

GRADE 3 – Unit 2 Rhythm Around

Board Approval

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

Unit Overview

In unit 2, students will learn to:

- Perform rhythms from notation
- identify aurally presented rhythms
- create rhythmic phrases

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	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 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	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	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	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	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 2 Rhythm Around 5 total weeks

Unit Vocabulary

measure	barline	rhythm	quarter note	quarter rest
eighth notes	sixteenth notes	ostinato		

Grade 3 – Unit 2 Rhythm Around 5 total weeks

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Recycled Rhythm 1 lesson	<ul style="list-style-type: none"> • 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation. • 1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • read and perform rhythms with quarter note/ rest, and eight note values <p>Anchor Standards:</p> <ul style="list-style-type: none"> • Anchor Standard 4: Selecting, analyzing, and interpreting work <p>Artistic Process</p> <ul style="list-style-type: none"> • Performing 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ • Materials <ul style="list-style-type: none"> ○ materials for recycled instruments ○ rhythm instruments ○ teacher-made visuals • Activities

	<p>music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance</p>	<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. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Do I know you? <p>Practices:</p> <ul style="list-style-type: none"> ● Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● teacher observation 	<ul style="list-style-type: none"> ○ review rhythms students may have learned in k-2 ○ demonstrate how to make homemade instruments
<p>Surprising rhythm 1 lesson</p>	<ul style="list-style-type: none"> ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation. ● 1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance ● 1.3A.5.Re9a Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’ and personal interpretations to reflect expressive intent. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● identify aurally presented rhythms with quarter note/ rest, and eight note values <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing, and interpreting work ● Anchor Standard 9: Applying criteria to evaluate products <p>Artistic Process</p> <ul style="list-style-type: none"> ● Performing <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. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the surprise? <p>Practices:</p> <ul style="list-style-type: none"> ● Analyze, Interpret, Evaluate <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● vote quiz ● teacher observation 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Share the music textbook series and recordings ● Materials <ul style="list-style-type: none"> ○ teacher-made visuals ○ symphonic recordings “surprise symphony” excerpts and recorded lesson ● Activities <ul style="list-style-type: none"> ○ Practice rhythms ○ Hayden/ surprise symphony reading and recorded lesson ○ Move with surprise rhythms listening map ○ Find the surprise rhythm
<p>Rooster Rhythm 1 lesson</p>	<ul style="list-style-type: none"> ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● read and perform rhythms with quarter note/ rest, eight note, AND sixteenth note values <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Anchor Standard 4: Selecting, analyzing, and interpreting work 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Share the Music text series ● Materials <ul style="list-style-type: none"> ○ Orff instruments (xylophones etc) ○ teacher-made visuals

	<ul style="list-style-type: none"> 1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance 	<p>Artistic Process</p> <ul style="list-style-type: none"> Performing <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. <p>Essential Questions:</p> <ul style="list-style-type: none"> Do roosters have rhythm? <p>Practices:</p> <ul style="list-style-type: none"> Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> vote quiz 	<ul style="list-style-type: none"> Activities <ul style="list-style-type: none"> Sing and play ostinato with “I’ll Rise when the Rooster Crows” practice sixteenth note rhythms identify the rooster rhythm
Building Rhythms 1 lesson	<ul style="list-style-type: none"> 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4b Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance 1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> create and perform rhythmic measures in 4/4 time <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard 4: Selecting, analyzing, and interpreting work Anchor Standard 2: Organizing and developing ideas <p>Artistic Process</p> <ul style="list-style-type: none"> Performing Creating <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. Musicians’ creative choices are influenced by their expertise, context, and expressive intent <p>Essential Questions:</p> <ul style="list-style-type: none"> Can we Build a sweet rhythm ? <p>Practices:</p> <ul style="list-style-type: none"> Plan, Make, Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Teacher observation of performance 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> teacher-made visuals classroom rhythm instruments Chrome books Activities <ul style="list-style-type: none"> Build and practice rhythms with Mrs. Town’s candy shop (google slides) identify heard rhythm examples
Jedi Rhythm 1 lesson	<ul style="list-style-type: none"> 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation. 1.3A.5.Pr4b Demonstrate an understanding of the 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> recognize aurally presented rhythms with quarter note/ rest, and eight note values <p>Anchor Standards:</p> <ul style="list-style-type: none"> Anchor Standard 4: Selecting, analyzing, and interpreting work <p>Artistic Process</p>	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> listening assessment rhythm instruments teacher-made visuals

	<p>structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance</p>	<ul style="list-style-type: none"> ● Analyze, Interpret <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. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Can I be a rhythm Jedi? <p>Practices:</p> <ul style="list-style-type: none"> ● Analyze, Interpret <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● teacher observation ● listening quiz 	<ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ Review unit skills ○ listening quiz
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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)
<p>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.</p>	<p>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.</p>

Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
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	Literacy					
<ul style="list-style-type: none"> ● mathematics ● history/ social studies ● literature: Joseph Hayden bio 	<p><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></p>	<ul style="list-style-type: none"> ● recycled rhythms- demonstrate how to make rhythm instruments from found/ recycled items 	●	●	●	●

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
<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 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● 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

- Personalized examples

Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual • Turn and talk • Running Records/skills check off • teacher observation • secret vote 	<ul style="list-style-type: none"> • Common Summative Assessments • multiple choice listening assessment 	<ul style="list-style-type: none"> • teacher observation of student performance 	<p>N/A for unit 2</p>