

Third Grade Music Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Unit One – Games We Share	7 days	--
Unit Two – Going Places	7 days	14 days
Unit Three – Everyday Music	8 days	22 days
Unit Four – Words that Sing	8 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Music sessions during the course of the year.

Pemberton Township School District

3rd Grade Music

Unit Title: Unit 1 - Games We Share

Stage 1: Desired Results

Standards & Indicators:

2014 NJCCS: Visual and Performing Arts

- 1.1.5.B.1
- 1.1.5.B.2
- 1.3.5.B.1
- 1.3.5.B.2
- 1.3.5.B.4

21st Century Standards:

- CRP2
- CRP6
- 9.3.12.AR.3
- 9.3.12.AR PRF.4
- 9.3.12.AR-PRF.3
- 9.3.12.AR-PRF.1

Central Idea / Enduring Understanding:

I use my understanding of music notation to perform rhythms at different speeds

I move in response to vocal (heavier and lighter), instrumental, and body percussion tone colors

I compare low, middle, and high pitches and sing from notation using pitch syllables

I move in response to melodic direction and highest pitches in a melody

I echo patterns at different pitch levels

Essential/Guiding Question:

How does tempo effect music and my physical response to it?

How do I create different tone colors with one instrument or my voice?

Why do we sing higher/lower? How is that reflected in music notation?

What kind of shapes do melodies have?

Why do we learn to repeat what we hear?

Content:

- Dynamics
- Music Notation
- Meter
- Steady Beat
- Solfeggio
- Musical diversity
- Movement in music

Skills(Objectives):

- Sing a call-response song
- Speak using different pitch and dynamic levels
- Speak and sing in higher and heavier voices
- Sing with pitch syllables
- Read rhythm patterns containing 2-eighths, quarter notes, and quarter note rests
- Identify lines and spaces on a staff
- Write and 8-beat rhythm with 2-eighths, quarter notes, and quarter note rests

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Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

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3rd Grade Music

<p><u>Learning Opportunities/Strategies:</u> <u>Unit 1: Games We Share</u></p> <p><u>Session 1.1 Focus on Beat and Rhythm:</u></p> <ul style="list-style-type: none"> • Say say hello in a variety of languages, and hear cultural music from Africa. • Sing/speak words following music notation • Clap/pat a steady and a varying rhythm. <p><u>Session 1.2 Pitch and Melodic Direction:</u></p> <ul style="list-style-type: none"> • Trace the melody of “Rocky Mountain” while reviewing music notation and staff placement with pitch relation. • Look for patterns in music and stories • Look for repetitions/patterns in word phrases and musical phrases. <p><u>Session 1.3 Tone Color/Timbre:</u></p> <ul style="list-style-type: none"> • Listen to examples of various tone color variations with instruments, as well as voices. • Explore vocal exercises using the heavy and light vocal registers, while practicing proper singing technique (i.e. posture, breath support). <p><u>Session 1.4 Durations in rhythm and Meter:</u></p> <ul style="list-style-type: none"> • Learn the definition of Meter, and how it regulates rhythm. • Understand the limits of rhythm • Understand the limits of rhythm by looking back at previous songs learned • Understand the limits of rhythm by playing a new rhythmic game <p><u>Session 1.5 Pitch Placement Solfeggio:</u></p> <ul style="list-style-type: none"> • Explore Japanese culture through “Kuma San” (honorable bear) • Trace the melodic shape. • Learn the solfeggio syllables Do, Re, and Mi through this song, and previous songs learned • Understand pitch placement by showing physical actions <p><u>Session 1.6 Song Structure and Varying Pitch:</u></p> <ul style="list-style-type: none"> • Describe differentiations all around, in sounds, colors, tastes, etc. Then 	<p><u>Resources:</u> <u>Materials for Unit 1:</u></p> <p><u>Session 1.1:</u></p> <ul style="list-style-type: none"> • STM books • STM Recordings • Optional Drum, or other unpitched instrument • Resource Master 1.1 • Singing Master S.3.1 <p><u>Session 1.2:</u></p> <ul style="list-style-type: none"> • STM books • STM Recordings • Optional Pitched Instrument • Listening Map Transparency (Sabre Dance) <p><u>Session 1.3:</u></p> <ul style="list-style-type: none"> • STM books • STM Recordings • Tambourine, Woodblock, Triangle <p><u>Session 1.4:</u></p> <ul style="list-style-type: none"> • STM books • STM Recordings • Optional Beanbags, unpitched instrument • Listening Map Transparency (“Surprise” Symphony) <p><u>Session 1.5:</u></p> <ul style="list-style-type: none"> • STM books • STM Recordings • Optional <p><u>Session 1.6:</u></p> <ul style="list-style-type: none"> • STM books • STM Recordings • Optional unpitched Instrument: drum,
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<p>moves on to similarities of the same sorts.</p> <ul style="list-style-type: none">• Understand musical terms and notation• Understand repetition and song structure.• Show understanding of repetition in music verbally or physically. <p><u>Session 1.7 Unit 1 Assessment</u></p> <ul style="list-style-type: none">• Review, songs and skills learned in Unit 1.• Differentiate between steady beat and rhythm.• Identify the melodic direction of three mitch melodies.	<p>maracas</p> <ul style="list-style-type: none">• Resource Master 1.5 <p><u>Session 1.7:</u></p> <ul style="list-style-type: none">• STM books• STM Recordings• Unpitched instruments• Resonator Bell• Music staff paper/Copies of assessment
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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice	Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice	Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks	Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload

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3rd Grade Music

Unit Title: Unit 2 - Going Places

Stage 1: Desired Results

Standards & Indicators:

2014 NJCCS: Visual and Performing Arts

- 1.1.5.B.1
- 1.1.5.B.2
- 1.3.5.B.1
- 1.3.5.B.2
- 1.3.5.B.4

21st Century Standards:

- CRP2
- CRP6
- 9.3.12.AR.3
- 9.3.12.AR PRF.4
- 9.3.12.AR-PRF.3
- 9.3.12.AR-PRF.1

Central Idea / Enduring Understanding:

I use my understanding of beat and rhythm to incorporate music and rhythm into everyday actions like walking, jumping, skipping, etc.

I can listen to a song and identify separate sections of that song such as verse and refrain.

I know how to keep a steady beat to music that gradually increases its speed.

I can identify a tie in music, define it's purpose, and play an example of it in a musical rhythm.

I can sing and identify the pitches of So and La in a song.

I can creatively describe sounds I hear by critically listening to the timbre of a sound. I can differentiate between types of timbre using descriptive adjectives.

Essential/Guiding Question:

How does tempo effect music and my physical response to it?

How do I create different tone colors with one instrument?

Why do we sing higher/lower? How is that reflected in music notation?

What kind of shapes do melodies have?

Why do we learn to repeat what we hear?

How do I describe the types of sounds I hear?

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Content:

- Eurythmics
- Form
- Tempo, accelerando/decelerando
- Ties and slurs
- Solfeggio
- Creatively describing sounds

Skills(Objectives):

- Create a simple rhythm incorporating movements of everyday life
- Accurately label the sections of an ABA song
- Play an unpitched musical instrument with accuracy to music with increasing and decreasing tempi
- Locate, define and play a tie in a musical context
- Identify and sing solfeggio pitches So and La in a song.
- Use descriptive adjectives to describe a sound

Stage 2: Assessment Evidence

Performance Task(s):

- Formative Assessment
- Rhythmic Accuracy
- Performance
- Self-Assessment
- Pitch Awareness
- Participation
- End-of-Marking Period Assessment

Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument and Singing Performance

Stage 3: Learning Plan

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3rd Grade Music

Learning Opportunities/Strategies:

Unit 2: Going Places

Session 2.1 Music travels too:

- Develop the concept of music being everywhere by keeping a steady beat to locomotion movements.
- Connect rhythmic note values with movement, through various examples
- Explore how music has traveled between continents.

Session 2.2 Music Form: Verse and Refrain:

- Explore the structure of music, but with a focus on the interplay of verse and refrain.
- Identify the verse and refrain (chorus) in at least two songs
- Show knowledge through an in-class game while working with partners and improvising lyrics.

Session 2.3 Accelerating Tempi:

- Feel the excitement music can make us feel through the use of accelerando, a quickening of the tempo.
- Learn about things that get faster by using musical, as well as real life, examples
- Display their rhythmic skills by keeping pace with an accelerating tempo.

Session 2.4 Traveling Rhythms:

- Understand that rhythms move inside of songs
- Identify tied quarter notes
- Perform rhythms containing ties with accuracy

Session 2.5 Solfeggio: So and La:

- Revisit their practice with solfeggio, but this time with the 5th and 6th steps of the major scale.
- Learn So and La, being important notes in the pentatonic scale, through examples of previously learned solfeggio syllables while involving listening examples and singing games.

Session 2.6 Tone Colors:

- Expand knowledge of tone colors, or timbre, to include vocabulary appropriate for naming emotions, actions and items. I.e. being angry might include a harsh sound, a cactus might have a rough sound, and running away might have a shrill scary sound.
- Synthesize knowledge of vocabulary with sound through active listening and creativity

Resources:

Materials for Unit 2:

Session 2.1:

- Music (STM) books
- STM Recordings
- Optional Drum, or other unpitched instrument
- Resource Master 1.1
- Singing Master S.3.1

Session 2.2:

- STM books
- STM recordings
- Resource Master 2.2

Session 2.3:

- STM books
- STM recordings
- Listening Map Transparency T.3
- Optional- Bean Bag

Session 2.4:

- STM books
- STM recordings
- Unpitched instruments
- Resource 2.3
- Singing Master S.3.2

Session 2.5:

- STM books
- STM recordings
- Resource Master 2.4, 2.5
- Orff Orchestration O.3

Session 2.6:

- STM books
- STM recordings
- Resource 2.4
- Musical Instruments Master - Synthesizer
- Unpitched instruments

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Session 2.7 Unit 2 Assessment

- test the student's ability to review songs, skills and concepts learned:
- Identify half note
- Identify So and La
- Identify Verse and Refrain, as well as other
- pertinent material learned throughout the unit.

Session 2.7:

- STM books
- STM Recordings
- Pencils, dry erase markers
- Resource Master 2.7, 2.8

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Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice	Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice	Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks	Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload

Pemberton Township School District

3rd Grade Music

Unit Title: Unit 3 - Everyday Music

Stage 1: Desired Results

Standards & Indicators:

2014 NJCCS: Visual and Performing Arts

- 1.1.5.B.1
- 1.1.5.B.2
- 1.3.5.B.1
- 1.3.5.B.2
- 1.3.5.B.4

21st Century Standards:

- CRP2
- CRP6
- 9.3.12.AR.3
- 9.3.12.AR PRF.4
- 9.3.12.AR-PRF.3
- 9.3.12.AR-PRF.1

Central Idea / Enduring Understanding:

I use my critical listening skills to identify rhythms of equal unequal length.

I can create movement based activities that coincide with the music I listen to daily.

I can conduct music in 2/4 pattern.

I can perform melodic and rhythmic songs that contain syncopated rhythms.

I can assign Solfeggio syllables to melodic notes below the treble clef.

I can perform and create a rhythmic or melodic ostinato.

Essential/Guiding Question:

How are rhythms of equal and unequal lengths used in rhythmic and melodic music?

How can I represent the music I hear by using physical gestures and movements?

What is the role of the conductor, and how do his movements effect an orchestra?

What is the difference between an upbeat and a downbeat?

How far up/down do solfeggio notes go? How does the musical system continue past one octave?

What is an ostinato? How does it help musicians to create and improvise on music?

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<p><u>Content:</u></p> <ul style="list-style-type: none"> • Equal/Unequal Sounds, Folk Music • Melodic Contour, Musical Movement • Upbeat, Downbeat, Conductor • Dotted Quarter Note, Dotted Quarter Rest, Meter • Solfeggio, So, La, Middle C • Repeat Sign, Ostinato, Melodic Ostinato 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Signal to show and perform rhythmic patterns with equal and unequal rhythm lengths • Use and create movements to coincide with a musical piece • Perform with accuracy a two-beat rhythmic pattern to live/recorded music • Play, sing or clap a syncopated rhythm from music notation • Correctly assign and sing/play solfeggio notes below the treble clef • Play/sing a rhythmic/melodic ostinato with accuracy
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Formative Assessment • Rhythmic Accuracy • Performance • Self-Assessment • Pitch Awareness • Participation • End-of-Marking Period Assessment 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Class-Work Review • Teacher Observation • Group & Cooperative Work • Instrument and Singing Performance
Stage 3: Learning Plan	

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<p><u>Learning Opportunities/Strategies:</u> <u>Unit 3: Everyday Music</u></p> <p><u>Session 3.1 Equal and Unequal Rhythms:</u></p> <ul style="list-style-type: none"> • Perform and create rhythms of equal and unequal lengths. • Learn folk music • Recreate songs previously learned • Perform culturally diverse songs to reinforce how rhythmic functions change from song to song and day to day. <p><u>Session 3.2 Song Shapes:</u></p> <ul style="list-style-type: none"> • Think creatively about surroundings of everyday lives • Create music from those surroundings. • Interact with one another to sing songs, play instruments, while paying attention to the shapes that melodies form • Create their own game songs, while reinforcing the idea of melodic shape and contour. <p><u>Session 3.3 Movement and Music:</u></p> <ul style="list-style-type: none"> • Learn about the role of the conductor during this lesson: the importance, function, and skills associated with being a conductor. • Define upbeat and downbeat • Perform the rudimentary conducting patterns a conductor must know to both a speech-piece and while listening to a song in common time. <p><u>Session 3.4 Syncopation In Rhythms:</u></p> <ul style="list-style-type: none"> • Learn the dotted quarter and the dotted quarter note rest. • Review previously learned songs that contain these notes • Recognize and signal when hearing an example of syncopation • Perform a rhythm that contains these notes <p><u>Session 3.5 Solfeggio in the Lower Register:</u></p> <ul style="list-style-type: none"> • Understand the cycle of pitches that music is made of, and how the continuum goes lower than previously learned. 	<p><u>Resources:</u> <u>Materials for Unit 1:</u></p> <p><u>Session 3.1:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Drum, woodblock, maracas or shakers • Resource Master 3.1 <p><u>Session 3.2:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Resonator bells or xylophones for entire class <p><u>Session 3.3:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Resource Master 3.2 • Listening Map Transparency T.5 <p><u>Session 3.4:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Resource Master 3.3 • Resource Master 3.4 <p><u>Session 3.5:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Resonator Bells (C,D,F,G,A,C,D) • Singing Master S.3.3
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- Play and sing songs that contain So and La in the lower register.

Session 3.6 and 3.7 Form - Repetition and Ostinato:

- Create, sing, perform and improvise on ostinatos both to recorded and live music.
- Explore the freedom of improvisation over a fixed form through the use of repetitive rhythmic and melodic structures.

Session 3.8 Unit 3 Assessment

- Answer questions about rhythm and pitch placement through active listening assessments.
- Create rhythmic patterns, assigning appropriate pitch relations to those patterns via their knowledge of a pitched instrument.

Session 3.6 and 3.7:

- Music books
- Music Recordings
- Unpitched and pitched musical instruments
- Resource Master 3.7
- Orff Orchestration O.4

Session 3.8:

- Music books
- Music Recordings
- Optional drum, woodblock, maracas or shakers
- Optional pitched instruments (resonator bells or xylophones)
- Resource Master 3.9

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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice	Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice	Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks	Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload

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3rd Grade Music

Unit Title: Unit 4 - Words That Sing

Stage 1: Desired Results

Standards & Indicators:

2014 NJCCS: Visual and Performing Arts

- 1.1.5.B.1
- 1.1.5.B.2
- 1.3.5.B.1
- 1.3.5.B.2
- 1.3.5.B.4

21st Century Standards:

- CRP2
- CRP6
- 9.3.12.AR.3
- 9.3.12.AR PRF.4
- 9.3.12.AR-PRF.3
- 9.3.12.AR-PRF.1

Central Idea / Enduring Understanding:

I can identify 16th notes in a musical score, and play/sing them in a variety of musical situations.

I can identify the beginning and end of a phrase through verbal and non-verbal cues.

I can physically represent the space I hear between two notes as big, small, or repeated.

I can read and recite common and uncommon phrases, and choose/play the rhythmic notes that best represents that phrase

I use my critical listening skills to recognize the same pitch in high and low octaves, and can signal to show when I hear the pitch Do. I can also sing high notes with correct vocal technique.

I can define "scale" in musical terms.
I can signal to show my recognition of hearing a pentatonic scale, and play/sing a pentatonic scale using my voice/a pitched instrument.

Essential/Guiding Question:

What are 16th notes? How can we recognize them and what do they sound like?

What is a phrase? How do phrases fit together to create a musical blueprint/form?

Why do some notes sound like they are close together, while others sound like they are far apart?

Can I create a rhythmic pattern that accurately represents phrases I say in real life?

How is there so much variety in music if we only use 12 different notes? Are those notes repeated at high or lower frequencies?

What is a scale? Is there a kind of scale that is used more than others?

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<p><u>Content:</u></p> <ul style="list-style-type: none"> • 16th notes, Ostinato • Phrase, Form • Step, Skip, Leap, Repeat • Steady Beat, 16th notes, Phrase • Solfeggio, Do, Canon, Octave • Scale, Pentatonic, Pentatonic Scale 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Perform a melodic or rhythmic piece that contains 16th notes • Signal the beginning and ending of a phrase with verbal and non-verbal cues • Physically show that the space between two notes is big, small, or is a repeated tone. • Choose and play a rhythmic selection that aligns with a variety of verbal phrases • Signal to show when a note is repeated at higher/lower frequencies. Sing higher notes with proper vocal technique. • Define pentatonic, scale, and pentatonic scale. Signal to show when a pentatonic scale is heard, and recreate that scale using voice/instrument.
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Formative Assessment • Rhythmic Accuracy • Performance • Self-Assessment • Pitch Awareness • Participation • End-of-Marking Period Assessment 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Class-Work Review • Teacher Observation • Group & Cooperative Work • Instrument and Singing Performance
<p style="text-align: center;">Stage 3: Learning Plan</p>	

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<p><u>Learning Opportunities/Strategies:</u> <u>Unit 4: Words That Sing</u></p> <p><u>Session 4.1 Music with 16th Notes:</u></p> <ul style="list-style-type: none"> • Learn 16th notes by signaling when they are played, singing them through lyrics and clapping them in a changing rhythm as well as an ostinato. • Perform music that widely varies with note speed through the use of 16th notes. • Understand sight reading music notation. <p><u>Session 4.2 Phrase Your Ideas:</u></p> <ul style="list-style-type: none"> • Understand phrases and form • Identify each in a variety of songs. • Signal to show the change of one phrase to another through the use of visual and aural cues • Show how those phrases create a song's form. <p><u>Session 4.3 Skips, Steps and Repeats:</u></p> <ul style="list-style-type: none"> • Understand that musical language is one that has small and large intervals between notes. • Demonstrate an understanding of pitch relation • Demonstrate the space heard from one note to the next via physical representations of that space. <p><u>Session 4.4 Rhythmic Phrase Matching:</u></p> <ul style="list-style-type: none"> • Learn verbal phrases, simple and complex • Match phrases/saying to a rhythmic equivalent. • Understand the relationship of what is said, the speed and cadence in which it is said, and how these phrases can be represented musically through the use of common and silly phrases. <p><u>Session 4.5 Sing It High, Sing It Low:</u></p> <ul style="list-style-type: none"> • Recognize the theme of connectivity and pattern recognition between the notes we use in our Western system of music. • Learn the proper singing technique for high notes. • Assign solfeggio syllables to a piece 	<p><u>Resources:</u> <u>Materials for Unit 4:</u></p> <p><u>Session 4.1:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Optional Drum, or other unpitched instrument • Resource Master 4.1 <p><u>Session 4.2:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Singing Master S.3.4 <p><u>Session 4.3:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Optional Pitched Instrument • Resource Master 4.2 • Resource Master 4.3 <p><u>Session 4.4:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Optional Drum, or other unpitched instrument • Resource Master 4.4 • Resource Master 4.5 • Resource Master 4.6 • Listening Map Transparency T.7 <p><u>Session 4.5:</u></p> <ul style="list-style-type: none"> • Music books • Music Recordings • Resource Master 4.7 • Resource Master 4.3 • Orff Orchestration O.5
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<ul style="list-style-type: none">of music• Explore the octave of Do• Use the proper breathing and vocal technique while singing. <p><u>Session 4.6 and 4.7 The Pentatonic Scale:</u></p> <ul style="list-style-type: none">• Recognize the cultural origins and practicality of the pentatonic scale.• Discuss cultures and genres that frequently use this scale• Understand how to identify it upon hearing it• Know how to sing/play it in at least one key. <p><u>Session 4.8 Unit 4 Assessment</u></p> <ul style="list-style-type: none">• Review songs, skills and concepts learned in Unit 4• Show level of mastery of skills taught	<p><u>Session 4.6 and 4.7:</u></p> <ul style="list-style-type: none">• Music books• Music Recordings• Optional Xylophone or Resonator Bells• Resource Master 3.1• Resource Master 4.8 <p><u>Session 4.8:</u></p> <ul style="list-style-type: none">• Music books• Music Recordings• Optional Drum, or other unpitched instrument• Resource Master 4.13• Resource Master 4.14• Resource Master TA.1
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Pitched instruments Two part harmony Visual Presentation Opportunity to Assist Peers Solo Demonstrations for Class Independent Study Accelerated Study Use of technology Student Choice	Pitched instruments Two part harmony Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Guided Practice	Unpitched instruments Speak-Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Rhythm Games Word Banks	Unpitched instruments Speak Sing Visual Presentation Use of a Variety of Media to Present Information Flexible grouping Kinesthetic activity Mnemonics Feedback Use of technology Student Choice Highlighting key points Chunking Additional Rhythm Games Extra Teacher Assistance Reduced Workload