

Third Grade - March
 Unit/Module Scope & Sequence
 (Learning to occur with a specific topic/piece of text)

Unit Title:
Reading and Notating in the Treble Staff Also....Irish Folk Music and a Celebration of St. Patrick’s Day

Topic: <i>(Brief Description of Title, what we want the kids to learn)</i>
<p>The students will be continuing their work with the treble staff and its notation. Students will continue to work together to play as an Orffestra...combining our work with staff reading and our previous knowledge from the Recorder Karate Level I curriculum that we began last school year. Mrs. Kamp is arranging each of the Recorder Karate Level 1 pieces for Orffestra so that the class can play a new “Orffestra Belt” each month.</p> <p>We will also explore Irish Folk Music through traditional Irish songs, music listening, instruments, and dance in celebration of St. Patrick’s Day.</p>

Month:
March

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

New York State Learning Standards for the Arts Conceptual Framework			
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes	Anchor Standards		
Cr Creating Conceiving and developing new artistic ideas and work.	1.	Generate and conceptualize artistic ideas and work.	All Arts Disciplines Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School ○ HSI – Proficient ○ HSII – Accomplished
	2.	Organize and develop artistic ideas and work.	
	3.	Refine and complete artistic work	
4.	Select, analyze, and interpret artistic work for presentation.		
Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.		

Pr			5.	Develop and refine artistic techniques and work for presentation.	<ul style="list-style-type: none"> ○ HSIII – Advanced Music Only General Music <ul style="list-style-type: none"> • Pre-K – 8 In additional strands: <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient <ul style="list-style-type: none"> ○ HSII – Accomplished ○ HSIII – Advanced
			6.	Convey meaning through the presentation of artistic work.	
Re Responding Understanding and evaluating how the arts convey meaning.			7.	Perceive and analyze artistic work.	
			8.	Interpret meaning in artistic work.	
			9.	Apply criteria to evaluate artistic work.	
Cn Connecting Relating artistic ideas and work with personal meaning and external context.			10.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
			11.	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

• **COMMON CORE ALLIGNMENT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms
Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes & rests Measures
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	

• **COMMON CORE ALIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives	Folk songs Rhythms, patterns, repetition, form Form Cultural connections to music
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding	Critical listening Expressive markings in music Music specific vocabulary Form React to music, improvisation Sing and play with others
Reading Foundational Skills	Print concepts Phonological awareness Phonics & word recognition Fluency	Read music notation, follow own part Lyrics, rhythm, note reading Music reading, practice for fluency
Writing	Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work	Critical responses
Speaking & Listening	Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media	Teacher questioning Collaborative discussions Multimedia
Language	Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English	Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music

Overview/Objectives/I Can Statement associated with the Unit/Topic: (Description of Learning to Occur)

I can read and notate music properly using the **treble staff**.
I can play my part (melody bell, desk bell, or boomwhackers) at the appropriate time in the song.
I can read the symbols for quarter note (), quarter rest () and half note () and correctly perform these rhythmic durations with my recorder, voice, and other instruments.
I can sing a variety of songs and explore their speaking and singing voices.
I can use a variety of classroom instruments in games and to accompany my singing.
I can read the notation for a roll and correctly perform one on my instrument.
I can identify a pick up note, explain what that means, and correctly perform on in this month's orffestration.
I can define and describe Jazz and the Blues.
I can define, describe and demonstrate scat singing with my voice.
I can define, describe, and demonstrate improvisation with my recorder or other classroom instruments.
I can name at least one traditional Irish Instrument.
I can identify music from Ireland with my ears.

Lessons for the Unit: Summary of lessons that correlate to the unit

Unit Topic Focus ----- Recorder Work

The Third Grades will be working with the **Recorder Karate Level I Curriculum** this year.

March Orffestra Belt Song (Purple):

Old MacDonald Had a Farm

Also work with melody and ostinato through playing our instruments and singing:

- ***"Paddy Works The Railway" and creating rhyming sentences to go along with the years that Paddy is working***

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*****Special focus videos on Irish Dance and Irish Instruments***

Differentiated Learning Activities: i.e. Judy Dodge, SIOP etc.

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Beat, rhythm, recorder, treble clef, treble staff, grand staff, line note, space note, EGBDF, FACE, quarter note, half note, quarter rest (sometimes eighth note and eighth rest, sixteenth note, whole note), various classroom instrument names, pitched percussion, non-pitched percussion, pitch, melody bell, desk bell, boomwhackers, roll, pick-up note,

Special Irish Vocabulary:

Jig, Slip Jig, Reel, Clog, Gillies, Celtic Harp, Tin Whistle, Celtic Flute, Bodhran

Assessments: *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)* Assessments for this unit

Through teacher observation:

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**
- **Student ability to roll on their instrument**
- **Student ability to define, identify, and demonstrate proper playing of pick-up notes**

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes