

Winslow Township School District

Grade 3 Music

Unit 6: The Blues

Overview: In this unit we will be learning about Blues and Jazz music. Students will have the opportunity learn about the cultural significance and history of blues and jazz music. They will learn about its relevance and significance in the history of our country. In this unit students will learn the harmonic structure of a 12-Bar Blues progression. They will also gain a fundamental understanding of the pentatonic scale. Students will learn what improvisation is and they will have the opportunity attempt it using Orff instruments.

Overview	Standards for Musical Content	Unit Focus	Essential Questions
<p><u>Unit 6</u> The Blues</p>	<p>1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a</p>	<ul style="list-style-type: none"> • Understand the historical and cultural significance of Blues and Jazz music in our country • Learn about the structural form of a 12-Bar Blues • Possess the ability to improvise using a pentatonic scale • Understand what notes are necessary to accompany a 12-Bar Blues progression • Understand the lyrical structure of the blues 	<ul style="list-style-type: none"> • What notes are used to play a 12-Bar Blues? • How many measures are in a 12-Bar Blues? • How many lines are in a 12-Bar Blues? • What is improvisation? • What is the historical background of the blues? • How many beats is a ½ note worth? • How many measures are in a 12-Bar Blues? • How many notes are in a pentatonic scale?
<p><i>Unit 6:</i> <i>Enduring</i> <i>Understandings</i></p>	<ul style="list-style-type: none"> • A 12-Bar Blues is 12 measures long. • There are three notes used to accompany a 12-Bar Blues. • A 12-Bar Blues consists of three melodic phrases. • Blues and Jazz music originated from African-American culture. • Improvisation is when someone makes up the notes that they are playing as they go along. 		

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Curriculum Unit 6	Standards		Pacing	
			Weeks	Unit Weeks
Unit 6: The Blues	1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.	1	4
	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.		
	1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).		
	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.		
	1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	1	
	1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.		
	1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.		
	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).		
	1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.	1	
	1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).		
	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.		
	1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.		
	1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.		
	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.		
	1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music		
	Assessment, Re-teach and Extension		1	

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Enduring Understanding	Indicator #	Performance Expectations
The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources	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).
Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	1.3A.5.Cr2a	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.	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.
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.	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.
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.	1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
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.	1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
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	1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
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.	1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
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.	1.3A.5.Pr5b	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.	1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria	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.
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	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.
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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Assessment Plan	
<ul style="list-style-type: none"> • Performance Assessments • Self-Assessment • Peer Assessment 	<ul style="list-style-type: none"> • Short Constructed Responses • Exit Tickets
Resources	Activities
<ul style="list-style-type: none"> • Share the Music gr. 3 • BeatBox World Music Drumming 101 • Round the Seasons • Orff We Go! • Just Jams • Peanut Butter Jam • BoomWhack Attack • iPads • Orff Instruments • Bucket Drums • Hand Percussion • BoomWhackers • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Understand the historical significance of the blues and jazz in our country. • Sing various examples of blues music. • Improvise on Orff instruments using a pentatonic scale. • Perform a 12-Bar Blues accompaniment on pitched Orff instruments. • Identify simple music notation that correlates with aural dictation of rhythms.

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

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

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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.