

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 3 Music Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Visual & Performing Arts

Curriculum Scope and Sequence

Content Area	Music	Course Title/Grade Level:	3rd Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Singing and Vocal Performance	Throughout the year
<u>Topic/Unit #2</u>	Listening and Responding to Music	Throughout the year
<u>Topic/Unit #3</u>	Instrumental Performance	December - June
<u>Topic/Unit #4</u>	Reading and Writing Music Notation	December - June

Topic/Unit 1 Title	Singing and Vocal Performance	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>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.</p> <p>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.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>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.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>ELA</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4 Determine the meaning of general academic and domain - specific words and phrases in a text relevant to grade 3 topic or subject areas.</p> <p>Social Studies Integration</p> <p>6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs and laws.</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: Discuss the role and expectations of a performer throughout the year and practice being a performer during the grade level concert.</p>	

<p>World Language Integration: 7.1.IL.A. - Compare and contrast unique linguistic elements in English and the target language.</p> <p>Activity: Students learn about and sing a song in a different language as part of their grade level concert. Students explore the culture and history of the song.</p>	
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students use Google Classroom to access and submit assignments including using Flipgrid to record themselves singing.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p> <p>Activity: Practice concert etiquette by watching other classes perform.</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>How do people sing? How do I produce a healthy tone when I sing? Why don't all voices sound the same? What can I do to make my voice sound the best it can? Why is singing in harmony a challenge?</p>	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know: how to appropriately use their singing voice and show range in regards to pitch and volume alone and within a group how to sing in harmony within a group</p>	<p>Students will be able to: Apply knowledge of good posture and enunciation in singing. Experiment with use of the head voice in singing activities. Recognize and practice singing songs from different historical periods and cultures.</p>

Recognize and practice singing rounds, partner songs and call and response songs.
 Discuss how songs from different cultures and historical periods should be sung

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.

RESOURCES

Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series
Supplemental materials: iTunes social media K8 magazine

Activate Magazine
Modifications for Learners
See appendix

Topic/Unit 2 Title	Listening, Responding, and Moving to Music	Approximate Pacing	Throughout the year
STANDARDS			
NJSLS VPA - Music			
<p>1.1.5 B.1 - Identify the elements of Music in response to oral prompts and printed music notation on all systems.</p> <p>1.1.5.B.2 - Recognize works of dance, music, theater, and visual art as a reflection of societal values and beliefs.</p> <p>1.3.5.A.1 - perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy and accurately transfer rhythmic patterns from the auditory to the kinesthetic.</p> <p>1.2.5.A.3 - determine the impact of significant contributions of individual artists in dance, music, theatre visual art from diverse cultures throughout history.</p> <p>1.3.5.B.4 - to code how the elements of Music are used to achieve unity and variety, tension and release, and balance in musical composition.</p> <p>1.4.5.A.1 - employ basic, discipline-specific Arts terminology to categorize works of dance, music, theatre and visual art according to established classifications.</p> <p>1.4.5.A.2 - make informed aesthetic responses to artworks based on structural Arrangement and personal cultural and historical points of you.</p> <p>1.4.5.B.3 - use discipline-specific Parts terminology and evaluate the strengths and weaknesses of works of dance music theatre and visual art.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>ELA SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse Partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	

<p>Health and Physical Education 2.5.4.A.2 - use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. 2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>Science integration 5.1.4.A.2 - Use outcomes of Investigations to build and refine questions, models and explanations. 5.1.4.B.4 - Communicate and justify explanations with reasonable and logical arguments.social studies integration</p> <p>Social Studies integration 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>World Language integration 7.1.1LA.8 - Compare and contrast unique linguistic elements in English and the target language. 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with Target cultures.</p> <p>Activity: Students will be able to describe the different cultures associated with musical pieces from different historical time periods.</p>	<p>Activity: Students identify different careers where music and responding to it via dance/physical fitness is important.</p>
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students will use tech tools to match names of instrument families to pictures based on the sounds associated with them.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.</p>

Activity: Students will practice giving constructive criticism to classmates based on a song they sing or dance they perform.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

How do people analyze music?
 Why should we try to understand music?
 Why do musical instruments make different sounds?
 How can critiquing ourselves and others be a valuable tool for growth and self-esteem?
 Why do people move and dance to music?
 Why have most cultures developed dances?
 How does folk dance reflect a culture or time in history?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:
 How Tempo, Dynamics, and Timbre are used to create a musical performance.
 The names of instrument families using listening examples and online websites.

Students will be able to:
 Listen to examples of Music containing a variety of expressive qualities (e.g. Tempo, Dynamics, and Timbre).
 Listen to songs and pieces of music that represent various historical periods and cultures.
 Recognize and describe the orchestra family.
 Express criticism in a positive manner about a performance.
 Explore and identify ways to improve upon one's own performances.
 interpret songs and pieces of music that represent various historical periods and other cultures through movements.
 Analyze the expressive qualities of songs and pieces of music through movement.
 Practice folk dances of the United States and other countries (e.g. square dance, line dance, play party and Contra Dance.)

ASSESSMENT OF LEARNING

Summative Assessment
 (Assessment at the end of the learning period)

Rubric
 Notes
 Performance at grade level concert

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.
RESOURCES	
Core instructional materials: Silver Burdett Music Connections Series Silver Burdett Making Music Series	
Supplemental materials: John Feierabend's Move It and Move It 2 DVD's	
Modifications for Learners	
See appendix	

Topic/Unit 3 Title	Instrumental Performance	Approximate Pacing	December-June
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>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.</p> <p>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.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>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.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>ELA</p> <p>SL 3.1 - Engaged effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse Partners on grade 3 level texts, building on others ideas and expressing their own clearly.</p> <p>Health and physical education</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Activity: By learning how to successfully play classroom instruments (rhythm sticks, egg shakers, tambourines, etc), students are learning prerequisite skills needed to participate in band or orchestra in later years.</p>	

<p>2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos rhythms and music.</p> <p>Social Studies 6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Activity: With a group, students will choose which classroom instruments they wish to use and create a composition to play for the class.</p>	
Technology Standards:	Career Ready Practices:
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students create their own ostinatos to a song of their choice and record their performance on flipgrid.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence.</p> <p>Activity: Students will work together to compose short instrumental pieces and play them for the class.</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>How can I produce the best sound with a musical instrument? What is good playing technique? How can the Timbre of an instrument help express a certain idea? Why is it important to treat instruments with care?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

<p>Students will know: how to appropriately play classroom instruments how to evaluate performances</p>	<p>Students will be able to: Accompany songs on classroom instruments following the direction of the teacher. Read and perform rhythmic patterns and accompaniments on classroom instruments. Choose instruments based on timbre to accompany particular songs or stories. Improvised accompaniment using classroom instruments. Compose short instrumental pieces in small groups demonstrating good playing technique and use of the elements of music to provide variety and interest. Critique performances of classmates and self.</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Rubric Notes Performance at grade level concert</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Teacher observation Anecdotal records Checklist</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Projects Group work Aural/visual assessment and observation Class performances</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.</p>

RESOURCES

Core instructional materials:

Silver Burdett Music Connections Series Silver Burdett Making Music Series
Supplemental materials: youtube teacher-created worksheets
Modifications for Learners
See appendix

Topic/Unit 4 Title	Reading and Writing Music Notation	Approximate Pacing	December through June
STANDARDS			
NJSLS VPA - Music			
<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>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.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>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.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>ELA SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Math</p>		<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	

<p>3.NF.1 - Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a part of size $1/b$.</p> <p>Activity: Students make associations to fractions used in music, representing parts and wholes with fraction manipulatives, before playing rhythm patterns associated with those fractions.</p>	<p>Activity: Students speak/read rhythms on the board without much time to look at them. This exercise helps them quickly decipher rhythms which is a skill they need when they sight-read music.</p>
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>Activity: Students will compose a melody using an online glockenspiel.</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p> <p>Activity: Students work together in a group to create a melody on the glockenspiel using the sentence "I am Thankful for _____".</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>How does being able to read music notation help students learn music? Why does music notation exist? How do composers tell us how they want their music to be performed? What does a melody look like?</p>	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p>Students will know:</p> <p>How to play rhythmic and melodic patterns on classroom instruments</p> <p>How to read rhythm and melody patterns using basic notation</p>	<p>Students will be able to:</p> <p>Practice performing Rhythm patterns and phrases in isolation and $2/4$, $4/4$, and $3/4$ time containing quarter notes and rests, eighth notes and rests, half notes and notes.</p> <p>Identify Rhythm patterns and phrases from known songs.</p>

Produce rhythmic patterns and phrases through improvisation using known rhythms.
 Write short rhythmic patterns and phrases to be read and performed by others using known rhythms..
 Practice singing melodic patterns in known songs and in isolation.
 Produce melodic patterns playing pitched percussion instruments.
 Recognize and identify phrases from known songs.
 Recognize and identify the staff.
 Recognize, identify the notes of the treble clef staff.
 Recognize how Melodies are written on the staff to represent steps, skips, leaps and repeated pitches.
 Recognize and perform short melodic phrases from known songs.
 Write short melodic patterns and phrases to be read and performed by others.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Rubric Notes Performance at grade level concert
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Teacher observation Anecdotal records Checklist
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	Projects Group work Aural/visual assessment and observation Class performances
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre-assessments and post-assessments will be given. The pre-assessment will focus on any knowledge students learned in prior years in music, in addition to concepts that will be introduced over the course of the year.

RESOURCES

Core instructional materials:

Silver Burdett Music Connections Series
Silver Burdett Making Music Series

Supplemental materials:

jamboard
flipgrid
social media

Modifications for Learners

See [appendix](#)