



Grade 3 General Music - Unit 1 - Recorder

Unit Focus

In this first unit, students will engage in music practice and performance utilizing the recorder. The recorder allows students to experience playing in a group, developing skills in listening and cooperation. Ensemble playing also encourages students to appreciate and value teamwork and collaboration in music-making. Learning to play the recorder helps students develop a foundation in music theory. They learn to read sheet music, understand basic musical notation, and become familiar with concepts such as rhythm, pitch, dynamics, and phrasing. These fundamental skills can be transferred both to vocal development and to other musical instruments.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>National Core Arts Standards General Music: 3</p> <ul style="list-style-type: none"> Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. (MU:Cr2.1.3.b) Perform music with expression and technical accuracy. (MU:Pr6.1.3.a) Demonstrate performance decorum and audience etiquette appropriate for the context and venue. (MU:Pr6.1.3.b) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2) Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) 	<p><i>Students will be able to independently use their learning to...</i> T1 transfer note reading skills and rhythmic notation to performing on the recorder. T2 play a woodwind instrument with proper tone and proper mechanical technique. T3 accurately perform short songs alone and within a group.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 the recorder is a member of the woodwind family. U2 getting the best sound from a recorder requires proper control of your breathing.</p>	<p><i>Students will keep considering...</i> Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q2 How does knowing more about the topic change or deepen my understanding? Q3 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i> K1 how to hold the recorder properly to produce a correct sound. K2 the difference between line and space notes. K3 vocabulary: treble clef, staff, pitch, air control, tone production.</p>	<p><i>Students will be skilled at...</i> S1 producing a proper sound on the recorder alone and in a group. S2 performing a song accurately on the recorder with three pitches, B-A-G. S3 reading specified notes on the treble clef staff.</p>