

GRADE 3 – Unit 1 Carnival of the Elements

Board Approval
June 11, 2024 (First Reading) July 9, 2024 (Second Reading)

Unit Overview
<p>In unit 1, students will learn to:</p> <ul style="list-style-type: none"> ● Sing and identify melodic motifs ● determine melodic direction by decoding staff notation ● use elements of music to help identify musical events in programmatic music ● use musical elements to identify the theme in a programmatic work

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1 Carnival of the Elements	7 class sessions	<ul style="list-style-type: none"> ● 1.3A.5.Pr4c ● 1.3A.5.Re7a ● 1.3A.5.Re7b ● 1.3A.5.Re9a ● 1.3A.5.Cn10a 	Learn to use musical elements to better understand and enjoy the music they hear	<ul style="list-style-type: none"> ● identify/ demonstrate melodic direction in music we see and hear ● identify musical events in a programmatic song using musical elements ● use elements of music to to determine the theme in a programmatic work ● recognize changes in pitch, rhythm, volume or tempo ● identify musical

				elements of pitch, rhythm, volume, and tempo
Unit 2 Rhythm Around	5 class sessions	<ul style="list-style-type: none"> • 1.3A.5.Pr4b • 1.3A.5.Pr4c • 1.3A.5.Re9a • 1.3A.5.Cr2b 	Students will learn to use quarter note/rest, eighth note, and sixteenth note rhythms	<ul style="list-style-type: none"> • read and perform rhythms with quarter note/ rest, and eight note values • identify aurally presented rhythms with quarter note/ rest, and eight note values • create and perform rhythmic measures • recognize aurally presented rhythms with quarter note/ rest, and eight note values
Unit 3 Recorder Boot camp	7 class sessions	<ul style="list-style-type: none"> • 1.3A.5.Pr4a • 1.3A.5.Pr4b • 1.3A.5.Pr4c • 1.3A.5.Pr5a • 1.3A.5.Pr5b 	Students will learn the basics of recorder playing	<ul style="list-style-type: none"> • Play a wind instrument with good breath control and good tone • Read/recognize staff notation for treble clef B and A • Play with appropriate technique and tone • read/ Recognize treble staff notation for B, A, G • perform a song from standard notation using 3 pitches and a variety of rhythmic values
Unit 4 Recorder composition	3-4 class sessions	<ul style="list-style-type: none"> • 1.3A.5.Cr1a • 1.3A.5.Cr2b • 1.3A.5.Cr3a • 1.3A.5.Cr3b 	Students will compose their own simple song to play on recorder	<ul style="list-style-type: none"> • Create our own melodic ideas using the notes we have learned • Write our musical ideas in standard notation on the treble staff • Refine and perform our

				original composition for recorder
Unit 5 Recorders Beyond	7-8 class sessions	<ul style="list-style-type: none"> • 1.3A.5.Pr4b • 1.3A.5.Pr4c • 1.3A.5.Pr4d • 1.3A.5.Pr4e • 1.3A.5.Pr5a • 1.3A.5.Pr5b • 1.3A.5.Pr6a • 1.3A.5.Pr6b 	Students will expand their recorder skills to include playing more notes and more complicated music as well as artistic interpretive elements.	<ul style="list-style-type: none"> • Play a recorder song containing more challenging melodic structure • Read/ Play new notes and new melodies on recorder • Read/ Play a song on recorder from standard notation with expanded melodic and rhythmic structures.

Grade 3 – Unit 1 Carnival of the Elements 7 total weeks				
Unit Vocabulary				
Pitch	Melody	Rhythm	Tempo	Dynamics
Staff	piano	forte	fortissimo	pianissimo
lento	andante	allegro	presto	ballet

Grade 3 – Unit 1 Carnival of the Elements 7 total weeks			
Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Pitch, melodic direction, melodic structure 2 lessons	<ul style="list-style-type: none"> • 1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation • 1.3A.5.Re7b. Demonstrate and explain, citing evidence, 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • identify/ demonstrate melodic direction in music we see and hear <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard 7: Perceiving and analyzing products • Anchor Standard 4: Selecting, analyzing, and interpreting work 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Share the Music textbook series • Materials <ul style="list-style-type: none"> ○ folks song- Rocky Mountain ○ Sabre Dance recording and listening map ○ teacher-made visuals

	<p>how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).</p>	<p>Artistic Process</p> <ul style="list-style-type: none"> ● Performing ● Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is a mountain like a melody? ● Can a map help me listen to music? <p>Practices:</p> <ul style="list-style-type: none"> ● Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● observation of movement to show melodic direction and melodic events ● observation of singing performances 	<ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ sing and move with Rocky Mountain ○ Melodic direction of sabre dance theme
<p>Elements Carnival 3-4 lessons</p>	<ul style="list-style-type: none"> ● 1.3A.5.Re7a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts ● 1.3A.5.Re7b. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). ● 1.3A.5.Re9a Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● identify musical events in a programmatic song using musical elements ● use elements of music to to determine the theme in a programmatic work ● recognize changes in pitch, rhythm, volume or tempo <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Anchor Standard 7: Perceiving and analyzing products ● Anchor Standard 9: Applying criteria to evaluate products ● Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products <p>Artistic Process</p> <ul style="list-style-type: none"> ● Responding ● Connecting <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Biographical reading on composer Camille Saint Saens ○ Carnival of the Animals storybook ● Materials <ul style="list-style-type: none"> ○ Symphonic recordings for Carnival of the Animals ○ teacher-made visuals ● Activities <ul style="list-style-type: none"> ○ Roar with Lions ○ Dance with Elephants ○ solve mystery animals ○ swim with Aquarium ○ count the cuckcoos ○ hop with kangaroos ○ dance with fossils

	<p>performers' and personal interpretations to reflect expressive intent.</p> <ul style="list-style-type: none"> 1.3A.5.Cn10a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music 	<p>purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <ul style="list-style-type: none"> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding <p>Essential Questions:</p> <ul style="list-style-type: none"> Is he serious? Do you hear what I hear? How do they swim? <p>Practices:</p> <ul style="list-style-type: none"> Analyze, Interconnection, Evaluate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> teacher observation of student performance in elements based movement activities student responses in class discussion 	
<p>Elements wrap up 2 lessons</p>	<ul style="list-style-type: none"> 1.3A.5.Re7a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> use elements of music to determine the theme in a programmatic work identify musical elements of pitch, rhythm, volume, and tempo <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard 7: Perceiving and analyzing products <p>Artistic Process</p> <ul style="list-style-type: none"> Responding <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. <p>Essential Questions:</p> <ul style="list-style-type: none"> What have I learned? <p>Practices:</p> <ul style="list-style-type: none"> Analyze <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Unit Review discussion 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> Summative assessment tool Symphonic recordings carnival of the animals Activities <ul style="list-style-type: none"> review summative assessment

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Preparation for College, Careers, and Beyond

Career Ready Practices	Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Preparation (9.2)
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
<ul style="list-style-type: none"> Literature connections; reading biographical text foreign language (spanish and italian) History/ social studies 	<i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i>	<ul style="list-style-type: none"> animal habitats in carnival of the animal lessons 	•	•	•	•

Possible Assessment and Instructional Modifications

Special Education	At-Risk	Gifted	English Language Learners
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<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Opportunities for cooperative partner work ● Provide several ways to solve a problem if possible ● Provide visual aids and anchor charts ● Tiered lessons and assignments ● Highlight key directions ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Have student restate information ● Support auditory presentations with visuals ● Assistance in maintaining uncluttered space ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Preferential seating ● Reduction of distractions ● Follow a routine/schedule ● Teach time management skills ● Varied reinforcement procedures ● Work in progress check ● Personalized examples 	<ul style="list-style-type: none"> ● Provide higher-order questioning and discussion opportunities ● Provide texts at higher reading level ● Extension activities 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Read directions to student ● Provide review prior to tests ● Clarify test directions, read test questions
Individualized Learning Opportunities			
<ul style="list-style-type: none"> ● Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area. 			