

GRADE 3 – Unit 4 Recorder Composition

Board Approval

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

Unit Overview

In unit 4, students will learn to:

- create, notate, and perform original melodic ideas

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	Students will 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 session	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	Students will expand their	<ul style="list-style-type: none"> • Play a recorder song

		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	recorder skills to include playing more notes and more complicated music as well as artistic interpretive elements.	containing more challenging melodic structure <ul style="list-style-type: none"> • Read/ Play new notes and new melodies on recorder • Read/ Play a song on recorder from standard notation with expanded melodic and rhythmic structures.
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Grade 3 – Unit 4 Recorder Composition 3-4 total weeks

Unit Vocabulary

measure	barline	half rest	quarter note	half note
stem	treble staff			

Grade 3 – Unit 4 Recorder Composition 3-4 total weeks

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
Create song	<ul style="list-style-type: none"> • 1.3A.5.Cr1a Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Create our own melodic ideas using the notes we have learned <p>Anchor Standards: Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Artistic Process</p> <ul style="list-style-type: none"> • Creating <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ • Materials <ul style="list-style-type: none"> ○ recorders ○ teacher-made visuals ○ Composition pages • Activities <ul style="list-style-type: none"> ○ Improvise ideas ○ Record ideas in non-standard then Standard notation

		Essential Questions: <ul style="list-style-type: none"> Can I BAG my own song? Practices: <ul style="list-style-type: none"> Imagine Suggested Formative Assessment(s): <ul style="list-style-type: none"> teacher observation of individual work- ideas boxes worksheet 	
notate song 1-2 lessons	<ul style="list-style-type: none"> 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. 1.3A.5.Cr3a Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. 	Obj. We are learning to: <ul style="list-style-type: none"> Write our musical ideas in standard notation on the treble staff Anchor Standards: Anchor Standard 2: Organizing and developing ideas Anchor Standard 3: Refining and completing products. Artistic Process <ul style="list-style-type: none"> Creating Enduring Understandings: <ul style="list-style-type: none"> Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria Essential Questions: <ul style="list-style-type: none"> Can I BAG my own song? Practices: <ul style="list-style-type: none"> Plan, Make Evaluate Refine Suggested Formative Assessment(s): <ul style="list-style-type: none"> Staff Composition papers 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> teacher-made visuals recorders staff paper Activities <ul style="list-style-type: none"> Improvise ideas Record ideas in non-standard then standard notation
perform song 1-2 lessons	<ul style="list-style-type: none"> 1.3A.5.Cr3b Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. 	Obj. We are learning to: <ul style="list-style-type: none"> Refine and perform our original composition for recorder Anchor Standards: Anchor Standard 3: Refining and completing products. Artistic Process <ul style="list-style-type: none"> Creating Enduring Understandings: <ul style="list-style-type: none"> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria Essential Questions: <ul style="list-style-type: none"> Can I BAG my yellow belt? Practices: <ul style="list-style-type: none"> Evaluate Refine 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> recorders teacher-made visuals Activities <ul style="list-style-type: none"> Rehearse individual compositions Perform as duets with the teacher

		Suggested Formative Assessment(s): <ul style="list-style-type: none"> • observation of small ensemble playing 	
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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"> • mathematics 	<i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for</i>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	each Topic area.					
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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 • Provide Peer helper/ playing partners 	<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 • Provide Peer helper/ playing partners 	<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
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. 			

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 	<ul style="list-style-type: none"> • Common Summative Assessments • Composition written in standard notation 	<ul style="list-style-type: none"> • teacher observation of student performance in duets 	<ul style="list-style-type: none"> • Composition assignment- Original Composition for recorder