

General Music Grade 3: Performing

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze musical notation in order to develop musical literacy. - Students will demonstrate the ability to refine musical concepts in order to convey meaning when performing a varied repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. - Anchor Standard #5. Develop and refine artistic work for presentation. - Anchor Standard #6. Convey meaning through the presentation of artistic work.	Transfer	
	Students will be able to independently use their learning to share their musical experiences with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - performers make interpretive decisions based on their understanding of context and expressive intent. - to express their musical ideas, musicians analyze, evaluate, and 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 according to musical maturity, knowledge and experience.	ESSENTIAL QUESTIONS How do musicians improve the quality of their performance?
	Acquisition	
	Students will know... - that keeping a steady beat is important. - that rhythmic or melodic patterns can be added to a song. - the principles of concert etiquette. - the following notation symbols: quarter note, half note, dotted quarter note and whole note. - the names and meanings for the following notation symbols: staff, bar line, repeat sign, and treble clef. - the notes B, A, and G and where they are placed in the treble staff. - the proper posture and technique (for e.g. appropriate hand position, how sound is produced, and tonguing) are necessary for a good tone quality while playing recorder.	Students will be skilled at... - demonstrating and explaining how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. - demonstrating understanding of the structure in music selected for performance. - reading and performing rhythmic patterns and melodic phrases using iconic and standard notation. - applying teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. - rehearsing to improve technical accuracy, expressive qualities, and identified performance challenges. - performing music with expression and technical

	- the notes G, A, B, C', D' on recorder. - the dynamic markings of f, p. - songs, chants, and dances from other cultures integrating with classroom studies. <u>vocabulary:</u> steady beat, rhythm, posture, harmony, treble clef, repeat signs, measure/bar lines, treble clef, time signature, recorder, woodwind family, tone quality, forte, piano, tempo, improvise, and compose.	accuracy. - demonstrating performance decorum and audience etiquette appropriate for the context and venue. - demonstrating and describing how selected music connects to and is influenced by specific interests, experiences, or purposes.
Content Area Literacy Standards		21st Century Skills
NOT APPLICABLE		<i>solve problems</i> <i>adapt to change</i> <i>collaborate with others</i> <i>reason effectively</i> <i>make judgments and decisions</i> <i>think creatively</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	