

## GRADE 3 – Unit 5 Recorders Beyond

### Board Approval

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

### Unit Overview

In unit 5, students will learn to:

- Play more complicated songs from staff notation
- Refine songs for performance

### 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"> <li>● identify/ demonstrate melodic direction in music we see and hear</li> <li>● identify musical events in a programmatic song using musical elements</li> <li>● use elements of music to to determine the theme in a programmatic work</li> <li>● recognize changes in pitch, rhythm, volume or tempo</li> <li>● identify musical elements of pitch, rhythm, volume, and</li> </ul>

				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"> <li>• read and perform rhythms with quarter note/ rest, and eight note values</li> <li>• identify aurally presented rhythms with quarter note/ rest, and eight note values</li> <li>• create and perform rhythmic measures</li> <li>• recognize aurally presented rhythms with quarter note/ rest, and eight note values</li> </ul>
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"> <li>• Play a wind instrument with good breath control and good tone</li> <li>• Read/recognize staff notation for treble clef B and A</li> <li>• Play with appropriate technique and tone</li> <li>• read/ Recognize treble staff notation for B, A, G</li> <li>• perform a song from standard notation using 3 pitches and a variety of rhythmic values</li> </ul>
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"> <li>• Create our own melodic ideas using the notes we have learned</li> <li>• Write our musical ideas in standard notation on the treble staff</li> <li>• Refine and perform our original composition for recorder</li> </ul>

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"> <li>• Play a recorder song containing more challenging melodic structure</li> <li>• Read/ Play new notes and new melodies on recorder</li> <li>• Read/ Play a song on recorder from standard notation with expanded melodic and rhythmic structures.</li> </ul>
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**Grade 3 – Unit 5 Recorders Beyond 7-8 total weeks**

**Unit Vocabulary**

measure	barline	half rest	quarter note	half note
	treble staff	Legato	Whole Note	tempo

**Grade 3 – Unit 5 Recorders Beyond 7-8 total weeks**

<b>Topic &amp; # Days</b>	<b>NJ Visual and Performing Arts Standards</b>	<b>Critical Knowledge &amp; Skills</b>	<b>Possible Resources &amp; Activities</b>
Merrily MOVES along 2 lessons	<ul style="list-style-type: none"> <li>• 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</li> <li>• 1.3A.5.Pr4c. Analyze selected music by reading</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Play a recorder song containing more challenging melodic structure</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>• Anchor Standard 4: Selecting, analyzing, and interpreting work</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>• Performing</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Performers’ interest in and knowledge of musical</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Recorder Karate/ Plank Road Publishing</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ recorders</li> <li>○ teacher-made visuals</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Read/ Rehearse sections of a song then full song</li> <li>○ Perform in small ensembles</li> </ul> </li> </ul>

	<p>and performing using standard notation.</p>	<p>works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Can I BAG a harder song?</li> <li>● Can I BAG my orange belt?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Select Analyze, Interpret</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● teacher observation of small group/ ensemble playing</li> </ul>	
<p>E is for Everyone 3 lessons</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.</li> <li>● 1.3A.5.Pr4d. Explain how context (e.g., personal, social, cultural, historical) informs performances.</li> <li>● 1.3A.5.Pr4e. Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style)</li> <li>● 1.3A.5.Pr6a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> <li>● 1.3A.5.Pr6b. Demonstrate</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Read/ Play new notes and new melodies on recorder</li> </ul> <p><b>Anchor Standards:</b> Anchor Standard 5: Developing and refining techniques and models or steps needed to create products</p> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Performing</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Can they work together?</li> <li>● Can I play a Chinese song?</li> <li>● Can I earn my red belt?</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Select, Analyze, Interpret</li> <li>● Rehearse, Evaluate, Refine</li> <li>● Present</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● teacher observation of student small ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Hands on Recorder/ On the Yangtze</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ teacher-made visuals</li> <li>○ recorders</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Read/ Rehearse sections of a song then full song</li> <li>○ choose appropriate tempo based on song theme</li> <li>○ Perform in small ensembles</li> </ul> </li> </ul>

	<p>performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>		
<p>Doing D 2-3 lessons</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.</li> <li>● 1.3A.5.Pr5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</li> <li>● 1.3A.5.Pr5b Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</li> <li>● 1.3A.5.Pr6a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</li> <li>● 1.3A.5.Pr6b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Read/ Play a song on recorder from standard notation with expanded melodic and rhythmic structures.</li> </ul> <p><b>Anchor Standards:</b></p> <ul style="list-style-type: none"> <li>● Anchor Standard 4: Selecting, analyzing, and interpreting work</li> <li>● Anchor Standard 5: Developing and refining techniques and models or steps needed to create products</li> <li>● Anchor Standard 6: Conveying meaning through art.</li> </ul> <p><b>Artistic Process</b></p> <ul style="list-style-type: none"> <li>● Performing</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Can I Do D?</li> <li>● Can I Do a LONG SONG?</li> <li>● Can I earn my purple belt</li> </ul> <p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>● Select, Analyze, Interpret</li> <li>● Rehearse, Evaluate, Refine</li> <li>● Present</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● observation of small ensemble playing</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Recorder Karate/ Plank Road Publishing</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ recorders</li> <li>○ teacher-made visuals</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Rehearse song sections and Analyze form in Old MacDonald</li> <li>○ Select appropriate tempo based on song theme</li> <li>○ Rehearse Old MacDonald and perform</li> </ul> </li> </ul>

**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"> <li>mathematics</li> <li>geography/ social studies</li> </ul>	<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>	•	•	•	•	•

**Possible Assessment and Instructional Modifications**

Special Education	At-Risk	Gifted	English Language Learners
<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>	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize	<ul style="list-style-type: none"> <li>Enrichment projects</li> <li>Higher-level cooperative learning activities</li> <li>Provide higher-order questioning and discussion opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continue practicing vocabulary</li> <li>Read directions to student</li> <li>Provide review prior to tests</li> <li>Clarify test directions, read test</li> </ul>

<b>Possible Modifications/Accommodations</b> <ul style="list-style-type: none"> <li>● Extra time on assessments</li> <li>● Use of a graphic organizer</li> <li>● Opportunities for cooperative partner work</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Allow for redos/retakes</li> <li>● Provide Peer helper/ playing partners</li> </ul>	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: <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Have student restate information</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Follow a routine/schedule</li> <li>● Teach time management skills</li> <li>● Varied reinforcement procedures</li> <li>● Work in progress check</li> <li>● Personalized examples</li> <li>● Provide Peer helper/ playing partners</li> </ul>	<ul style="list-style-type: none"> <li>● Extension activities</li> </ul>	questions
<b>Individualized Learning Opportunities</b>			
<ul style="list-style-type: none"> <li>● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.</li> </ul>			

Possible Assessments			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> <li>● Anecdotal notes during whole group, small group and individual</li> <li>● Turn and talk</li> <li>● Running Records/skills check off</li> <li>● teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● Common Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● teacher observation of student performance in small ensemble playing groups</li> </ul>	N/A for unit 5

