

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

Unit Title:

Reading and Notating in the Treble Staff

Also, using these skills in a special cross curricular focus unit....African American Contributions to the World of Music; specifically Jazz and the Blues

Topic: *(Brief Description of Title, what we want the kids to learn)*

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.

We will also be discussing African American contributions to the world of music in coordination with Black History Month which is being celebrated in the children's classrooms throughout the school. We will learn about jazz and the blues and listen to those styles of music as well as create our own blues class composition.

Month:

February

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.
	2.	Organize and develop artistic ideas and work.
	3.	Refine and complete artistic 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

Pr	Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.	4.	Select, analyze, and interpret artistic work for presentation.	<ul style="list-style-type: none"> • High School <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ 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 ○ HSII – Accomplished ○ HSIII – Advanced 	
				5.		Develop and refine artistic techniques and work for presentation.
				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 ALIGNMENT – 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	
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• **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.

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

Unit Topic Focus	Orffestra Work
Students will learn about African American contributions to the music world, specifically in the area of Jazz and the Blues. The class will listen to recordings from these genres and experiment with some of their elements including scat singing and improvisation. The students will work in small groups to compose the lyrics and an orffestration for their own blues song; based on lessons from Pre-School Prodigies, Chapter 7. We will be learning about chords, chord structures, the 12 bar blues form, improvisation, themes, call and response, and more.	<ul style="list-style-type: none">•

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, jazz, blues, improvisation, scat singing, ostinato, 12 bar blues form, form, chord

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**
- **Student ability to successfully work with their group to compose their own Blues song.**
- **Student ability to share their composition with the class.**

Suggested Resources:

Recordings of all of the songs available on Miss Galvins's i-tunes
Pre-School Prodigies (Book 7)