

**Winslow Township School District**  
**Grade 3 Music**  
**Unit 1: Classroom Expectations, Steady Beat, Melodic Rhythms, Rhythmic Notation**

**Overview:** In this unit we will initially establishing our classroom environment. We will be modeling and explaining universal expectations in the music classroom. We will then be focusing heavily on the concepts of steady beat or pulse in music and what it feels/sounds like. We will also be learning about melodic rhythm (rhythm of the words). Discussing that rhythm is found in words, names, etc. We will then focus on differentiating between steady beat and melodic rhythm through singing, body percussion, and playing instruments. We will finish the unit by beginning to reinforce quarter note and eighth note reading.

Overview	Standards for Musical Content	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 1</u></a></p> <p><b>Steady beats and melodic rhythms in music</b></p>	<p><b>1.3A.5.Cr2a</b>  <b>1.3A.5.Pr4b</b>  <b>1.3A.5.Pr4c</b>  <b>1.3A.5.Pr5b</b>  <b>1.3A.5.Pr6a</b></p>	<ul style="list-style-type: none"> <li>• Understand how to accompany music using steady pulse with both body percussion and percussion instruments.</li> <li>• Singing in unison</li> <li>• Recognizing the difference between steady pulse and melodic rhythm.</li> <li>• Perform steady pulse and melodic rhythms parts on pitched/unpitched instruments</li> <li>• Begin understanding simple rhythmic notation</li> </ul>	<ul style="list-style-type: none"> <li>• What is a steady beat in music?</li> <li>• What is a melodic rhythm?</li> <li>• Why do we call it a, “Steady Beat?”</li> <li>• Can we tap out the rhythm of your name?</li> <li>• What type of note value best represents one steady beat in music?</li> <li>• How do we differentiate between a quarter note and an eighth note?</li> </ul>
<p><b><i>Unit 1: Enduring Understandings</i></b></p>	<ul style="list-style-type: none"> <li>• All forms of music have a steady pulse that doesn’t change.</li> <li>• Pulse in music is similar to your heartbeat. There is an equal amount of space between every single beat.</li> <li>• We find rhythm in our everyday conversations. Words, names, etc. all have a natural rhythm or cadence to how we say them.</li> <li>• We can perform steady beats and melodic rhythms either separately or at the same time using body percussion, unpitched percussion, or melodic instruments.</li> <li>• In many situations we can consider a single quarter note to be the equivalent of one steady beat.</li> <li>• How do we different</li> </ul>		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 1:</b>  <b>Steady Beat</b>  <b>Melodic Rhythm</b>	<b>1.3A.5.Pr4c</b>	Analyze selected music by reading and performing using standard notation.	1	4
	<b>1.3A.5.Pr4b</b>	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.		
	<b>1.3A.5.Pr6a</b>	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	2	
	<b>1.3A.5.Pr5b</b>	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.		
	<b>1.3A.5.Cr2a</b>	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.		
	Assessment, Re-teach and Extension		1	

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Unit 1 Grade 3		
Enduring Understanding	Indicator #	Performance Expectations
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>1.3A.5.Cr2a</b>	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3A.5.Pr4b</b>	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>1.3A.5.Pr4c</b>	Analyze selected music by reading and performing using standard notation.
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.	<b>1.3A.5.Pr5b</b>	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	<b>1.3A.5.Pr6a</b>	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

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Assessment Plan	
<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Self-Assessment</li> <li>• Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Short Constructed Responses</li> <li>• Exit Tickets</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Share the Music gr. 3</li> <li>• BeatBox World Music Drumming 101</li> <li>• Round the Seasons</li> <li>• Orff We Go!</li> <li>• Just Jams</li> <li>• Peanut Butter Jam</li> <li>• BoomWhack Attack</li> <li>• iPads</li> <li>• Orff Instruments</li> <li>• Bucket Drums</li> <li>• Hand Percussion</li> <li>• BoomWhackers</li> <li>• Diversity, Equity &amp; Inclusion Educational Resources  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and underline syllables containing steady beats in a poem.</li> <li>• Perform steady pulse using body percussion while singing.</li> <li>• Use body percussion and unpitched instruments to demonstrate understanding of melodic rhythm.</li> <li>• Compare and contrast differences between steady beat and melodic rhythm.</li> <li>• Perform songs on pitched Orff instruments.</li> <li>• Identify simple music notation that correlates with aural dictation of rhythms.</li> </ul>

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**Instructional Best Practices and Exemplars**

- |  |  |
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| <ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol> | <ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol> |
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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.2.5.CAP.5:** Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
- 9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4:** Describe how an individual’s financial decisions affect society and contribute to the overall economy
- 9.1.5.FP.3:** Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.2:** Describe choices consumers have with money (e.g., save, spend, donate).
- 9.2.5.CAP.2:** Identify how you might like to earn an income.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Peer helpers
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Study Guides, Study Aids and Re teaching as needed

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Extended time as needed
- Read directions aloud
- Assist with organization
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 2-3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in music from student’s native culture</li> <li>• Assist with organization</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> </ul> <p style="padding-left: 40px;">Label Classroom Materials - Word Walls</p>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level tasks</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>



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**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**4.MD.1.** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

**Integration of Computer Science and Design Thinking NJSLS 3**

**8.1.5.CS.1:** Model how computing devices connect to other components to form a system

**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

**8.2.5.ED.3:** Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.