

Quinton Township School District
Music
Grade 3
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Reading Music	Pacing:	10 Days
------------------------	-----	--------------------	---------------	----------------	---------

Unit Summary: Students will have more concentrated lessons on music reading. They will be expected to master counting rhythms with a quarter note subdivision. Students will be prepped for their instrument lessons and choir rehearsals. Students will begin a series of folk dances introducing movements from simple to complex.

Objectives:

Weeks 1-5: Move to a steady beat, recognize and perform dynamic changes, show high and low and upward and downward through movement, write 2-note melodies, use inside voice, match pitch.

Week 6: Identify various notes of the scale, count rhythms, appropriately place measure bars in 4/4 time, match pitch, distinguish major from minor.

Week 7: Move to a steady beat, count rhythms, identify what makes a performance good, add measure bars where appropriate, subdivide eighth notes, recognize good choral pronunciation, identify staff notes.

Week 8: Identify various notes of the scale, count and subdivide rhythms, perform folk-dance moves.

Week 9: Count rhythms with eighth notes, echo various rhythms, apply measure bars to rhythms, sing independent parts, use proper choral pronunciation while singing, perform folk dance moves.

Week 10: Identify when instruments play out of tune, perform folk dance moves, identify various notes of the scale.

Essential Questions:

Week 1: How can we make a performance good?

Week 2: What characteristics make up a melody?

Week 3: How does movement connect with music?
 Weeks 4-5: What makes a musical performance good?
 Week 6: How do major and minor affect the mood of a song?
 Week 7: How can we notate music?
 Week 8: How does reading music help a musician?
 Week 9: What kinds of things are involved in reading music correctly?
 Week 10: How do folk dances connect with music?

NJSLS - Visual and Performing Arts

- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 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.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall sequence and spatial elements.
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

Interdisciplinary Connections: 3.NF.A.1, 2.2.5.N.1, 2.3.5.PS.1, L.RF.3.3, SL.PE.3.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Seat students in circle positions and go over rules with class. Tell students to think about the question, “What makes a musical performance good?” throughout the class. Rocky Mountain- Ask the class if on the word “do,” does upward or downward. Review moves. Change dynamics and tempo in the third verse to fit words. Here Comes the Mailman- pitch matching. Review Staff Sentences- Review the word “staff”. Cookie Jar- steady beat activity and exercise of independent performance. What did you do this Summer- Pitch matching. Review so-mi on lines Strawberry Shortcake- Steady beat game. inside voice. Review the words dynamic and tempo. Week 2: Tell students to think about the question, “What makes a musical performance good?”	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, and “120 Singing Games and Dances” by Lois Choksy.	Magnet notes, solfege chart, note value chart	• Smart Board Applications • Google Applications •

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

throughout the class. Students will move up and down to the slide whistle- Ask students what it is called when the sound goes up, then down Teach fingerings for clarinet, Flute, saxophone, and trumpet Review name songs- student stands up when name is played. Echo Rhythms with whole notes and half notes Count rhythm cards with whole, half, and quarter notes Review staff notes and lower ledger lines. Add upper if it seems feasible. Practice saying letters using E D C for Trumpet and Clarinet B A G for flute and saxophone Andy Pandey- move up or down, according to words- play on flute Write s-m melodies on lines- add “la” if the students seem ready. How many pumpkins per window? Convert to eighth and quarter notes. Right hand, left hand- convert to canon if ready. Review dance to Amasee Cut the Cake- students will perform movements suggested by words of song, as well as play the game. Each student will play a note on the bells from the staff- if time permits. Week 3: Echo Rhythms with whole notes and half			
---	--	--	--

notes Count rhythm cards with whole, half, and quarter notes, four quarters vs. one whole vs. two halves Review name songs Ask the question, “What makes a musical performance good?” Handy Spandy- motions, canon #The Witch Rides Students will repeat the “ooh” pattern from the piano. Students <i>will</i> act out characters as the song is played and sing “ooh” in head voice. Ask if happy or spooky- Label as minor. #MTA 1-8 Counting Acorns- Pitch matching #Pumpkin Pumpkin- Body scale d m s s m d Ask if happy or spooky- Label as Major- Future canon Doggie Doggie- Pitch matching 1234- Steady Beat game, canon if ready #Scalloped Potatoes- hand motions, sing with hand motions, canon if ready. Pitch matching- single and patterns Ev’rybody’s Welcome- review motions Sally Go ‘Round the Sun- review motions Review dance to Amasee Week 4: Give rhythm evaluation to find various levels. Review name songs Tell students to think about the question, “What makes a musical performance good?” throughout the class. Review quarter, half, and whole notes. Put this rhythm on board: quarter quarter half, half			
---	--	--	--

quarter quarter, whole, quarter half quarter. Students will clap and count, then put in measure bars. Solfege on lines s s l l s m s s s m m d d d s l s m s m d Put up cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close together. See if someone can find the cat that makes it minor (the third, also the sixth) Match spooky patterns from flute Review dance to Lead Through the Sugar and Tea. Review dance to BINGO from last year. Review the move “grand right and left.” Play Pumpkin Pumpkin Charade game, canon. Cut the Cake: Inside, canon #MTA 1-8 Counting Acorns- Pitch matching Week 5 Students will work in pairs on rhythms. One of each pair is the student, and the other is the teacher. Solfege on lines s s l l s m s s s m m d d d s l s m s m d Put up cats, pumpkins, and ghosts for scales. Students will identify as major, minor, and chromatic. Ask them why the ghosts are close together. See if someone can find the cat that			
--	--	--	--

makes it minor (the third, also the sixth) Match spooky patterns from flute Pumpkin Pumpkin Charade game, canon. Cut the Cake: Inside, canon Review dance to Lead Through the Sugar and Tea. The tutorial videos will be shown on the smart board. Review dance to BINGO from last year. Review the move “grand right and left.” #MTA 1-8 Counting Acorns- Pitch matching Week 6: Review Quarter, half, and whole notes. Put this rhythm on board: quarter half quarter, whole, half quarter quarter, quarter quarter half. Students will clap and count, then put in measure bars Major or minor and Chromatic scales- Black cat, ghost, and pumpkin icons- See if someone can find the cat that makes it minor (the third also the sixth) Find which note of the scale I skip. Pumpkin Pumpkin Charade game, canon. #MTA 1-8 Counting Acorns- Pitch matching Solfège Tag Solfège s s l s m s d s m l s d d m s m d m s m r Solfège in harmony s s m m s s s s s m m s m d			
---	--	--	--

Week 7: Review name songs and have students identify them when played on piano. Echo rhythms with sixteenth notes. Count notes on the board and add measure lines. Dotted Half quarter, quarter-rest half note quarter, Whole, quarter-rest dotted half, rhythm would be clapped and counted. Introduce counting of a single pair of eighth notes. Review staff notes and lower ledger lines. Introduce sentence for upper ledger lines. Down Down- students are to choose which is the proper pronunciation for “down” and “brown”. Solfege s s m l s m d s l m d m m s s m d m s m r Harmony s s m s m m m s s m s m m d Week 8: Rehearse Grandparents' day songs work in pairs on note evaluation Move notes to solfege- three examples clap and count combinations of eighth notes, quarter notes, and quarter rests Learn circle dance to BINGO and contradance to "Alabama Gal". Students will study the tutorial videos from the smartboard. Week 9:			
--	--	--	--

Work on Grandparents' Day Songs- "Ev'rytime I feel the Spirit" and "Wabash Cannonball." Happy is the Miller- Game using Skater's position. Echo rhythms with sixteenth notes. Review flash cards to following- quarter note, half note, whole note, dotted half Write in measure bars to following rhythm <i>dotted half, quarter note, half note, half note, whole note, half note, quarter note, quarter note.</i> Play How many turkeys per cage? Convert to eighth, quarter, and rests. Clap and count different combinations of eighths and quarters. Show class how that rhythm would be clapped and counted. Review counting of a single pair of eighth notes and quarter. Add quarter rest. Review Scalloped Potatoes. Guide corners of mouth for proper vowel formation. Sing as a canon. Week 10: Rehearse Grandparents' Day Songs- "Wabash Cannonball" and "Everytime I feel the Spirit" Listen to eight recordings of "Fly Eagles Fly" played by two saxophones, deciding which tracks are out of tune. Explain that when one instrument is slightly higher or lower than the other, it causes bad intonation. Teach game Happy is the Miller with skater's position.			
--	--	--	--

Lead through the Sugar and Tea- teach contradance. Solfege s s m s s l s s m s s d m l s m d m s m r Harmony s s s s s s s s s m m d d d			
---	--	--	--

Assessments	
Formative Assessments - Teacher Observation in reading and writing music - Class Discussion	Summative Assessments - Participation Rubric - Assessments in note reading, partner swing, contradance formations, and cooperation with dance partners
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	---	--	--

Quinton Township School District
Music
Grade 3

Marking Period:	Two	Unit Title:	Folk Dances Coming to Life	Pacing:	10 Days
------------------------	-----	--------------------	-------------------------------	----------------	---------

Unit Summary: Students will be introduced to more difficult contradance and circle dance moves than in the previous marking period. They will create tutorial videos for future third-grade classes. They will be introduced to the eighth note subdivision, opening up many doors to higher-level rhythm reading. They will prepare a concert for their grandparents.

Objectives:

Weeks 1-2: Identify when instruments play out of tune, perform folk dance moves, identify various notes of the scale.

Weeks 3-4: Identify the meter of a song, identify various notes of the scale

Week 5: Subdivide rhythms down to the eighth note, identify various meters.

Week 6: Recognize meters of three and four, sing Christmas standards, and count basic rhythms.

Week 7: Identify the meter of a song and show it with movement, sing independent parts, perform folk dance moves, and breathe properly for singing.

Week 8: Identify subdivisions of notes.

Week 9: Subdivide rhythms with eighth notes, quarter notes, and dotted quarter notes.

Week 10: Subdivide rhythms with sixteenth notes and rests.

Essential Questions:

Weeks 1 & 2: How do folk dances connect with music?

Weeks 3 & 4: How does meter affect a song?

Week 5: How are rhythms subdivided?

Week 6: What are the aspects of a good musical performance?

Week 7: What kind of things can we show in music with movement?

Weeks 8, 9, & 10: How do we subdivide rhythms?

NJSLS - Visual and Performing Arts

- 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.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 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.
- 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.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

Interdisciplinary Connections: 3.NF.A.1, 2.2.5.N.1, 2.3.5.PS.1, L.RF.3.3, SL.PE.3.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Weeks 1&2: Review "Wabash Cannonball" and "Ev'rytime I Feel the Spirit" for Grandparents' Day Play the "same different" game. Listen to eight recordings of Fly Eagles Fly played by two saxophones, deciding which tracks are out of tune. Happy is the Miller- teach game with skater's position. Cross curricular with gym due to movement Review tutorial from the Smart Board Solfege s s m s s l s s m s s d m l s m d m s m r Harmony s s s s s s s s s m m d d d Week 3:	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, and "120 Singing Games and Dances" by Lois Choksy.	Magnet notes, sheet music, staff board, solfege chart	• Smart Board Applications • Google Applications

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Clap meter to “Jingle Bells,” “Most Wonderful time of the Year,” “Santa Claus is Coming to Town” Play Solfege Simon. Assessment in meter clapping activity Week 4: Clap meter to “Jingle Bells,” “Most Wonderful time of the Year,” “Santa Claus is Coming to Town” Play Solfege Simon. Week 5: Practice meter clapping in two, three, and four in groups. Review eighth note video. Pair students in teacher-student groups. Week 6: Review lesson on eighth, quarter, and dotted half notes. Pair students up with cards to teach students who need help. Identify the meters of the following songs- “Most Wonderful Time,” “Jingle Bells,” “Sleigh Ride,” and “The Christmas Waltz.” Clap and count combinations of quarter notes, eighth notes, quarter rests, and eighth rests while singing "The Christmas Waltz" and "Sleigh Ride." Week 7: Begin rhythm reading for the Rhythmolympics. Ask the essential question: What kind of			
---	--	--	--

things can we show in music with movement? Review breathing techniques. Introduce woodwinds. Review dance to Paw Paw Patch. Solfege: ssmmssl ssmmdms smsdld' smdmsmr Identify the meters and titles of “Bicycle Built for Two”, “Give My Regards to Broadway”. Review counting of quarter note, eighth-eighth, quarter rest, and half note. Teddy Bear- Motions, canon Frosty Weather- Motions, canon Sing back solfege patterns to flute Week 8: Work with Rhythmolympics video Students will work with partners on flashcards. Week 9: Work in pairs on rhythm reading for the Rhythmolympics. Each pair will be tested at the end of class to show their progress. Week 10: Work in pairs on rhythm reading for the Rhythmolympics. Each pair will work on different levels of advancement, depending on the level of partners. Test all students on the Rhythmolympics to see how many patterns they are able to clap			
---	--	--	--

and count correctly in a minute.			
----------------------------------	--	--	--

Assessments	
Formative Assessments - Teacher Observation in reading and writing music - Class Discussion	Summative Assessments - Participation Rubric - Assessments in folk dance moves, skater's position, and reel, note reading, partner swing, contradance formations, cooperation with dance partners
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for quizzes and tests. - Create modified assessments. - Allow for collaboration	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	relationships with people, societal institutions, nature and culture.
---	---	--	--

Quinton Township School District
Music
Grade 3

Marking Period:	Three	Unit Title:	Advancing in Rhythm Reading	Pacing:	10 Days
------------------------	-------	--------------------	-----------------------------	----------------	---------

Unit Summary: Students will get an in-depth education on how rhythms are subdivided into eighth notes with a series of tutorial videos. They will prepare for their first Rhythmolympics where they will compete on their level.

Objectives:

Weeks 1-2: Count eighth notes and eighth rests, distinguish beat from rhythm, identify various notes of the scale, identify staff notes, perform folk dance moves, write a scale in staff notes, identify flat sign and function.

Week 3: Identify the meter of a song and show it with movement, sing independent parts, perform folk dance moves, and breathe properly for singing.

Week 4: Count eighth notes and eighth rests, distinguish beat from rhythm, identify various notes of the scale, identify staff notes.

Week 5: Distinguish pitch from timbre, identify brass instruments.

Week 6: Sing songs for a performance, identify various notes of the scale, count rhythms.

Week 7: Identify melodies of songs, perform movements to music, and sing independent parts.

Week 8: Perform folk dance moves, identify various notes of the scale.

Week 9: Sing songs for a performance, read music notes, move to a steady beat.

Week 10: Identify various notes of the scale and their placement on the staff, identify staff notes, perform circle dance moves, count rhythms, identify various rhythms, and identify piano notes.

Essential Questions:

Weeks 1-2: How are scales affected by key signatures?

Weeks 3-4: What kind of things can we show in music with movement?
Week 5: What is the difference between timbre and pitch?
Week 6-9: What does it take to perform well?
Week 10: What kind of things can we show in music with movement?

NJSLS - Visual and Performing Arts

- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 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.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- ● 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

Interdisciplinary Connections: 3.NF.A.1, L.RF.3.3, SL.PE.3.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Audition for the Rhythmolympics semifinals by seeing how many rhythms they can clap correctly in one minute. The other students are to practice clapping silently with two fingers while each student goes. If time permits, sing solfege back to piano Teach Jubilate Deo Review moves to “Roll that brown Jug Down to Town” Review staff sentences Review breathing with books. Everyone will have a book. Build an “F” scale. Find the notes that sound wrong. Add the flats. Play with one note missing. Identify the missing note. Solfege s m s m s s l s m s d s l d’ s l s m s s d’ s m s d s m r Week 2: Sing solfege back to piano Teach Jubilate Deo Count rhythms with eighth notes, quarter, quarter rest, half notes. Review moves to “Roll that brown Jug Down to Town” Review staff sentences Review breathing with books. Everyone will	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, and “120 Singing Games and Dances” by Lois Choksy.	Rhythm flash cards, teacher-made youtube tutorial videos	• Smart Board Applications • Google Applications • youtube videos • tutorial videos • pdf flash cards

have a book. Build a “B flat” scale. Find the notes that sound wrong. Add the flats. Play with one note missing. Identify the missing note. Introduce “Grand Old Flag” and “Yankee Doodle Boy” Play Let Us Chase the Squirrel- Sing as Canon. Solfege s m s m s s l s m s d s l d’ s l s m s s d’ s m s d s m r Week 3: Ask the essential question: What kind of things can we show in music with movement? Review “Roll that Brown Jug Down to Town-review” circle dance. ssmmmmml sssmml smsdssl ssmsddm Scalloped Canon Review eighth, eighth rest Teach “Reel” Teach “Great Big House” Review woodwinds Scalloped potatoes- motions, perform as canon Teddy Bear- motions, clap beat, clap rhythm, Step beat and clap rhythm, canon Identify songs by their rhythms. Count rhythms with eighth notes, quarter,			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

quarter rest, half notes. Introduce a pair of eighth notes with flags and eighth rest combinations. Review Meter Activity- Students will identify the meters and titles of “Bicycle Built for Two”, “Give My Regards to Broadway”. Review counting of quarter note, eighth-eighth, quarter rest, and half note. Week 4: Play Let Us Chase the Squirrel- game and canon. Review Jubilate Deo and sing as canon. Count rhythms with eighth notes, quarter, quarter rest, half notes. Review Dotted Quarter note and eighth rest. Review “Grand Old Flag” and “Yankee Doodle Boy.” Teach countermelody to “Yankee Doodle Boy.” Introduce 1890’s songs. Play Solfege on bells in groups. Each student will have one of the bells to be repeated back in the pattern Week 5: Clap to meters of three or two to 1890s songs; then practice naming the tunes. Move notes to solfege patterns on the board. Listen to a CD of different instruments and figure out which are at a different pitch. Listen to a CD of different brass instruments and name them.			
---	--	--	--

Week 6: Rehearse Old-Fashioned songs. Finish working on "Alabama Gal." Move notes on board to solfege. "Dona Nobis Pacem" "Ev'rytime I feel the Spirit" Week 7: Play "Name that Tune" with the 1890s songs; then sing through them. Review Jubilate Deo and sing as canon. Introduce moves to "Frog in the Bucket." Week 8: Review old fashioned songs Review dance to "Alabama Gal." Review Jubilate Deo and sing as canon. Introduce moves to "Frog in the Bucket". Play Solfege Simon. Week 9: Review old fashioned songs Review piano notes- each student will come to the piano and read a line of music. Review "Four White Horses" if time permits. Week 10: Review "Alabama Gal" and "Paw Paw Patch" singing dances Count rhythms with dotted quarter notes and eighth notes Class will sign solfege patterns and move magnets on board: s s l l s m l			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

s l d l s l m s d s m s m r s l d l s l t Teach “Going Down to Cairo” contradance. Review “Frog in the Bucket” and sing as a canon. Introduce piano notes. Review meter clapping in 2, 3, and 4.			
--	--	--	--

Assessments	
Formative Assessments - Teacher Observation in music activities - Note Reading - Class Discussion	Summative Assessments - Participation Rubric - Rhythmolympics Scores - Assessment in rhythm reading and mathematical subdivisions
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I	- Promote self-initiated and self-directed learning for growth though independent projects. - Challenge students with age-appropriate texts at higher reading levels.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

- and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	- available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	- and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	---	--

Quinton Township School District
Music
Grade 3

Marking Period:	Four	Unit Title:	Reading through Solfege	Pacing:	10 Days
------------------------	------	--------------------	-------------------------	----------------	---------

Unit Summary: Students will have a concentrated marking period on sight-singing and taking melodic notations with solfege as the basis. They will do this on the staff board, as well as with bingo chips. Attention will be paid to melodic intervals. They will receive tutorials on the Solfege Simon game and aim to score well.

Objectives:

Week 1: Identify various notes of the scale and their placement on the staff, staff notes, and piano notes; perform circle-dance moves; count and identify rhythms.

Weeks 2-4: Identify various notes of the scale and their placement on the staff; identify piano notes; and perform folk-dance moves.

Weeks 5-7: Identify various notes of the scale.

Week 8-10: Count various rhythms, identify notes of the scale and their placement on the staff, identify piano notes and play piano by reading staff notes.

Essential Questions:

Weeks 1-3: What kind of things can we show in music with movement?

Weeks 4-7: How are the various notes of the scale related?

Week 8-10: How does reading music help a musician?

NJSLS - Visual and Performing Arts

- 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.

- 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.
- 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
- 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 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.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Interdisciplinary Connections: 3.NF.A.1, L.RF.3.3, SL.PE.3.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies, and Key Skills: 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science and Design Thinking: 8.1.5.DA.5, 9.4.5.DC.1

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Review “Alabama Gal” and "Paw Paw Patch" dances. Identify rhythms with dotted quarter notes and eighth notes. Sign solfege patterns and move magnets on board: s s l l s m l s l d l s l m s d s m s m r s l d l s l t Teach “Going Down to Cairo” contradance. Review “Frog in the Bucket” and sing as a canon. Introduce piano notes. Review meter clapping in 2, 3, and 4. Week 2: Play Body Scale Simon. Review circle dance for “Going To to Cairo.” Teach circle dance to “Old Dan Tucker.” Sign solfege patterns and move magnets on board. Review “Frog in the Bucket” and sing as a canon. Week 3: Individual students will improvise three-note patterns with their voices, and the class will	Songs and activities come from various resources, such as the Silver Burdett “World of Music” series, and “120 Singing Games and Dances” by Lois Choksy.	Resonator Bells, bingo chips, staff paper	• Smart Board Applications • Google Applications • tutorial videos • youtube videos

echo. Play Body Scale Simon. Play Solfege Simon. Review circle dance for “Going To to Cairo.” Teach circle dance to “Old Dan Tucker.” Review “Frog in the Bucket” and sing as a canon. Week 4: Play Body Scale Simon. Sight-sing notes from the board using body part names. Play Solfege Simon. Week 5: Play notes on the piano and have students sing back in solfege. Work in pairs with a staff paper and bingo chips, putting them on the correct lines according to the solfege played on the piano. For each example a pair of students will go to the board and move the magnets. Play Solfege Simon. Week 6: Identify solfege patterns using "sol" "mi" "do" "la." Play notes on the piano and have students sing back in solfege. Play Solfege Simon. Week 7: Teach conducting patterns in three and four. Teach intervals of fourth and fifth.			
--	--	--	--

Play Solfege Simon. Week 8: Work in pairs with bingo chips. They will listen to examples and move the chips to the appropriate notes. Review piano notes. Each student will play a line of music. Review meter clapping in 2, 3, and 4. Review the essential question: How does reading music help a musician? Week 9: Count rhythms with dotted quarter notes and eighth notes. Add ties. Sign solfege patterns and move magnets on board. Add pairs of eighth notes. Give everyone a turn on his or her level. Review piano notes. Each student will play a line of music. Review meter clapping in 2, 3, and 4. Week 10: Count rhythms with dotted quarter notes and eighth notes. Add ties. Sign solfege patterns and move magnets on board. Add pairs of eighth notes. Give everyone a turn on his or her level. Review piano notes. Each student will play a line of music. Review meter clapping in 2, 3, and 4.			
--	--	--	--

Assessments	
Formative Assessments - Teacher Observation in reading and writing music activities - Solfege Simon - Class Discussion	Summative Assessments - Participation Rubric - Assessments in identifying solfege patterns using sol, mi, do, and la; melodic contour; pitch recognition; note labeling; and staff line recognition
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for quizzes and tests. - Create modified assessments. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

• Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• model. • Utilize graphic organizers.	
---	---	---	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI