

# Groton Public Schools Curriculum Map

## INTRODUCTION

Course Title:

Curriculum Area and Grade: 3

### Course Purpose:

Music is a vital part of each student's daily life. Third grade general music is offered to students of all learning modalities and is designed to offer a myriad of opportunities for active participation and success. Students are regularly engaged in singing, playing instruments, moving to music, reading, notating, and creating music. Students in third grade use the recorder to accomplish many of these learning goals. Carefully selected materials provide a framework whereby students learn to understand and appreciate their own historical and cultural heritage as well as those of other cultures. Music adds quality to life as it promotes mental development and provides an outlet for emotional expression. Music provides a powerful means of engaging students in learning and improving their achievement. Fundamental in a student's overall social, emotional, and cognitive development, music enhances reasoning, inspires creativity, and encourages critical thinking, self-discipline, problem-solving, decision-making, cooperation, and imagination. Music enables students to learn about themselves, other people, and humanity in general.

### Major Learning Goals and Understandings:

#### Student Learning Expectation(s):

- 1) Students will use singing, movement, and instruments to explore musical ideas.
- 2) Students explore and experience musical concepts such as tempo, timbre, dynamics, articulation, tonality, and meter on instruments including, but not limited to, the recorder.
- 3) Students will explore the relationships between music and the other arts, other disciplines, and daily life.
- 4) Students will read and notate music on instruments including, but not limited to, the recorder.
- 5) Students will develop Social and Emotional Learning (SEL) through the lense of music.
- 6) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music.

### Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. Students will use singing, movement, and instruments to explore musical ideas throughout the year.	2. Students explore and experience musical concepts such as tempo, timbre, dynamics, articulation, tonality, and meter on instruments including, but not limited to, the recorder throughout the year.
3. Students will explore the relationships between music and the other arts, other disciplines, and daily life throughout the year.	4. Students will read and notate music on instruments including, but not limited to, the recorder throughout the year.
5. Students will develop Social and Emotional Learning (SEL) through the lense of music throughout the year.	6. Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lense of music throughout the year.

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Date Approved:

<b>Part 1 - Unit/Theme/Concept</b>			
<b>Grade:</b> 3	<b>Subject:</b>	<b>Course:</b> General Music	<b>Length of Unit:</b> 36 weeks

<b>Common Core State Standards</b> National Core Arts Standards for Music (2014) <a href="https://www.nationalartsstandards.org/">https://www.nationalartsstandards.org/</a>
<b>Supporting Standards</b> NAEYC Developmentally Appropriate Practice (DAP) Standards 1-3 <a href="https://www.naeyc.org/our-work/families/10-naeyc-program-standards">https://www.naeyc.org/our-work/families/10-naeyc-program-standards</a>

<b>Part 2 – Standards</b>		
<b>Key (GLE) Content Knowledge and Concepts/Skills</b>		<b>Bloom’s Taxonomy Levels</b>
The students will know how to:	The students will be able to:	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

<ol style="list-style-type: none"> <li>1. Generate musical ideas for various purposes and contexts.</li> <li>2. Select and develop musical ideas for defined purposes and contexts.</li> <li>3. Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</li> <li>4. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</li> <li>5. Select varied musical works to present based on interest, knowledge, technical skill, and context.</li> <li>6. Analyze the structure and context of varied musical works and their implications for performance</li> <li>7. Develop personal interpretations that consider creators' intent.</li> <li>8. Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). MU:Cr1.1.3a</li> <li>2. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. MU:Cr1.1.3b</li> <li>3. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. MU:Cr2.1.3a</li> <li>4. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. MU:Cr2.1.3b</li> <li>5. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. MU:Cr3.1.3a</li> <li>6. Present the final version of personal created music to others, and describe connection to expressive intent. MU:Cr3.2.3</li> <li>7. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. MU:Pr4.1.3</li> <li>8. Demonstrate understanding of the structure in music selected for performance. MU:Pr4.2.3a</li> <li>9. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. MU:Pr4.2.3b</li> <li>10. Describe how context (such as personal and social) can inform a performance. MU:Pr4.2.3c</li> </ol>	
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<p>9. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>10. Choose music appropriate for a specific purpose or context.</p> <p>11. Analyze how the structure and context of varied musical works inform the response.</p> <p>12. Support interpretations of musical works that reflect creators'/performers' expressive intent.</p> <p>13. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p> <p>14. Synthesize and relate knowledge and personal experiences to make music.</p> <p>15. Relate musical ideas and works with varied context to deepen understanding.</p>	<p>11. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). MU:Pr4.3.3</p> <p>12. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. MU:Pr5.1.3a</p> <p>13. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. MU:Pr5.1.3b</p> <p>14. Perform music with expression and technical accuracy. MU:Pr6.1.3a</p> <p>15. Demonstrate performance decorum and audience etiquette appropriate for the context and venue. MU:Pr6.1.3b</p> <p>16. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. MU:Re7.1.3</p> <p>17. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). MU:Re7.2.3</p> <p>18. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. MU:Re8.1.3</p> <p>19. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. MU:Re9.1.3</p> <p>20. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.0.3</p> <p>21. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Cn11.0.3</p>	
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### **Big Idea and Essential Questions**

- **Big Ideas**

- 1) Creating Music
- 2) Performing Music
- 3) Responding to Music
- 4) Connecting to Music

- **Essential Questions**

- 1) What does our best singing voice sound like?
- 2) What does our best recorder playing sound like?
- 3) How do we create emotion in music?
- 4) How do tonality, meter, and form affect music?
- 5) How do we read music? How do we notate music?
- 6) How is music used in our daily life?

### **Part 3 – Common Unit Assessments**

**Formative Assessments: may include, but not be limited to:**

- Ongoing teacher observation of student work: quick and informal way to assess students and check for understanding.
- Peer to peer interaction/discussion: listen to students as they discuss specific or broad information pertinent to the lesson in order to check for understanding.
- Verbal feedback to check for understanding.
- Assessment of oral and/or written responses to questions and discussions.
- Exit ticket: a quick way to grasp what students have learned and/or need to review.

**Summative/Performance Assessment: may include, but not be limited to:**

- Examples of student work
- Profiles of student behavior
- Student journals through platforms such as Google Classroom
- Assessment of oral and/or written responses to summative questions and discussions
- District-wide rubrics assessing creating, performing, responding to, and connecting to music

📄 MusicPerformanceRubricsforElementaryGrades-1.pdf

📄 Singing Voice Rubric.pdf

📄 Rhythm Performance Rubric.pdf

📄 recorder performance rubric.pdf

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.

The effective teaching strategies and 21<sup>st</sup> century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.