

General Music / Grade 3

Rhythm, Steady Beat, Note Values

Subject: General Music	Grade: 3	Unit: 1-Rhythm, Steady Beat, Note Values	Suggested Timeline: 12 Focused Cycles and Year Long Concept
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Grade Level Summary	Students in third grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm, Steady Beat, Note Values 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Tone Color

Unit Title	Rhythm and Steady Beat, extension Note Values
Unit Summary	Steady beat and rhythm are the cornerstones of elementary musical performance and instruction. This unit provides a foundation for rhythmic reading and a stepping stone for year long dictation, practice, and performance.

Unit Essential Questions

1. Why is a steady beat important?
2. What is the difference between beat and rhythm?
3. How are tah, ti-ti, and rest notated in third grade?
4. How do you perform tah, ti-ti, and rest rhythm patterns?
5. How are longer sounds notated in music?
6. What are rehearsal techniques to perfect rhythm patterns?
7. How can a group play multiple patterns at the same time?

Key Understandings

1. Steady beat is important for any group to stay together while performing.
2. The beat stays the same the rhythm changes
3.  (tah/Quarter),  (ti-ti/Eighth), and  (rest)
4. Students demonstrate by performance on voice, body percussion, and classroom instruments.
5.  (half note),  (whole note)
6. Break into smaller chunks, practice with counting out loud, practice with counting silently, conductor counts and ensemble watches and follows conducting gestures.
7. By dividing the group into smaller sections, each can be given a different rhythm pattern to make the music more exciting.

Focus Standards Addressed in the Unit	
9.1.3.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3.G	Recognize the function of rehearsals and practice sessions.
MU:Cr1.1.3b	Generate musical ideas (rhythms and melodies) within a given tonality and/or meter
MU:Pr6.1.3a	Perform music with expression and technical accuracy

Important Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.1.3H	Handle materials (instruments) safely, identify instruments used
MU:Pr5.1.3b	Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges
MU:Pr6.1.3b	Demonstrate performance decorum and audience etiquette appropriate for the context and venue
MU:Re9.1.3a	Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Misconceptions		Proper Conceptions	
1. The terms beat and rhythm are interchangeable.		1. The beat is constant and the rhythm changes.	
2. Steady beat is not important for an ensemble to perform together.		2. Steady beat binds an ensemble together.	
3. All rhythmic notation looks the same.		3. Rhythmic notation varies based on the performer.	
4. A fast performance is better than a slow one		4. Music should be practiced slowly, then sped up, each speed has its own application	
5. Every section works alone they do not need to work together.		5. Ensembles need to listen to each other to achieve a good performance.	
6. All notes get one beat of sound		6. Longer notes need continuous sound (rolling or holding out the note)	

Concepts:	Competencies: The students will...	Vocabulary:
1. Music is comprised of sounds and silences arranged in rhythms.	1. move to music based on given note values.	1. Beat
2. Instruments and bodies can be used to perform those rhythms.	2. identify if music has a steady beat and find that beat on their body/instrument	2. Rhythm
3. Notes are visual representations of sounds.	3. notate music using rhythm symbols.	3. Steady
4. It is important for a performer to know the values of the notes in order to perform music accurately.	4. move and freeze to demonstrate beats or rests.	4. Tah
		5. Ti-Ti
		6. Notes
		7. Rest
		8. Whole
		9. Half
		10. Quarter
		11. Eighth

	5. read rhythmic notation and perform those patterns alone and by echoing others 6. sing a song and play a rhythm pattern to accompany themselves. 7. share the performance of a rhythm pattern with a partner and perform the whole rhythm pattern alone (different skill set, relying on others or yourself) 8. create their own rhythm patterns and perform them	12. Roll 13. Conductor
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Assessments:

1. Teacher visual assessment - observation of rhythm performance
 2. Written assessments - group dictation activities
 3. Class member visual assessment - observation of rhythm performance corrected by peers
 4. Performance assessment - teacher observes rhythm card performances & percussion rhythm composition
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3c-Engaging Students in Learning

*Student groups

Differentiation:

1. Instrument modification
 2. Alternative movement for rests
 3. Notation modification
 4. Positioning weaker students in a group with stronger students
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Interdisciplinary Connections:

1. Math (beat and meter division)
 2. Physical Education (beats and pulse as it relates to movement)
 3. Literature (readers theatre, reading with a steady cadence)
 4. Language Arts (reading and spelling)
 5. History/Social Studies (war of 1812, Star Spangled Banner, Francis Scott Key)
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Additional Resources:

1. K8 Magazine
 2. Rhythm Dictation Packets
 3. Balls for Steady Beat Activity
 4. Smartboard
 5. Computer
 6. Dance Ribbons
 7. Classroom Instruments
 8. CDs
 9. Library Books
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Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 3

Performance Skills

Subject: General Music	Grade:3	Unit: 2-Performance Skills	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in third grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm, Steady Beat, Note Values 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Tone Color

Unit Title	Performance Skills
Unit Summary	All performers need different skill sets for practice vs. performance. Good performance skills make a song look and sound like a polished performance. Good performance skills are not only for singing and performing on instruments. These skills can be applied to public speaking and classroom presentations also.

Unit Essential Questions <ol style="list-style-type: none"> 1. What does a good performance <u>look</u> like? 2. What does a good performance <u>sound</u> like? 3. What does a good audience member look & sound like? 4. How does a conductor help the ensemble? 	Key Understandings. <ol style="list-style-type: none"> 1. Performers should: be focused on the conductor, have calm, respectful bodies, smile show the audience that they are happy to be there. 2. Performers should: use their best singing voice or best playing technique, blend their voice/instrument with the rest of the ensemble and not “stick out”, and know their music well. 3. Audience members are part of the show, too. Their job is to be quiet and focused on the performance and show their respect and gratitude through applause. 4. Conductors hold the ensemble together, remind performers of what music is ahead, and send visual reminders during a performance.
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Focus Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
9.1.3.G	Recognize the function of rehearsals and practice sessions
9.4.3.C	Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (listening to live music vs. music that is on a recording)

MU: Pr4.2.4a	Demonstrate understanding of the structure in music selected for performance
Important Standards Addressed in the Unit	
9.1.3.I	Identify arts events that take place in schools and in communities
9.2.3.E	Analyze how historical events and culture impact forms techniques, and purposes of works in the arts
MU:Pr4.1.3a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context
MU:Pr4.2.3b	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation

Misconceptions	<ol style="list-style-type: none"> 1. Body position does not affect sound production. 2. Conductors just keep the beat. 3. When my part is over, the song is over. 4. Singing is easy, it does not need to be practiced. 5. The behavior of the audience does not affect a performance. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Posture is very important for singers and instrumentalists to look and sound their best. 2. A conductor's job is to hold the ensemble together, and make a performance easier for the musicians, through expressive and reminding gestures. 3. A musician is attentive and in performance position from the first note of the piece until the last note, showing respect for the other performers. 4. Singers need to practice their skills to achieve the best group performance. 5. An audience can entirely change the end result of a musical performance and the musicians confidence and ability to perform.
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Concepts: <ol style="list-style-type: none"> 1. Posture is very important to a good performance. 2. Singers use their voices differently based on the type of music they are performing. 3. Listening skills are just as important as singing and playing skills when it come to performance time. 4. Audience members have high standards just as performers do. 	Competencies: The students will... <ol style="list-style-type: none"> 1. sing using a good singing voice. 2. demonstrate the proper body position for a performance. 3. demonstrate and be able to distinguish between good and bad vocal sounds. 4. compare the role of performer, accompanist, and conductor and know what is expected of each. 5. perform (sing) in a group for an audience. 6. demonstrate proper audience behavior at a live and recorded musical performance 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Performer 3. Deep Breath 4. Hold (fermata) 5. Accompaniment 6. Audience 7. Live Performance 8. Preview (gestures, conducting)
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Assessments:

1. Teacher visual assessment - observation of group singing performance, and behavior as audience members
 2. Class member visual assessment - observation of singing performances corrected by peers
 3. Performance assessment - teacher observes individual singing skills from within a group
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3E-Demonstrating Flexibility and Responsiveness

*Lesson Adjustment

*Response to students

*Persistence

Differentiation:

1. Lyrics taught by rote & allowing the performer to read lyrics from a sheet
 2. Visual cues to remind singers of the lyrics
 3. Notation modification
 4. Preferential Seating (weak singer near a strong one)
 5. Limiting distractions during a musical performance (when acting as an audience member)
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Interdisciplinary Connections:

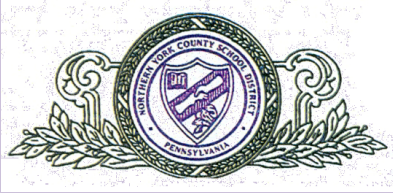
1. Physical Education (breathing and breath support)
 2. History/Social Studies/Culture (topic of the song, SSB, Veterans Day, Christmas)
 3. Language Arts (reading and spelling, fluency)
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Additional Resources:

1. K8 Magazine
 2. Smartboard
 3. Computer
 4. Classroom Instruments
 5. CDs
 6. Video device to record performances for playback and critique
 7. Audience
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Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 3

Types of Musical Performances

Subject: General Music	Grade: 3	Unit: 3-Types of Musical Performances	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in third grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm, Steady Beat, Note Values 2-Performance Skills 3-Types of Musical Performances 4-Composers & Composition 5-Tempo 6-Dynamics 7-Tone Color

Unit Title	Types of Musical Performances
Unit Summary	There are many types of musical performances that students should know about. In third grade we focus on Concerts (vocal and instrumental), Ballet and Musicals. This unit fits together nicely with Performance Skills and Tone Color. We compare Ballets to Musicals and discuss the role of the performers in each performance.

Unit Essential Questions <ol style="list-style-type: none"> What is a musical? How is a musical different from a ballet? How is a play different from a musical? 	Key Understandings. <ol style="list-style-type: none"> A musical is a performance where the story is conveyed through singing, and dialogue between characters. There is also some dancing in a musical. How is the story told? Musical=(singing and acting) Ballet=(instrumental music and dancing) The main way for characters to tell the story in a play is by talking. In a musical the songs also help the characters tell the story.
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Focus Standards Addressed in the Unit	
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms
9.1.3.G	Recognize the function of rehearsals and practice sessions
9.1.3.I	Identify arts events that take place in schools and in communities
MU:Pr4.2.3b	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Important Standards Addressed in the Unit	
9.2.3.D	Analyze a work of art from its historical and cultural perspective
9.3.3.A	Recognize critical processes used in the examination of works in the arts and humanities
9.3.3.C	Know classification skills with materials and processes used to create works in the arts
MU:Pr4.2.3c	Describe how context (such as personal and social) can inform a performance
MU:Pr6.1.3b	Demonstrate performance decorum and audience etiquette appropriate for the context and venue
MU:Re7.1.3a	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

Misconceptions	<ol style="list-style-type: none"> Gender Roles, the gender of the actor needs to be the same as that of the character the actor portrays. All versions of a story are going to be the same. 	Proper Conceptions	<ol style="list-style-type: none"> It is common to find performers in the role of the opposite gender. (Peter Pan=female, Madame Ginger=male) Rarely does a musical script follow a known story. The main elements are there (characters, general setting, some events) however because it is set on a stage with real people there are limitation of what can be done (flying without strings, live animals on stage)
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Concepts: <ol style="list-style-type: none"> Ballet is a musical art form that tells a story through dance. A musical is an art form that tells a story using dialogue and singing. A play is not a musical performance. Music is not needed to tell the story. 	Competencies: The students will... <ol style="list-style-type: none"> study the story of <u>Peter Pan</u> sing songs from the musical <u>Peter Pan</u> watch a performance of <u>Peter Pan</u> the musical in class compare play, musical and ballet, how is the story told, how do the performers tell the story in each style of performance? 	Vocabulary: <ol style="list-style-type: none"> Orchestra Dancer Ballet Play Concert Props Costumes Acts Stage
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Assessments:

- Teacher visual assessment - observation of group watching performance and group discussion.
- Student performance assessment-assessment of individual student singing from within a large group

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3b-Using Questioning and Discussion Techniques

*Discussion Techniques & Student Participation

Differentiation:

1. Previewing the story so that students know the what to expect before watching the video.
 2. Preferential Seating (to keep focus on the performance video)
 3. Teacher verbal guidance to help follow the story.
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Interdisciplinary Connections:

1. History/Social Studies/Culture (Time Period & Setting of the story)
 2. Language Arts (reading and spelling, fluency)
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Additional Resources:

1. Peter Pan video
 2. Music textbooks
 3. Smartboard
 4. Computer
 5. CDs
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Created By:

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General Music / Grade 3

Composers & Composition

Subject: General Music	Grade: 3	Unit: 4-Composers & Composition	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in third grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Tone Color

Unit Title	Composers & Composition
Unit Summary	Third graders are familiar with composing rhythms and melodies using a strict framework. In this unit they are given the opportunity to compose freely. Their rhythms are then performed for the class on their choice of percussion instrument.

Unit Essential Questions <ol style="list-style-type: none"> 1. What does a Composer do? 2. What is the difference between a Composer and a Conductor? 3. What are the rules for composition in third grade? 4. How are “long” tones written in music? How are they played? 	Key Understandings. <ol style="list-style-type: none"> 1. A composer is someone who writes music. 2. A conductor leads a group of musicians. Sometimes a composer is also a conductor, but the two job titles have different meanings. 3. Third graders compose in 4/4 time. They use whole, half, quarter and eighth notes to notate their compositions (standard notation). 4. Because of the characteristics of classroom percussion instruments, whole and half notes are played by “rolling”.
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Focus Standards Addressed in the Unit	
9.1.3.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3.C	Recognize and use fundamental vocabulary within each of the arts forms.
MU:Cr1.1.3b	Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
MU: Cr2.1.3b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Important Standards Addressed in the Unit	
9.1.3.H	Handle Materials, equipment and tools safely at work and performance spaces
9.3.3.A	Recognize critical processes used in the examination of works in the arts and humanities (critique compositions)
MU:Cr3.1.3a	Evaluate, refine, and document revisions to personal musical ideal, applying teacher-provided and collaboratively-developed criteria and feedback.
MU:Pr5.1.3b	Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Misconceptions	<ol style="list-style-type: none"> 1. Composers always write music that they can perform. 2. As long as you use the correct note, it doesn't matter where it is written or how neat it is. 3. Composers always compose music based on their style and what they like. 	Proper Conceptions	<ol style="list-style-type: none"> 1. While some composers write and perform their own music, many others write for instruments that they CAN NOT play. Composers who write music for an ensemble often can not play their compositions. 2. Being able to read a composition is the first step to being able to perform it. In an ensemble, many players need to be reading the same music, and there is not room for "what does that say?" Neatness certainly counts in the final draft of a composition. 3. Composer is a paid position. While all composers want to spend their time making their own dreams come to life through music, many still take composition jobs to pay the bills. ex: writing music for movies or commercials
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Concepts: <ol style="list-style-type: none"> 1. Composition is the act of writing music for performance. 2. Composers write music. They write music for many different reasons. 3. A well thought out composition is easier to perform than a disorganized composition. 	Competencies: The students will... <ol style="list-style-type: none"> 1. compose 12 measure rhythm patterns in 4/4 time, using whole, half, quarter, and eighth notes in a group setting. 2. perform their compositions with the same group for the class. 3. discuss why composers compose (who commissioned, for what purpose, what influenced?) 	Vocabulary: <ol style="list-style-type: none"> 1. Conductor 2. Composer 3. Composition 4. Orchestra 5. Ballet 6. Rhythm 7. Concert 8. Note Values (Whole, Half, Quarter, Eighth)
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Assessments:

1. Teacher visual assessment - observation of composition process
 2. Peer assessment - discussion of composition performances (peer review)
 3. Written assessment- submission of written composition (did it follow composition guidelines?)
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3A - Communicating With Students, Directions and Procedures

*Composition has rules and guidelines that students need to know and follow.

Domain 3C - Engaging Students in Learning, Activities

*Students compose and perform their own music (hands on).

Domain 3D-Using Assessment in Instruction

*Assessment criteria

Differentiation:

1. Modified Composition Outline (place holders for longer notes)
 2. Group performance (for those who are shy about performing in front of the class)
 3. Instrument Choice (to fit performance ability)
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Interdisciplinary Connections:

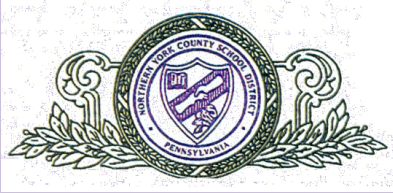
1. Math (counting number of beats & place holders to compare length)
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Additional Resources:

1. Materials for composition notation
 2. Classroom percussion instruments (various drums)
 3. Computer
 4. Smartboard
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Created By:

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General Music / Grade 3

Tempo

Subject: General Music

Grade: 3

**Unit:
5-Tempo**

**Suggested Timeline: 3
Semi-Focused Cycles and
Year Long Concept**

Grade Level Summary	Students in third grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Tone Color

Unit Title	Tempo
Unit Summary	Students will explore <i>Tempo</i> through literature, movement, vocal performance, and instrumental performance. Students will learn Italian musical terms used to describe tempo and articulation.

Unit Essential Questions <ol style="list-style-type: none"> 1. What is tempo? 2. How can the tempo of a song influence the mood? 3. Are there tempi between FAST and SLOW? 4. What is articulation? 	Key Understandings. <ol style="list-style-type: none"> 1. Tempo is the speed of the beat or speed of music. 2. The mood of a story or movie can change as the background music changes tempo (ex: largo to presto, becoming exciting, sneaking up, scary). 3. Largo=Slow, Andante=walking speed, Moderato=medium, Allegro=fast, Presto=very fast 4. Articulation describes how a note is performed.
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Focus Standards Addressed in the Unit	
9.3.3.A	Recognize critical processes used in the examination of works in the arts and humanities.
9.3.3.B	Know that works in the arts can be described by using the arts elements, principles and concepts (tempo).
MU:Pr4.3.3a	Demonstrate and describe how intent is conveyed through expressive qualities (such as tempo & dynamics).
MU:Pr6.1.3a	Perform music with expression and technical accuracy.

Important Standards Addressed in the Unit	
9.1.3.J	Know and use traditional and contemporary technologies for production, performing and exhibiting works in the arts or the works of others (iPad Apps).
9.2.3.K	Identify, explain and analyze traditions as they relate to the arts (work songs, lullabies).
MU:Re7.2.3a	Demonstrate and describe how a response to music can be informed by the structure, the use of elements or music, and context.
MU:Re8.1.3a	Demonstrate and describe how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
MU:Cn10.0.3a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Misconceptions	<ol style="list-style-type: none"> 1. You can change the tempo of a piece of music if it gets too difficult or if you get bored. 2. Performers always set the tempo of a piece of music. 3. Performers perform notes the way that they want to. There is no way to notate how the note should sound. 4. Slow music is always sad. 	Proper Conceptions	<ol style="list-style-type: none"> 1. A steady beat is very important when following the tempo markings in a song. 2. Performers follow composers suggested tempo markings. In an ensemble, it is the conductor's job to keep everyone performing at the same tempo. 3. Articulations are notated in music in the same way that tempo and dynamics are. Composers are very careful to choose the correct articulation to match the mood of the piece. 4. Tempo, dynamics, and tonality, are separate expressive qualities.
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Concepts: <ol style="list-style-type: none"> 1. Tempo is an important expressive quality that can change the mood of a piece of music. 2. Articulations are another way for composers and performers to convey the “story” of a piece of music (and make the music more interesting for those in the audience). 	Competencies: The students will... <ol style="list-style-type: none"> 1. show the tempo of music using their bodies and dancing ribbons. 2. analyze lyrics and determine an appropriate tempo for song performance. 3. analyze a story and assign tempo markings based on the storyline. 4. discuss genres and their “typical” tempos. 5. perform (with instruments and voices) a piece that has a changing tempo. 6. perform a piece of music with appropriate articulations. 	Vocabulary: <ol style="list-style-type: none"> 1. Largo 2. Andante 3. Moderato 4. Allegro 5. Presto 6. Staccato 7. Legato 8. Tenuto 9. Fermata (hold) 10. Accelerando 11. Ritardando
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Assessments:

1. Teacher visual assessment - observation of movement with ribbons
 2. Peer assessment - analysis and discussion of lyrics to assign tempo markings
 3. Performance assessment- performance of tempo markings in the song, Don Gato
 4. Quaver™ classroom quiz
 5. Written assessment- tempo quiz
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3C - Engaging Students in Learning, Activities

*Demonstration of tempo in various ways

Differentiation:

1. Lyrics read out loud for those who are unable to read. Pictorial Version.
 2. Movement activities modified for those who need it.
 3. Mnemonics and memory tricks for terms and definitions.
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Interdisciplinary Connections:

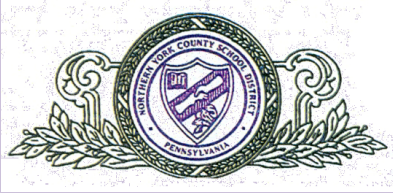
1. Reading & Language Arts (lyrics & story)
 2. Physical Education (rate and intensity, speed)
 3. Culture (Mexican folk song, Spanish terms)
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Additional Resources:

1. Movement Ribbons
 2. Quaver™ DVD
 3. Computer
 4. Smartboard
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Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 3

Dynamics

Subject: General Music	Grade: 3	Unit: 6-Dynamics	Suggested Timeline: 3 Semi-Focused Cycles and Year Long Concept
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Grade Level Summary	Students in third grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Tone Color

Unit Title	Dynamics
Unit Summary	Students will explore <i>Dynamics</i> through composition, movement, vocal performance, and instrumental performance.

Unit Essential Questions <ol style="list-style-type: none"> 1. What are dynamics? 2. What are the terms that third graders use to describe dynamics? 3. How can a crescendo change the mood of a piece of music? A decrescendo? 4. How do musicians perform dynamics with instruments? 	Key Understandings. <ol style="list-style-type: none"> 1. Dynamics describe the volume of music. 2. Fortissimo=very loud, Forte=loud, Mezzo Forte=medium loud, Mezzo Piano=medium quiet, Piano=quiet, Pianissimo=very quiet 3. A crescendo can give the feeling of excitement or unrest. A decrescendo can give the feeling of relaxation. 4. Musicians playing techniques are different based on the dynamic they need to perform.
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Focus Standards Addressed in the Unit	
9.1.3.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3C	Recognize and use fundamental vocabulary within each of the arts forms.
MU:Pr4.2.3b	When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

MU:Pr4.3.3a	Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
Important Standards Addressed in the Unit	
9.2.3.J	Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
9.3.3.F	Know how to recognize and identify similar and different characteristics among works in the arts (work songs).
MU:Pr5.1.3b	Rehearse to refine technical accuracy, expressive qualities, and identified performing challenges.
MU:Pr6.1.3a	Perform music with expression and technical accuracy.

Misconceptions	<ol style="list-style-type: none"> Each instrument has only one dynamic (ex:drums are loud). Fortissimo is the same on every instrument. Singers and musicians can perform at the same dynamic, and the audience will be able to hear everyone. 	Proper Conceptions	<ol style="list-style-type: none"> Most instruments can play a variety of dynamics. Most instruments are capable of performing at a louder dynamic than singers. Forte for a singer may not be as loud as forte for trumpet player. When singers and instrumentalists are performing together, the instrumentalists need to observe a dynamic “under” that of the singers for the best complete performance.
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Concepts: <ol style="list-style-type: none"> Dynamics are important expressive qualities that can change the mood of a piece of music. When instruments accompany singers, it is very important to observe the written dynamics. Dynamics can be used to change the form of a piece of music. 	Competencies: The students will... <ol style="list-style-type: none"> show the dynamic of music using their bodies and dancing ribbons. explore dynamics on classroom instruments and choose dynamics for performance based on those findings. compose and perform rhythm patterns at different dynamics. 	Vocabulary: <ol style="list-style-type: none"> Pianissimo Piano Mezzo Piano Mezzo Forte Forte Fortissimo Crescendo Decrescendo Vocal Instrumental
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Assessments:

- Teacher visual assessment - observation of movement with ribbons
- Written assessment- rhythmic & melodic piece with assignment of dynamics appropriate for performance
- Performance assessment-Ram Sam Sam performance with rhythmic accompaniment and melodic ostinato following student specified dynamics

Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3C - Engaging Students in Learning, Activities

*Demonstration of dynamics in various ways

Differentiation:

1. Modification of instrument choice
 2. Modification for students with sensitivity to changes in volume (dynamics)
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Interdisciplinary Connections:

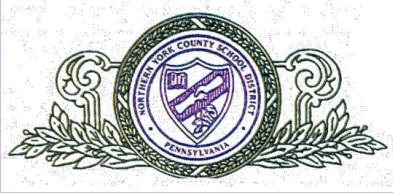
1. Reading (lyrics)
 2. Science (sound frequency)
 3. Physical Education (movement)
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Additional Resources:

1. Movement Ribbons
 2. Ram Sam Sam template
 3. Classroom Percussion Instruments (pitched & non-pitched)
 4. Computer
 5. Smartboard
 6. Quaver TM DVD
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Created By:

Rachel Sherman and Karla Silbaugh



General Music / Grade 3

Tone Color

Subject: General Music

Grade: 3

**Unit:
7-Tone Color**

**Suggested Timeline: 5
Focused Cycles**

Grade Level Summary	Students in third grade sing alone and with others, perform on classroom instruments, explore music from multiple genres, and recognize standard musical notation.
Grade Level Units	1-Rhythm/Steady Beat 2-Performance Skills 3-Performance Types 4-Composers & Composition 5-Tempo 6-Dynamics 7-Tone Color

Unit Title	Tone Color
Unit Summary	Tone Color is the how musicians describe the instruments used to perform a selection (instruments, voices, non-traditional “instruments”). Third graders do an in-depth study into each instrument family in preparation for participation in band and orchestra at the beginning of fourth grade.

Unit Essential Questions <ol style="list-style-type: none"> What is an instrument family? How do instruments in the brass family produce a sound? String Family? Woodwind Family? Percussion Family? What types of music are played by the brass family? String Family? Woodwind Family? Percussion Family? Why is instrument choice so important to a composer? 	Key Understandings. <ol style="list-style-type: none"> A family is how instruments are grouped. Brass=lips vibrate (buzz) String=strings vibrate (pluck, strum, hit, bow) Woodwind=air vibrates (with or without a reed) Percussion=instrument vibrates (strike, shake, scrape) Brass=orchestral, band, Jazz String=orchestral, chamber, bluegrass Woodwind=orchestral, band, chamber, marching Percussion=orchestral, band, ensemble, marching (drumline) Composers choose instrument families carefully to achieve the correct moods or a piece of music.
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Focus Standards Addressed in the Unit	
9.1.3.D	Use knowledge of varied styles within each art form through a performance or exhibition or unique work.
9.2.3.A	Explain the historical, cultural and social context of an individual work in the arts.

MU:Re7.1.3a	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
Important Standards Addressed in the Unit	
9.2.3.C	Relate works in the arts to varying styles and genre and to the periods in which they were created.
9.4.3D	Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (tone color or ensemble choice by composers).
MU:Re9.1.3a	Evaluate musical works and performances applying established criteria, and describe appropriateness to the context.
MU:Cn10.0.3a	Demonstrate how interests knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Misconceptions	<ol style="list-style-type: none"> 1. Instruments can be classified based on visual characteristics. 2. All instruments can play all types of music. 3. There is one correct way to play each instrument. 	Proper Conceptions	<ol style="list-style-type: none"> 1. Instruments are classified based on how their sound is produced. 2. While any instrument CAN play any type of music, there are norms that most composers/ instrumentalists abide by (Jazz trumpet=expected, Jazz bassoon=unexpected instrument choice). 3. Musicians are always experimenting with new ways to play classical instruments (ex: prepared piano or electric violin with electric guitar pedals).
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Concepts: <ol style="list-style-type: none"> 1. Instruments can be divided into families. 2. The size of the instrument determines its pitch range, however tubing can be wrapped to make the instrument easier to carry (so it may look smaller). 3. Musicians often musical notation to designate the pitch and duration of their notes. Some players improvise based on a theme, and others need to have their part memorized perfectly to stay together with the rest of the ensemble. 	Competencies: The students will... <ol style="list-style-type: none"> 1. classify instruments based on how the sound is produced (what vibrates). 2. explore different performance ensembles and the instruments that traditionally perform in those groups. 3. order instruments based on size and then make predictions about the pitches that will be produced. 	Vocabulary: <ol style="list-style-type: none"> 1. Vibration 2. Instrument Family 3. String 4. Percussion 5. Brass 6. Woodwind 7. Lips Buzzing 8. Shake 9. Scrape 10. Strike 11. Pitched 12. Unpitched 13. Upward 14. Downward
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Assessments:

1. Teacher visual assessment - observation of student movement activities (folk dancing ex: bluegrass).
 2. Peer assessment - discussion/determination of family based on how instrument is played.
 3. Written assessment- Tone Color (instruments of the orchestra) quiz.
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

Domain 3B-Using Questioning and Discussion Techniques

*Discussion Techniques

Domain 3C- Managing Classroom procedures

*Safe use of instruments

Differentiation:

1. Modified instrumental performance
 2. Study guide of instrument quiz
 3. Guideline and framework for sorting instruments
-

Interdisciplinary Connections:

1. Math (sorting)
 2. Science (sound/vibration)
 3. Social Studies (cultural instruments)
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Additional Resources:

1. Various orchestral instruments
 2. Percussion Instruments
 3. Computer
 4. Smartboard
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