else's turn ○ Be respectful of others' opinions, views and efforts
<p>Interdisciplinary Connections:</p> <p><input checked="" type="checkbox"/> Art- related/overlapping components, listening maps, art listening reaction</p> <p><input type="checkbox"/> Music –</p> <p><input checked="" type="checkbox"/> Physical Education – movement expression, breath support, fine/gross motor skills</p> <p><input checked="" type="checkbox"/> World Language – world music, vocabulary roots,</p> <p><input type="checkbox"/> Health –</p> <p><input checked="" type="checkbox"/> Science – sound creation</p> <p><input checked="" type="checkbox"/> Social Studies – historical connections, societal influences, cultural influences</p> <p><input checked="" type="checkbox"/> Mathematics – intervallic relationships, rhythm relationships, score reading</p> <p><input checked="" type="checkbox"/> Language Arts – written responses, lyrics creation, literature connections,</p>	
<p>Technology Connection:</p> <ul style="list-style-type: none"> • Websites for research • Recordings of various music • Smart board presentations • YouTube 	

Resources:

The Music Connection

Assorted CD's

Assorted DVD's/VHS

Printed Worksheets

Music Together

Music K-8 Sheet Music Magazine

Recorder Karate

Kodaly Method of Rhythm by Zoltan Kodaly

Music Theory Grade: 3
Stage 1- Desired Results
Established Goals: NJCCCS, 2009
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.
B. Music 1.1.5. B.1: Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5. B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
A. History of the Arts and Culture 1.2.5. A.1: Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5. A.2: Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
STANDARD 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music theatre, and visual art.
B. Music

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

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

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.

A. Aesthetic Responses

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

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

B. Critique Methodologies

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

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

Enduring Understandings:

At the end of the unit students will understand that...

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist’s imagination and intuition drive the work, great art requires

Essential Questions:

At the end of the unit students will be able to answer...

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist

<p>skills and discipline to turn notions into a quality product.</p> <ul style="list-style-type: none"> • The artistic process can lead to unforeseen or unpredictable outcomes. • Underlying structures in art can be found via analysis and inference. • Breaking accepted norms often gives rise to new forms of artistic expression. • The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. 	<p>and to what extent is the art for the artist?</p> <ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? • Does art have boundaries? • When is art criticism vital and when it is beside the point?
<p>Content Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Basic music terminology, relating to and including: rhythm, beat, phrasing, tempo, meter, melody, harmony, form, and tone color • basic notation including pitch and rhythm duration • basic structures in music composition including: phrase, form: AB, ABA, rondo, part: solo, unison, part, harmony, 	<p>Content Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Music is based around a tonal center • Printed scores contain information on elements for performance • Sound and musical sources have common traits • basic music terminology and musical elements are used in critique
<p>Content Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Clap, and/or play from progressively complex notation while maintaining a steady tempo. • sing on pitch • Recognize and vocalize the tonal triad (do, mi, sol) after being given the "home tone." • Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, • blend both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels • Respond to cues of a conductor. • Modify elements of music within a piece to create different expressive ideas. • Explore musical elements through verbal and written responses to diverse aural prompts and printed scores. • Identify and categorize sound sources by common traits. • Differentiate basic structures in music composition. • Utilize basic arts terminology and arts elements in music. 	<p>Misconceptions: <i>Predictable misconceptions to address are...</i></p> <ul style="list-style-type: none"> • Reading music is a difficult skill to master • Singing high notes is hard • Singing loudly means shouting • "new," contemporary music is better • Performance quality is easily attainable without practice • Faster rhythms indicate faster tempo • Playing instruments does not require coordination

Stage 2- Assessment Evidence	
<p>Summative Assessments Traditional Tasks:</p> <ul style="list-style-type: none"> • Written Listening Response <ul style="list-style-type: none"> ○ Describe dynamics and tempo in a music selection ○ Use imagination to describe a piece of music • Meter in music <ul style="list-style-type: none"> ○ Recognize the strong beat and weak beats to a piece of music ○ Conduct music in the correct pattern • Note Name Labeling <ul style="list-style-type: none"> ○ Sing selected measures of the song using rhythm syllables ○ Name things that make staccato and legato sounds ○ Sing the song, following the notation • Music Terminology Identification <ul style="list-style-type: none"> ○ Show louder and softer dynamics by using larger and smaller movements ○ Identify tempo changes; review terms for tempo • Timbre and Characteristics of Orchestra Instruments <ul style="list-style-type: none"> ○ Categorize instruments of the Orchestra by family according to their characteristics ○ Recognize the sound of specific instruments 	<p>Summative Evidence Performance Tasks:</p> <ul style="list-style-type: none"> • Singing performance (GRASPS: Your <i>goal</i> is to sing beautifully for enjoyment and education. As the <i>singer</i>, you will strive for an effective <i>in-class and public performance</i> of songs of varying genres. You will work to <i>produce</i> a performance with <i>at least 85%</i> pitch and rhythmic proficiency, and a level of enjoyment.) • Rhythm-percussion performance (GRASPS: Your <i>goal</i> is to play classroom percussion instruments as a <i>soloist, ensemble performer and accompanist</i>. You will be playing for an <i>audience</i> of classmates, teachers and family, in varying levels of <i>performance</i>. Your <i>product</i> will be a solo, ensemble or accompaniment. A <i>success</i> will be indicated by correct interpretation of reading and listening.)
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Observation <ul style="list-style-type: none"> ○ Perform steady beat movements that reflect the dynamics of a song ○ Sing with a recording while tapping the strong and weak beats ○ Conduct in the appropriate conducting pattern to a piece of music ○ Accompany a song with drum ostinatos • Discussion <ul style="list-style-type: none"> ○ Describe various elements of expression in songs ○ Discuss the history and musical characteristics of gospel-style singing • Informal written responses • Verbal listening responses <ul style="list-style-type: none"> ○ Use language activity to experiment with dynamics ○ Play provided rhythms on percussion instruments with a speech piece • Worksheets and activity pages <ul style="list-style-type: none"> ○ Make a booklet of the Families of Instruments of the Orchestra • Warm-up activities <ul style="list-style-type: none"> ○ Sing with appropriate dynamics; sing song with clapping pattern • Use of vocabulary in context <ul style="list-style-type: none"> ○ Play the movement game and match tempo to the song • Student practice participation 	

Stage 3- Learning Plan	
<p>Activities:</p> <ul style="list-style-type: none"> • Warm-up welcome songs • Singing <ul style="list-style-type: none"> ○ Sing in canon, round • Playing hand-percussion instruments • Reading music • Echo sing, play • Rote teaching of songs • Singing games with movement • Playing recorder – reading and rote; basic notation: including but not limited to: BAG • Rhythm dictations with symbols and standard notation • Note name worksheets • Orchestral music games • Listening activities, ID, responses, and critiques • Improvisation opportunities <ul style="list-style-type: none"> ○ Create ostinatos to accompany the song ○ Improvise three different syncopated patterns 	<p>Strategies:</p> <ul style="list-style-type: none"> • Performance Skills <ul style="list-style-type: none"> ○ Playing Posture/Position ○ Breath Support ○ Fingering Charts ○ Holding the Instrument • Practice Skills <ul style="list-style-type: none"> ○ Various Tempos ○ Trouble-spotting ○ Reading ahead • STAR (reading skills) <ul style="list-style-type: none"> ○ <u>S</u>ignatures (time, key) ○ <u>T</u>empo ○ <u>A</u>ccidentals ○ <u>R</u>oad-Map • Active Listening <ul style="list-style-type: none"> ○ Look at person playing, singing or speaking ○ Do not speak/play during someone else’s turn ○ Be respectful of others’ opinions, views and efforts • <u>E</u>very <u>G</u>reen <u>B</u>ird <u>D</u>oes <u>F</u>ly; <u>F</u>ACE; <u>A</u>ll <u>C</u>ows <u>E</u>at <u>G</u>rass; <u>G</u>ood <u>B</u>oys <u>D</u>o <u>F</u>ine <u>A</u>lways; other pneumatic devices
<p>Interdisciplinary Connections:</p> <p><input checked="" type="checkbox"/> Art- listening maps</p> <p><input type="checkbox"/> Music –</p> <p><input checked="" type="checkbox"/> Physical Education – round dances, breathing, fine motor</p> <p><input checked="" type="checkbox"/> World Language – cultural connections, vocabulary roots, world music</p> <p><input type="checkbox"/> Health –</p> <p><input checked="" type="checkbox"/> Science –</p> <p><input checked="" type="checkbox"/> Social Studies – historical connections</p> <p><input checked="" type="checkbox"/> Mathematics – intervals, score reading</p> <p><input checked="" type="checkbox"/> Language Arts – lyric writing, written responses</p>	
<p>Technology Connection:</p> <ul style="list-style-type: none"> • Websites for research • Recordings of various music • Smart board presentations • YouTube 	
<p>Resources:</p> <p>The Music Connection</p> <p>Assorted CD’s</p> <p>Assorted DVD’s/VHS</p> <p>Printed Worksheets</p> <p>Music Together</p> <p>Music K-8 Sheet Music Magazine</p> <p>Recorder Karate</p> <p>Kodaly Method of Rhythm by Zoltan Kodaly</p>	