



Springfield Public Schools
Springfield, New Jersey 07081

Vocal/General Music
Grade 3

Curriculum Guide

2021

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved November 15, 2021*

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

The Board of Education of the Township of Springfield, in the County of Union, New Jersey, convened in Regular Session on November 15, 2021 at 7:41 PM.

The following members of the Board of Education were present:

Mr. Anthony Delia, Mr. Marc Miller, Mr. Hector Munoz, Mrs. Meredith Murphy,
Mrs. Kristy Rubin, Mrs. Paula Saha, Mr. Scott Silverstein, Mrs. Hilary Turnbull,
Mrs. Laura Gamarekian

The following resolution was offered by Mrs. Saha, seconded by Mrs. Rubin and adopted by the Board of Education by the Roll Call vote as indicated.

TITLE: REVISED CURRICULUM

RESOLVED :

At the recommendation of the Superintendent, to approve the following revised curriculum –

- | | | |
|--------------------------------|---|-------------------|
| • Music Kindergarten | - | Elementary School |
| • Music Grade 1 | - | Elementary School |
| • Music Grade 2 | - | Elementary School |
| • Instrumental Music Grade 4 | - | Elementary School |
| • Instrumental Music Grade 5 | - | Elementary School |
| • Vocal General Music Grade 3- | | Elementary School |
| • Vocal General Music Grade 4- | | Elementary School |
| • Vocal General Music Grade 5- | | Elementary School |
| • Dance K-5 | - | Elementary School |
| • Music Theatre Grade 6 | - | Middle School |
| • Keyboarding Grade 7 | - | Middle School |
| • Intro to Dance | - | High School |
| • Advance Dance | - | High School |
| • Dance Fitness – Yoga | - | High School |
| • Dance I | - | High School |
| • Dance II | - | High School. |

ROLL CALL:

Yeas: Unanimous by all Members present.

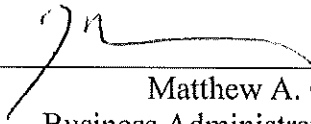
MOTION CARRIED

STATE OF NEW JERSEY)

COUNTY OF UNION)

I, Matthew A. Clarke, Business Administrator/Board Secretary of the Township of Springfield in the County of Union, State of New Jersey, hereby, certify that the foregoing extract from the minutes of the meeting of the Board of Education of said District duly called and held on November 15, 2021 has been compared by me with the original minutes as officially recorded in my Office in the Minute Book of said Township of Springfield Board of Education and is a true, complete copy thereof and of the whole of said original minutes so far as the same relates to the subject matter referred to on said extract. In witness, I have hereunto set my hand and affixed the corporate seal of said Board of Education this 16th day of November 2021.

SEAL



Matthew A. Clarke
Business Administrator/Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Asst. Superintendent of Curriculum and Instruction**

Curriculum Developed By:

Ronald Slate ~ Principal TLS

David Rennie ~ Principal JCS

Ashley Bauers ~ Coordinator

Amanda Livesey ~ Music Teacher



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd	Unit Title:	Accompaniment/Ostinati
Unit Summary: Students will learn a variety of vocal repertoire through rote song procedure. Students will learn that an ostinato is a pattern that repeats in music. Throughout the unit, students will learn vocal ostinati, as well as tonal and rhythm ostinato patterns to accompany our songs. Students will then end the unit by creating their own ostinato using classroom percussion instruments. Primary Interdisciplinary Connections: <u>21st Century Themes</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will...help students to learn how harmony changes a piece of music, and reinforce instrument skills such as proper technique, maintaining a steady beat, and accompanying yourself while singing. It also provides students an opportunity to create their own ostinato to assess their understanding of how a harmony or ostinato line compliments a melody.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	MU.3-5.1.3A.5.Cr1, MU.3-5.1.3A.5.Cr2, MU.3-5.1.3A.5.Pr4, TECH 9.4.5DC, SEL.PK-12.2, SEL.PK-12.5, WRK.9.2.5.CAP
Content Statements:	-Generating and conceptualizing ideas -Organizing and developing ideas -Selecting, analyzing, and interpreting work. -All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. -Self-Management -Relationship Skills -Critical Thinking and Problem Solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. -Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.



	-Global and Cultural Awareness: Culture and geography can shape an individual's experiences and perspectives. - Career Awareness and Planning: An individual's passions, aptitude and skills can affect his/her employment and earning potential.
CPI#:	Cumulative Progress Indicator (CPI):
MU.3-5.1.3A.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).
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance
MU.3-5.1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
SEL.PK-12.2.2	Recognize skills needed to establish and achieve personal and educational goals
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
TECH 9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
TECH 9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
TECH 9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
TECH 9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- What is an ostinato?
- What does harmony or accompaniment add to music?
- Why are patterns important in music?

Unit Enduring Understandings:



- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- 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.
- To express their musical ideas, musicians analyze, evaluate & refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- An ostinato is a musical pattern (either tonal or rhythmic) that repeats throughout a song.
- Layering two or more simultaneous sounds creates harmony. This addition adds interest and depth to the music.
- Patterns in our accompaniment help to create order and clarity in music.

Unit Learning Targets:

Students will....

- learn songs in major and minor tonality through rote song procedure
- learn and perform tonal and rhythm ostinati using classroom percussion instruments (pitched and unpitched)
- create their own ostinato and accompany themselves while singing.

Evidence of Learning

Summative Assessment: Performance assessment-Creating and performing your own ostinato

Equipment Needed: Laptop, projector, classroom percussion instruments

Teacher Resources: Laptop, projector, songs from *Making Music* and *Jump Right In* books

Formative Assessments:

- Group performance assessments
- Individual performance assessments
- Creating an ostinato project

Lesson Plans

Lesson	Time Frame
Lesson 1 Vocal Ostinato	2 days
Lesson 2 Tonal and Rhythmic Accompaniment	4 days
Lesson 3 Create an ostinato	2 days

Teacher Notes:

Lesson 2: Tonal and Rhythmic Accompaniment may span more than 4 days, as students work with several different songs during a portion of each class.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.bethsnotesplus.com/2012/12/partner-songs-countermelodies.html>

<https://musiciselementary.com/wp-content/uploads/2018/02/SAMS-NJ-Ostinati-Descants.pdf>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Vocal Ostinato Time Frame: 2 Days

Lesson Components

21st Century Themes X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (recognizing and following patterns), How are patterns in music similar to patterns in other subjects? Social Studies (music from other cultures)

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform countermelodies and vocal ostinati. - Perform as an ensemble.	Lesson Sequence - Learn song via rote song procedure. - Perform pre-arranged accompaniment. - Choose from possible countermelodies.	- Performance Assessment - Class Critique - Self-reflection
Differentiation: Tiered activities such as printed music, rote learning, computer software		
Resources Provided: - Making Music Grade 3 text - Classroom instruments		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Tonal and Rhythmic Accompaniment	Time Frame: 4 days
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Lesson Components

21st Century Themes X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (recognizing and following patterns), How are patterns in music similar to patterns in other subjects? Social Studies (music from other cultures)

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Perform songs through rote song procedure. - Learn ostinato accompaniment for pitched and unpitched percussion instruments. - Play pitched and unpitched percussion instruments using proper technique. - Sing while performing accompaniment on classroom instruments.	Lesson Sequence - Learn songs through rote song procedure. - Learn tonal ostinato accompaniment through rote song procedure and then apply to instruments. - Learn rhythmic ostinato accompaniment through rote song procedure and apply to instruments. - Perform song with voice, and tonal and rhythm accompaniment.	- Performance Assessment - Class Critique - Self-reflection
Differentiation: Tiered activities such as printed music, rote learning, computer software		
Resources Provided: - Making Music Grade 3 text - Classroom instruments		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Create an Ostinato Time Frame: 2 days

Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (recognizing and following patterns), How are patterns in music similar to patterns in other subjects? Social Studies (music from other cultures)

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments, Compose an Ostinato Graphic Organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the features of an ostinato and how it is a repeating pattern that accompanies a melody. - Learn a song through rote song procedure. - Create an ostinato on unpitched percussion instruments. - Perform their own ostinato while singing a melody.	Lesson Sequence - Do Now: What is an ostinato? - Learn song through rote song procedure. - Go over graphic organizer and composing an ostinato assignment - In partners, students will create their own ostinato using classroom percussion instruments. Students will then perform their ostinato with the song.	- Performance assessment - Self-reflection
Differentiation: Tiered activities such as printed music, rote learning, computer software: Flexible grouping by skill level		
Resources Provided: - Making Music Grade 3 text - Classroom instruments		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Accompaniment/ Ostinati
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Form
Unit Summary: Students will identify patterns in music such as Binary and Ternary Form. Students will then choose and create their own form composition using classroom rhythm instruments.					
Primary Interdisciplinary Connections: 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will aid students in identifying patterns in music, which will help them to have a greater understanding of how music is organized.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	MU.3-5.1.3A.5.Cr, MU.3-5.1.3A.5.Pr, MU.3-5.1.3A.5.Re, SEL.PK-12.2, SEL.PK-12.4, TECH.9.4.5.CI, TECH.9.4.5.GCA, WRK.9.2.5.CAP
Content Statement:	-Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. -Creating: Organizing and developing ideas -Performing: Selecting, analyzing, and interpreting work. -Responding: Perceiving and analyzing products. -Self Management -Responsible Decision Making -Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. -Culture and geography can shape an individual's experiences and perspectives. -Career Awareness and Planning - An individual's passions, aptitude and skills can affect his/her employment and earning potential. -Career Awareness and Planning- There are a variety of factors to consider before starting a business.
CPI#:	Cumulative Progress Indicator (CPI):
MU.3-5.1.3A.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).
MU.3-5.1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
MU.3-5.1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.



MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.

Unit Enduring Understandings:

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- 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.
- Musical form can be identified by looking at and listening for patterns in music.
- Music is organized into different sections based on its salient features and repeating patterns.
- Structure in music and the arts creates order and clarity

Unit Learning Targets:

Students will....

- understand the basic elements of music and structure that fosters a deeper understanding of the written score.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: laptop, MP3 files, Powerpoint, *Making Music* text, form composition graphic organizer

Teacher Resources: *Making Music* Grade Four Text, Powerpoint presentation, *Engaging Musical Practices* by Dr. Suzanne Burton

Formative Assessments:

- Instrumental performance
- Form Composition Project
- Dance performance
- Listening Journal
- Written assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Binary Form	1 day
Lesson 2 Ternary Form	1 day
Lesson 3 Form Composition	1 day

Teacher Notes:

Musical form is a concept students build upon from 3rd-5th grade, so that they'll be able to build connections from the music they learn about in class versus their own musical preferences.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.teacherspayteachers.com/Product/Music-Form-FORM-in-MUSIC-Binary-Ternary-and-Rondo-179676>

<https://www.singplaycreate.com/2017/09/music-class-activities-to-teach-form.html>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Binary Form Time Frame: 1 day

Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (How are patterns in music similar to patterns in other subjects?) Language Arts Literacy

Integration of Technology: Laptop, Powerpoint Presentation, MP3 Files/Youtube

Equipment Needed: Laptop, Powerpoint Presentation, MP3 Files, Form Graphic Organizer, Making Music Grade 3

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify patterns in music. - Compare and contrast types of musical form. - Identify musical form while listening to a piece of music. - Listen and respond to movement through form.	Lesson Sequence - What are patterns in music? How do we find them? - Describe Binary Form and listen to an example. - Binary Form Game: students will be split into small groups and will pass small instruments (egg shakers) during the A section. When the music switches to the B section, they will keep a steady beat with their instrument. - Game will be varied by students playing a rhythmic ostinato during the section changes.	- Listening Activity - Musical performance
Differentiation: Tiered activities such as printed music, rote learning, computer software: Flexible grouping by skill level		
Resources Provided: - Making Music Grade 3 - Classroom Instruments		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Ternary Form Time Frame: 1 day

Lesson Components

21st Century Themes **X** Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (How are patterns in music similar to patterns in other subjects?)

Integration of Technology: Laptop, Powerpoint Presentation, MP3 Files/Youtube

Equipment Needed: Laptop, Powerpoint Presentation, MP3 Files, Form Graphic Organizer, Making Music Grade 3

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify patterns in music. - Compare and contrast types of musical form. - Identify musical form while listening to a piece of music. - Listen and respond to movement through form.	Lesson Sequence - Review Binary Form. - What is Ternary Form? What makes it different from Binary? - Listening activity with a graphic organizer. - Create our own ternary rhythm composition as a class.	- Graphic organizer - Performance assessment
Differentiation: Tiered activities such as printed music, rote learning, computer software: Flexible grouping by skill level		
Resources Provided: - Making Music Grade 3 - Classroom Instruments		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Form Compositions Time Frame: 1 day

Lesson Components

21st Century Themes **X** Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (How are patterns in music similar to patterns in other subjects?), 21st Century Skills: working with a partner or small group, coming to an agreement on patterns and musical decisions, problem solving challenges within the group, creating and notating their own rhythms

Integration of Technology: Laptop, Powerpoint Presentation

Equipment Needed: Laptop, Powerpoint Presentation, MP3 Files, Form Composition Graphic Organizer, Timer, Classroom Percussion Instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review the types of form they have discussed throughout the unit and their salient features. - Compose a piece of music that represents one of the types of form we have learned about (Binary or Ternary). - Notate and practice their form composition using classroom percussion instruments. - Perform their form compositions for the class.	Lesson Sequence - Review the salient features of Binary, Ternary, Rondo, and Theme and Variations. - Composition Project Assignment Description: Students will be working together to write their own form compositions and will be given specific time limits and expectations for each section. - The teacher will break students into groups and will circulate from group to group. The teacher will pace the students, so, after a certain number of minutes, they should be done with a small part of their composition. - Students will perform their compositions using classroom percussion instruments and will complete a reflection form. (what went well, what they would change, something new they learned about musical form/composition)	- Musical Performance - Form Composition Graphic Organizer - Composition Reflection Form



Differentiation:

Flexible grouping by skill level, use of collaboration of activities, project-based learning, varied organizers for instruction including graphic organizer, step-by-step instructions, and visual timer to pace each step of the composition progress

Resources Provided:

- Classroom percussion instruments (drums, egg shakers, maracas, tambourines)

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Form
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Note Reading
Unit Summary: Students will learn that music is a lot like learning a new language. Students will familiarize themselves with elements of the staff (treble clef, lines and spaces, etc.), and will be able to identify and read notes from the staff.					
Primary Interdisciplinary Connections: 21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The skill of familiarizing yourself with musical notation and being able to read and understand the staff is a vital skill of music literacy that is necessary to play any instrument. This unit is especially important as students will begin to learn the recorder this year, and will read music from their recorder packets.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	MU.3-5.1.3A.5.Cr, MU.3-5.1.3A.5.Pr, SEL.PK-12.2, SEL.PK-12.4, TECH.9.4.5.CI, WRK.9.2.5.CAP, TECH.9.4.5.TL
Content Statements:	-Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. -Creating: Organizing and developing ideas -Performing: Selecting, analyzing, and interpreting work. -Self Management -Responsible Decision Making -Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. -Culture and geography can shape an individual's experiences and perspectives. -Career Awareness and Planning- An individual's passions, aptitude and skills can affect his/her employment and earning potential. -Career Awareness and Planning- - There are a variety of factors to consider before starting a business. -Technology Literacy - Collaborating digitally as a team can often develop a better artifact than an individual working alone.
CPI#:	Cumulative Progress Indicator (CPI):
MU.3-5.1.3A.5. Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
MU.3-5.1.3A.5. Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.



MU.3-5.1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation
MU.3-5.1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CA.P.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
TECH.9.4.5.TL	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
Unit Learning Targets: Students will... understand the basic elements of music that foster a deeper understanding of the written score.	

Evidence of Learning

Summative Assessment: 2 days

Equipment Needed: Powerpoint, Laptop

Teacher Resources: Mr. Everybody's Musical Apartment, Staff Wars, Treble Clef Baseball Resource

Formative Assessments:

- Mr. Everybody Quiz Cards
- Staff Wars Game
- Treble Clef Baseball (TPT resource)

Lesson Plans

Lesson	Time Frame
Lesson 1 Elements of the Staff	1 day
Lesson 2 Reading in Treble Clef	2 days
Lesson 3 Note Reading Assessment	2 days



Teacher Notes:

This unit comes directly before the recorder unit, to prepare students read the music in their recorder packets.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.youtube.com/watch?v=2lXF-AcYbv0&t=147s>

Music Express Magazine

<https://www.teacherspayteachers.com/Product/Treble-Clef-Note-Reading-Interactive-Baseball-PowerPoint-Game-2350614>

Staff Wars



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Elements of the Staff	Time Frame: 1 day
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Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts Literacy

Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities)

Equipment Needed: Projector, laptop, powerpoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize simple elements of the staff such as treble clef, time signature, etc. - Learn what the lines and spaces represent on the staff. - Begin to read notes on the lines and spaces of the staff in treble clef.	Lesson Sequence - Show video clip about the staff (Music Show from Music Express Magazine). - Ask students what they learned and observed about the staff. - Music symbol game: students have to identify the element of the staff in their riser teams. - Begin reading melodies using CDE. (Mr. E Book 1)	- Quiz Cards Set 1 - Music Symbol Game - Performance Assessment
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Mr. E Book 1 - Quiz Cards - Xylophones		



Lesson Plan 2 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Reading in Treble Clef	Time Frame:	2 days
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Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts Literacy, Recognizing patterns

Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities), projector

Equipment Needed: Projector, laptop, powerpoint, pointers (for staff wars game), xylophone, Mr. Everybody Resource

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn what the lines and spaces represent on the staff. - Begin to read notes on the lines and spaces of the staff in treble clef. - Play simple melodies.	Lesson Sequence - Review lines/spaces and create a mnemonic device to remember them. - Staff Wars Game. - Mr. Everybody- reading and playing melodies with middle C-F.	- Graphic organizer - Staff Wars - Performance Assessment
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Mr. E Book 1 - Quiz Cards - Xylophones		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Note Reading Assessment	Time Frame: 2 days
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Lesson Components

21st Century Themes **X** Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (Recognizing patterns), language arts literacy (how music literacy is similar to learning a language)

Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities), projector

Equipment Needed: Projector, laptop, powerpoint, pointers (for staff wars game), xylophone, Mr. Everybody Resource

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn what the lines and spaces represent on the staff. - Begin to read notes on the lines and spaces of the staff in treble clef. - Play simple melodies, reading C-G.	Lesson Sequence - Go over lines and spaces and create a mnemonic device to remember them. - Mr. Everybody- reading and playing melodies with middle C-G. - Treble Clef Baseball	- Graphic organizer - Treble Clef Baseball - Performance Assessment
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Mr. Everybody Book - Quiz Cards - Xylophones		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice			X
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives			X
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Note Reading
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Elements of Music
Unit Summary: Students will learn/review the various elements that are involved in the creation and critiquing of musical works.					
Primary Interdisciplinary Connections:					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Using the correct vocabulary and experiencing music containing these elements, leads to a deeper understanding of music as an expressive art.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	MU.3-5.1.3A.5.Pr, MU.3-5.1.3A.5.Re, SEL.PK-12.3, SEL.PK-12.4, TECH.9.4.5.CI, WRK.9.2.5.CAP, TECH.9.4.5DC
Content Statements:	-Performing: Selecting, analyzing, and interpreting work. -Responding: Perceiving and analyzing products. -Understand and use technology systems -Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. -Social Awareness -Responsible Decision Making -Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. -Culture and geography can shape an individual's experiences and perspectives. - Income and benefits can vary depending on the employer and type of job or career. -Digital Citizenship- Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source. - Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
CPI#:	Cumulative Progress Indicator (CPI):
MU.3-5.1.3A.5 .Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).



MU.3-5.1.3A.5 .Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
TECH.9.4.5.C I.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
TECH.9.4.5.CI. 3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
TECH.9.4.5.CT. 4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
TECH.9.4.5.GC A.1	Analyze how culture shapes individual and community perspectives and points of view
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
WRK.9.2.5.CA P.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
TECH.9.4.5.D C.1	Explain the need for and use of copyrights.

Unit Enduring Understandings:

- 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.
- Structure and form in music helps to create order and clarity
- Musical performances are enhanced by varying dynamics and articulations.

Unit Learning Targets:

Students will....

- understand the basic elements of music that foster a deeper understanding of the written score.

Evidence of Learning

Summative Assessment: 1 day
Equipment Needed: Projector, MP3 player
Teacher Resources: Powerpoint, MP3, Making Music Grade 3, Graphic Organizer

Formative Assessments:

- Listening Assignments
- Graphic Organizers (Super Quiet Uninterrupted Listening Time)
- Performance Assessment
- Exit Ticket Assignments

Lesson Plans

Lesson	Time Frame
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Lesson 1 Dynamics	1 day
Lesson 2 Tempo	1 day
Lesson 3 Articulations	1 day
Teacher Notes:	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: https://www.teacherspayteachers.com/Product/Music-Exit-Tickets-TEMPO-DYNAMICS-OPPOSITE-S-1040727 https://www.bethsnotesplus.com/2014/05/loud-soft.html	

Lesson Plan 1 Template				
Content Area:	Visual and Performing Arts	Lesson Title:	Dynamics	Time Frame: 1 day
Lesson Components				
21st Century Themes X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy				
21st Century Skills X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Language Arts Literacy, Mathematics (recognizing patterns)				
Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities)				
Equipment Needed: Projector, laptop, powerpoint				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify dynamics in music. - Accurately perform dynamics in vocal music and accompaniment.	Lesson Sequence - Discussion: What are dynamics? How do we describe dynamics in music? - Carnival of the Animals Listening Activity: Identifying dynamics - Rote song and accompaniment: How can we follow and add dynamics to our performance?	- Discussion prompts - Listening Activity Graphic Organizer - Performance Assessment
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Making Music Grade 3 - Classroom percussion instruments		

Lesson Plan 2 Template



Content Area:	Visual and Performing Arts	Lesson Title:	Tempo	Time Frame:	1 day
Lesson Components					
21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Language Arts Literacy, Mathematics (recognizing patterns)					
Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities)					
Equipment Needed: Projector, laptop, powerpoint					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify tempo in music. - Accurately perform tempo in vocal music and accompaniment.	Lesson Sequence - Discussion: What is tempo? How do we describe tempo in music? - Listening Activity: Compare and contrast songs using dynamics and tempo - Rig a Jig Jig: how can we follow and modify the tempo to our song and accompaniment? - Exit Ticket Assessment	- Discussion Prompts - Performance Assessment - Exit Ticket
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Making Music Grade 3 - Classroom percussion instruments		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Articulations Time Frame: 1 day

Lesson Components

21st Century Themes **X** Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts Literacy

Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities)

Equipment Needed: Projector, laptop, powerpoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify articulation in music. - Accurately perform different articulations in vocal music and accompaniment.	Lesson Sequence - What is an articulation in music? What do articulations look like in music notation? - Staccato, legato, slur, fermata and trill. Listen to examples of each and match the correct articulations. - Rote song and performing it using different articulations - How do the elements of music change the mood of a piece? How do they enhance a music performance?	- Discussion Prompts - Performance Assessment - Graphic Organizer
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Making Music Grade 3 - Classroom percussion instruments		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives			X
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Elements of Music
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Instruments of the Orchestra
Unit Summary: Type Here Primary Interdisciplinary Connections: <u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	This unit will help develop critical listening skills to distinguish between instruments in different families. Through this unit, students will be able to gain a better understanding and recognize the salient features of each instrument. This unit will also help students to decide what instruments they enjoy, and if they would like to pursue a band or string instrument in 4th grade.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	SEL.PK-12.1, SEL.PK-12.4, SEL.PK-12.5, MU.3-5.1.3A.5.Pr, TECH.9.4.5.CI, WRK.9.2.5.CAP, TECH.9.4.5.DC				
Content Statements:	-Self-awareness: Recognize one's feelings and thoughts -Establish and maintain healthy relationships -Understand and use technology systems -Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. -Performing: Selecting, analyzing, and interpreting work. -Responding: Applying criteria to evaluate products. -Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. -Culture and geography can shape an individual's experiences and perspectives. -An individual's passions, aptitude and skills can affect his/her employment and earning potential. - There are a variety of factors to consider before starting a business. - Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.				
CPI#:	Cumulative Progress Indicator (CPI):				
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior				
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills				



MU.3-5.1.3A.5.R e8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
TECH.9.4.5.CI. 1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
TECH.9.4.5.GCA. 1	Analyze how culture shapes individual and community perspectives and points of view
MU.3-5.1.3A.5.P r4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students technical skill.
MU.3-5.1.3A.5.P r4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
WRK.9.2.5.CAP.7	Identify factors to consider before starting a business.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit Enduring Understandings:

- 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.
- There are four main instrument families in an orchestra: brass, strings, woodwinds, and percussion. There are also four main voice parts (Soprano, Alto, Tenor, and Bass)
- Each instrument family has its own characteristics
- Instruments are classified by their shape, mouthpiece, and materials they are made out of.

Unit Learning Targets: Students will....

- Demonstrate and understanding of instrument families.
- Explain differences between how instruments are played.
- Identify specific parts of instruments, which are determined by the family they belong to.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Computer, Projector, MP3 files

Teacher Resources: Powerpoint, Youtube files, graphic organizer

Formative Assessments:

- Listening Activities
- Graphic Organizers
- Class Discussion
- Identifying instruments through listening examples
- Instrument matching and identifying games

Lesson Plans

Lesson	Time Frame
Lesson 1 Strings	1 day
Lesson 2 Woodwinds and Brass	2 days
Lesson 3 Percussion	1 day

Teacher Notes: In addition to recognizing instruments and their salient features, you can also have students compare and contrast the features of each instrument family.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://www.mydso.com/dso-kids/>

<https://www.nyphilkids.org/>

https://www.classicsforkids.com/music/instruments_orchestra.php

<https://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3>

<https://makingmusicfun.net/htm/mmf-music-library-meet-the-orchestra-index.php>

George Meets an Orchestra: <https://youtu.be/MOJc4sPOBEE>



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: String Family Time Frame: 1 day

Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Life and Career Skills (roles/jobs in an orchestra), Science (how sound travels and is produced in each instrument)

Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities)

Equipment Needed: Projector, laptop, powerpoint, graphic organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - List the four instrument families found in orchestral music. - Learn instruments that belong in the string family. - Listen to a selected piece of music and identify instruments of the orchestra. - Match and label instruments in the string family.	Lesson Sequence - Introduction: what instruments can we identify? How many instrument families are there? - George Meets an Orchestra video clip. Four main families. - The string family: parts of string instruments, how they make a sound, listening examples. - Matching activity: students will listen to an example and will have to hold up a picture of the instrument they think they heard.	- Class Discussion - Graphic Organizer - Instrument Matching Activity
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: Making Music Grade 3		



Lesson Plan 2 Template

Content Area: Visual and Performing Art Lesson Title: Woodwind and Brass Families Time Frame: 2 days

Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Life and Career Skills (roles/jobs in an orchestra), Science (how sound travels and is produced in each instrument)

Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities)

Equipment Needed: Projector, laptop, powerpoint, graphic organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to explain how to play string instruments and review the four main instrument families. - Students will be able to explain how to play brass and woodwind instruments. - Students will identify the parts of the clarinet and trumpet.	Lesson Sequence - Do Now prompt: What are the five instrument families we learned yesterday? Please give one example of an instrument from each family. - Review with students what was learned in the previous class including: instrument families and instruments in those families. - Introduce students to a brass mouthpiece. Have them discover its shape. Discuss how it fits into a brass instrument. Also discuss how sound is produced through this instrument. Introduce students to parts of brass instruments including:	- Graphic Organizer - Class discussion



	Mouthpiece, valves, bell, and tuning slide. Show students a large photo of a trumpet while doing this. After completing this, have students complete a worksheet labeling these parts. 4. Introduce students to a reed. Explain how sound is created by reed vibration. Explain to students why the reed had to be wet to vibrate. Discuss the exception of the flute. Discuss the parts of the clarinet including: Mouthpiece, barrel, first joint, second joint, and bell. After completing this, students label the clarinet themselves. 5. If there is time: Hand out Venn diagram worksheets to class. We will be filling these out as a class comparing and contrasting instrument families.	
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: • Making Music Grade 3		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Percussion Family Time Frame: 1 day

Lesson Components

21st Century Themes **X** Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Life and Career Skills (roles/jobs in an orchestra), Science (how sound travels and is produced in each instrument)

Integration of Technology: Laptop, Powerpoint, Online resources (youtube, powerpoint games and interactive activities)

Equipment Needed: Projector, laptop, powerpoint, graphic organizer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn instruments that belong in the percussion family. - Listen to a selected piece of music and identify instruments of the orchestra. - Match and label instruments in the percussion family.	Lesson Sequence - Review from previous class: Woodwind and Brass - The Percussion Family: salient features, types of instruments, how sound is produced, etc. - Instrument Matching Listening Activity - Instrument Exploration using music websites (NY Philharmonic, Classics for Kids, Dallas Symphony)	- Class discussion - Graphic Organizer - Instrument Matching Game
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: Making Music Grade 3		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Instruments of the Orchestra
Created:	Amanda Livesey	Board Approved on:			



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Recorder
Unit Summary: Students will learn how to hold and play the recorder using proper embouchure, airflow, and finger positions. Students will learn to play simple melodies on the recorder, using prior knowledge of rhythmic and tonal literacy learned earlier in the year.					
Primary Interdisciplinary Connections: 21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	The recorder helps students to build on the prior knowledge they have learned including reading rhythms in a variety of meters and reading music using their prior knowledge of the lines and spaces in treble clef. It also helps with body coordination, finger dexterity, goal setting, and being responsible for practicing and taking care of their own instrument. These skills will help to prepare students for 4th grade when they are able to choose to learn a band or string instrument.				
Career Readiness (Standard 9):	9.2, 9.4				

Learning Targets

Standards:	TECH.9.4.5.CI, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.5, MU.3-5.1.3A.5.Pr, MU.3-5.1.3A.5.Re, WRK.9.2.5.CAP, TECH.9.4.5.DC
Content Statements:	-Career Awareness and Planning: An individual's strengths, lifestyle goals, choices, and interests affect employment and income -Performing: Selecting, analyzing, and interpreting work. -Responding: Perceiving and analyzing products. Interpreting intent and meaning. -Self Management -Relationship Skills -Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. -Culture and geography can shape an individual's experiences and perspectives. -An individual's passions, aptitude and skills can affect his/her employment and earning potential. - There are a variety of factors to consider before starting a business. - Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music



CPI#:	Cumulative Progress Indicator (CPI):
MU.3-5.1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
MU.3-5.1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
MU.3-5.1.3A.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.
MU.3-5.1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students technical skill.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives and deliberate about possible solutions
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
WRK.9.2.5.CAP.7	Identify factors to consider before starting a business.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit Essential Questions:

- How do performers select repertoire?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do we play in an instrumental ensemble?
- How does an instrumentalist act, look like, and sound like?
- How do I play the recorder?



Unit Enduring Understandings:

- 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.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- In order to stay together in an ensemble, we must listen to each other and watch the conductor to maintain a steady beat.
- The more I practice my instrument, the more I will learn and be able to play successfully.
- In order to play the recorder properly, I must use the right amount of air, use the correct articulation ("du" or "tu"), cover the holes fully, and follow directions - resting and ready position, airplay, etc.

Unit Learning Targets:

Students will....

- Learn the treble recorder: fingerings, tonguing, breathing, playing songs together, echoing, and improvising.
- Play music together, alone, as well as for an audience (spring concert).
- Demonstrate concert etiquette in a formal setting.
- Compose using recorders.
- Read and perform simple melodies on the recorder.

Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Computer, projector, sheet music, recorders

Teacher Resources: Recorder Karate packet, recorder karate belts (ribbon or lumi bands), powerpoint, graphic organizers (chord notation, recorder composition)

Formative Assessments:

- Performance Assessment (Weekly class participation)
- Performance Assessment (Recorder Karate Belt Testing)
- Graphic Organizer
- Exit Ticket

Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Recorder, BAG songs	4 days



Lesson 2 Recorder Karate (Beginner)	5 days
Lesson 3 Recorder Karate (Advanced)	5 days
Teacher Notes: Through the Recorder Karate program, I introduce one new song and concept or note each week. I also allot for 1-2 days each month to be a recorder testing day, where they can play and move up the different levels. Students may work at their own pace, and this is usually accomplished through musical centers	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> https://www.recorderclassroom.com/recl/links.php?linkcategory=Teaching+Resources&cat_id=3 Staff Wars Game https://www.teacherspayteachers.com/Product/Recorder-Composing-Station-1279629 https://www.teacherspayteachers.com/Product/Recorder-Fingering-Charts-Polka-Dot-Backgrounds-1048945	



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Introduction to the Recorder, BAG songs	Time Frame: 4 days
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Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (recognizing and following patterns), How are patterns in music similar to patterns in other subjects? Social Studies (music from other cultures)

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn how a sound is produced on the recorder and how it is played. - Learn the rules and expectations of recorder. - Learn how to make a sound using proper breathing, embouchure, and finger positions. - Practice finger positions for B, A, and G. - Read and perform simple rhythms and melodies in folk songs. - Perform appropriate level repertoire using proper technique.	Lesson Sequence - Listening Activity: What do we know about the recorder? How is the person playing/changing notes? - Rules and Expectations - Breathing and Posture - Instrument Basics: how do we produce a clear sound? - Learning finger positions for B, A, and G - Create your own pattern using B, A, and G with a partner - White Belt Song: Hot Cross Buns - Practice rhythm and note reading - Introduce Yellow Belt Song - Practice/Belt Testing	- Performance assessment (small group) - Performance assessment (individual) - Composition (BAG pattern) - Self-assessment
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Recorders - Mr. Everybody's Recorder Book		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Recorder Karate (beginner) Time Frame: 5 days

Lesson Components

21st Century Themes **X** Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills **X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (recognizing and following patterns), How are patterns in music similar to patterns in other subjects?, Social Studies (music from other cultures)

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Recorder Karate Packet, Powerpoint with recorder music, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review the rules and expectations of recorder. - Learn how to make a sound using proper breathing, embouchure, and finger positions. - Practice finger positions for D, F#, C, and F. - Read and perform simple rhythms and melodies in folk songs. - Perform appropriate level repertoire using proper technique.	Lesson Sequence - Review Rules and Expectations - Breathing and Posture - Review B, A, and G - Learn D - Orange Belt Song: Mary Had A Little Lamb - Introduce F# - Introduce Green Belt Song: Major Duple - Practice/Belt Testing - Learn C - Pattern repetition and creation (B,A,G,C,D) - Purple Belt: Ode to Joy - Learn F - Blue Belt: Pierrot - Practice/Belt Testing	- Performance assessment (small group) - Performance assessment (individual) - Composition (BAGCD pattern) - Self-assessment
Differentiation: Use of printed music, rote learning, and computer software		
Resources Provided: - Recorders - Mr. Everybody's Recorder Book		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Recorder Karate (advanced) Time Frame: 5 days

Lesson Components

21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics (recognizing and following patterns), How are patterns in music similar to patterns in other subjects? Social Studies (music from other cultures)

Integration of Technology: Powerpoint, Audio Recordings, Projector

Equipment Needed: Making Music Textbook, Powerpoint, Classroom instruments

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Review the rules and expectations of recorder. - Learn how to make a sound using proper breathing, embouchure, and finger positions. - Practice finger positions for C, F, and Bb. - Read and perform simple rhythms and melodies in folk songs. - Perform appropriate level repertoire using proper technique and correct articulation.	Lesson Sequence - Review Rules and Expectations - Breathing and Posture - Finger position review - Learn Bb - Red Belt Song: Twinkle Twinkle - Introduce Brown Belt Song: Go Tell Aunt Rhody - Practice/Belt Testing - Different articulations on the recorder (“du” vs “tu”) - Practice/Belt Testing - Recorder Composition: With a partner, create and notate your own melody using B,A,G,C, and D. Teacher models process/example for students.	- Performance assessment (small group) - Performance assessment (individual) - Composition (BAGCD pattern) - Self-assessment
Differentiation: -Use of printed music, rote learning, and computer software -Differentiated levels, so students can work at their own pace based on their skill level		
Resources Provided: - Recorders - Mr. Everybody’s Recorder Book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives			X
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	3rd Grade	Unit Title:	Recorder
Created:	Amanda Livesey	Board Approved on:			



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.