

General Music Grade 3: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard #7. Perceive and analyze artistic work. - Anchor Standard #8. Interpret intent and meaning in artistic work. - Anchor Standard #9. Apply criteria to evaluate artistic work. - Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. - Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to connect music to their lives.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians' response to and perception of musical works are influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTIONS How does music impact emotion?
	<i>Acquisition</i>	

	<i>Students will know...</i> ● that rhythmic or melodic patterns can be added to a song. ● the names of the families of instruments (strings, woodwinds, brass, percussion). ● the principles of concert etiquette. ● the following notation symbols: quarter note, half note, and whole note. ● the names and meanings for the following notation symbols: staff, bar line, repeat sign, and treble clef. ● that the recorder is a woodwind instrument and was invented before the flute. ● 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. ● the dynamic markings of f, p ● the songs, chants, and dances from other cultures integrating with classroom studies <u><i>vocabulary:</i></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.	<i>Students will be skilled at...</i> ● demonstrating and describing how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). ● demonstrating and describing how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. ● evaluating musical works and performances, applying established criteria, and describe appropriateness to the context.
Content Area Literacy Standards	21st Century Skills	
● NOT APPLICABLE	● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>access and evaluate information</i> ● <i>adapt to change</i> ● <i>work creatively with others</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	