

Course Name/Number: General Music

Grade Level: 3rd Grade

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Drum Circle/Tree of Notes Unit (new)</p> <p>Quarter: 1st</p> <p>Length (Days): (10 weeks)</p>	<p>1) What kinds of songs and music do we sing or play for holidays and celebrations during the season of Fall?</p> <p>2) How does music from other countries relate and/or compare to music games and songs in the United States?</p> <p>3) What does the term “a cappella” mean?</p> <p>4) Can I name, identify, and sing the solfege syllables sol, mi, and la?</p> <p>5) Can I identify and perform the Kodaly hand signs for sol, la, and mi?</p> <p>6) What is attentiveness?</p> <p>7) What is instrumental music?</p> <p>8) What is folk music?</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 5, 6, 7.</p> <p>Reading Standards for Informational Text: 6.</p> <p>Reading Standards, Foundational Skills: 3c, 4a, 4b.</p> <p>Anchor Standards for Writing: 5.</p> <p>Anchor Standards for Speaking and Listening: 1.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple)</p> <p>Solfege w/Kodaly hand sign exercises(sol, mi, la, do)</p> <p>Classroom/student observation</p> <p>Mr. Everybody’s Musical Apartment Flashcard check-offs</p> <p>Summative: ** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, Mr. Everybody’s Musical Apartment flashcards, and</p>	<p>Classroom rules/expectations.</p> <p>Tornado safety procedures.</p> <p>Fire safety procedures.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) James Taylor 2) Westlife 3) Mike Thomkins 4) Johnny Cash 5) Character First Education 6) “If You Need To Know The Seasons Rap” 7) Harry Chapin 8) PerKelt 9) STOMP video clip</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Elmo/projector</p> <p>Computer</p> <p>Websites: 1) YouTube 2) Wikipedia 3) Biography.com 4) Harry Kindergarten Music</p> <p>PowerPoint software</p> <p>Portable CD/Stereo</p> <p>CDs 1) Character First Education 2) “Greatest Stories Live,” Harry Chapin</p> <p>iPod</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>This is a unit designed to build upon the existing knowledge and skills of the 3rd grade students. The focus is to increase the students’ understanding and confidence in identifying and performing Kodaly and traditional notation rhythms on a variety of percussion instruments.</p>

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<p>9) What is a humanitarian? 10) What is a virtuoso? 11) What is the arrangement of dynamic levels from softest to loudest? 12) What are the dynamic levels per musical example? 13) What is the difference between a steady beat and a rhythm? 14) How can you use your body to represent different musical sounds, styles, tempi, and dynamics? 15) What is the arrangement of tempo markings from slowest to fastest? 16) What is the tree of notes? 17) Using Kodaly notation, how does one clap a quarter note,</p>	<p>Speaking and Listening Standards: 1a, 1b, 1c, 1d. Language Standards: 1d, 1e, 5a. Language Progressive Skills: L.3.3a. Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>recorder performance songs).</p>	<p>10) Mr. Parr’s “Ecosystems Song” “Getting to know you” activity. Attentiveness character trait activity. Seasonal autumn activity. “This Land Is Your Land,” song activity Harry Chapin/ humanitarian activity. Concert for the Hungry discussion. Students will explore the story of Mr. Everybody’s Musical Apartment. Students will partake in rhythmic and melodic studies through listening, song, and dance.</p>	<p>Teacher-made supplements: 1) Work sheets 2) Listening maps 3) Tree of Notes Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board Kodaly in the Classroom: Volume I, by Linda Rann K-8 Music Series CDs Piano Guitar “Rhythm Challenge” cards “Rhythm Challenge” progress chart</p>	<p>I continue to place great emphasis on the learning process as it relates to short song excerpts and kinesthetic movement, but with higher expectations then the younger grades. I found the students responded very well to the Linda Rann series, “Kodaly in the Classroom.” The students seemed very eager to begin a new unit. They were immediately excited to be featured in the school sing-a-long as a rhythm/drum circle!</p>
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	<p>eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, and whole rest?</p> <p>18) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, and whole rests?</p> <p>19) Using standard notation, how does one count/clap eighth notes, quarter notes, half notes, whole notes, quarter rests, half rests, and whole rests?</p> <p>20) Can I accurately read and perform my tree of notes?</p> <p>21) What is the tempo per musical example?</p> <p>22) What is a pitch?</p> <p>23) Where can the musical characters for "Crazy Cat," "Dumb Dog," "Mr. Everybody," "Funny Face," and</p>			<p>Students will listen to music of various styles and from different cultures.</p> <p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional notation, and rote learning.</p>		<p>My primary focus as the BES general music teacher is to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I believe the scope and sequence of the fall rhythm unit will better prepare the students for recorder activities in the spring and fall of next year.</p>
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	<p>“Good Guy” be found on Mr. E’s musical apartment? 24) What is a staff? 25) What is a treble clef? 26) How do you draw a treble clef? 27) What is the musical alphabet? 28) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment? 29) What is the difference between high and low sounds? 30) How do you play classroom percussion instruments? 31) What is a measure? 32) What is a double bar line? 33) What is a repeat sign? 34) Do I know the characteristic of all four seasons?</p>					<p>I found many examples of the CCSS in the general music curriculum.</p>
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	<p>35) Do I understand what an ecosystem is?</p> <p>36) Do I know who Woody Guthrie is?</p> <p>37) Do I know the words to “This Land is Your Land?”</p>					
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Quarter: 2nd</p> <p>Length (Days): (10 weeks)</p>	<p>1) Using solfege and Kodaly hand signs, what are the differences between high and low sounds?</p> <p>2) Are the musical sounds high pitched or low pitched (per example)?</p> <p>3) How do we represent or show high and low</p>	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 5, 6, 7.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple, brown, black)</p> <p>Solfege w/Kodaly hand sign exercises (sol, mi, la, re, do)</p> <p>Classroom/student observations and discussion</p>	<p>Seat change activity.</p> <p>Code Red/Lockdown procedures.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Third grade students are eager to participate in all</p>

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	<p>pitches with our body?</p> <p>4) Can I name, identify, and sing the solfege syllables sol, mi, la, re, and do?</p> <p>5) Do I “point my voice” correctly when I sing?</p> <p>6) Can I identify and perform the Kodaly hand signs for sol, mi, la, re, and do?</p> <p>7) What does call and response mean?</p> <p>8) What is a pitch?</p> <p>9) What is the difference between high and low sounds?</p> <p>10) What is the difference between loud and soft sounds?</p> <p>11) Can you use a loud and soft voice?</p> <p>12) Is the musical example loud or soft?</p>	<p>Reading Standards for Informational Text: 6.</p> <p>Reading Standards, Foundational Skills: 3c, 4a, 4b.</p> <p>Anchor Standards for Writing: 5.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Language Standards: 1d, 1e, 5a.</p> <p>Language Progressive Skills: L.3.3a.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>Mr. Everybody’s Musical Apartment Review</p> <p>Summative: In-school music performance: Winter Sing-A-Long (30 points)</p> <p>Winter Sing-A-Long Concert Reflection (30 points)</p> <p>** End of quarter assessment (10 points – includes material from Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, Tree of Notes exercises, and Mr. Everybody’s Musical Apartment flashcards).</p>	<p>Special 3rd grade “drum circle rehearsal.”</p> <p>Music/video openers:</p> <p>1) “Carol of the Bells,” Pentatonix</p> <p>Special “Halloween” song:</p> <p>1) “B A Rascally Robot,” Paul Jennings</p> <p>Special MLK Song:</p> <p>1) “I Have a Dream,” Teresa Jennings</p> <p>Students will review the story of Mr. Everybody’s Musical Apartment.</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p>	<p>Orff Percussion Instruments:</p> <p>1) Rhythm sticks</p> <p>2) Tambourines</p> <p>3) Cowbells</p> <p>4) Woodblocks</p> <p>5) Sandpaper blocks</p> <p>6) Hand drums</p> <p>Websites:</p> <p>1) YouTube</p> <p>2) Official Pentatonix website (biography)</p> <p>3) Mr. Hodac’s website (songs are posted to practice with)</p> <p>Portable CD/Stereo</p> <p>PA/Sound System for Winter Sing-A-Long (personal, not school owned)</p> <p>CDs</p> <p>1) Kodaly in the Classroom, volume 1: Primary</p> <p>2) K-8 Music Series CDs</p> <p>iPod (rehearsal/accompaniment playlists made from various K-8 Music Series CDs)</p>	<p>musical activities. All students continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance.</p> <p>Students successfully demonstrated their ability to read traditional music notation, as well as play a variety of Orff percussion instruments for our drum circle performance.</p> <p>The students also successfully learned a corresponding dance routine</p>
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	<p>13) Can you use a high and low voice?</p> <p>14) What are the Italian/musical words for “loud” and “soft?”</p> <p>15) Can you sing forte and piano?</p> <p>16) What is the difference between a steady beat and a rhythm?</p> <p>17) What is the tree of notes?</p> <p>18) Can I successfully identify and define whole notes, half notes, quarter notes, and eighth notes?</p> <p>19) Using standard notation, how does one count/clap whole notes, half notes, quarter notes, and eighth notes?</p> <p>20) Using Kodaly notation, how does one clap a quarter note, eighth note, half</p>			<p>Students will listen to music of various styles and from different cultures.</p> <p>Students will sing, play, read, practice, and perform diverse musical selections through Kodaly and Orff reading methods, traditional notation, and rote learning.</p>	<p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements:</p> <ol style="list-style-type: none"> 1) Work sheets 2) Listening maps 3) Tree of Notes <p>Books:</p> <ol style="list-style-type: none"> 1) Mr. Everybody’s Musical Apartment, by Myles Feltenberger: flashcards, books, and interactive bulletin board 2) Kodaly in the Classroom: Volume I, by Linda Rann 	<p>that accompanied their song performance.</p> <p>The third grade students are beginning to apply previously learned techniques in new and exciting ways. The students were VERY EXCITED to take what they’ve learned, and perform for their teachers and peers!</p> <p>Students responded very well to melodic and rhythmic direction concepts with kinesthetic activities.</p> <p>Students continue to successfully match pitches</p>
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	<p>note, quarter rest, 16th note, whole rest, half rest, and dotted half note?</p> <p>21) How do you clap ta's, te's, rests, half notes, 16th notes/ Mississippi's, whole rests, half rests, and dotted half notes?</p> <p>22) How do you clap the following rhythms (per example)?</p> <p>23) What is the tempo per musical example?</p> <p>24) Where can the musical characters of Mr. E's musical apartment be found?</p> <p>25) Where can the musical characters "Crazy Cat," "Dumb Dog," "Mr. Everybody," "Funny Face," and "Good Guy" be found on Mr. E's musical apartment?</p> <p>26) What is a staff?</p>					<p>and rhythms with their voices, while demonstrating substantial command of their hands and bodies for coordinated count/clap and dance activities.</p> <p>Students have responded well to the structure of the educational environment; though at times need reminders with general concepts, terminology, and expectations.</p> <p>Great emphasis continues to be placed on the learning process as it relates to short song excerpts and kinesthetic movement. I</p>
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	<p>27) What musical pitches correspond to the characters of Mr. Everybody's Musical Apartment?</p> <p>28) What kinds of songs and music do we sing or play for holidays and celebrations during the seasons of Fall/Winter?</p> <p>29) How does music from other countries relate and/or compare to music games and songs in the United States?</p> <p>30) Do you remember what the term "a cappella" means?</p> <p>31) What is a band?</p> <p>32) What does the prefix "penta" mean?</p> <p>33) What types of instruments do you see or hear (per example)?</p>					<p>found the students continue to respond very well to the Linda Rann series, "Kodaly in the Classroom." The songs are short, fun, and allow for great flexibility of learning activities and games.</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program. I continue to teach fundamental musical concepts to the students through</p>
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	<p>34) What are the dynamic levels (per example)?</p> <p>35) How can you use your body to interpret the music?</p> <p>36) What four steps have we used to learn songs in music class?</p> <p>37) How does one celebrate Christmas in various regions of the United States?</p> <p>38) What are traditional Christmas colors?</p> <p>39) What is the behavior of the audience like during a performance?</p> <p>40) What types of things do you notice about the performance?</p> <p>41) What is a measure (BA Rascally Robot)?</p> <p>42) What is a double bar line (BA Rascally Robot)?</p>					<p>rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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<p>43) What is a repeat sign (BA Rascally Robot)?</p> <p>44) What would be an appropriate expression to use to praise a group of performers?</p> <p>45) What is the appropriate behavior for an audience member at a music concert or show?</p> <p>46) How can we tell a story through song?</p> <p>47) Who was Dr. Martin Luther King?</p> <p>48) Why do we celebrate Dr. Martin Luther King's birthday?</p> <p>49) How do beat and rhythm differ from one another?</p> <p>50) What are the proper playing techniques for playing Rhythm sticks, Tambourines, Cowbells,</p>					
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	<p>Woodblocks, Sandpaper blocks, and Hand drums?</p> <p>51) What are the dynamic levels per musical example?</p> <p>52) What is a melody?</p> <p>53) What is the arrangement of tempo markings from slowest to fastest?</p> <p>54) What is the tempo marking per musical example?</p> <p>55) What is a time signature?</p> <p>56) What does a time signature imply to the musician?</p> <p>57) What are the pitches on the treble clef staff?</p> <p>58) What is the difference between high and low pitches</p> <p>59) What are the proper playing techniques when performing on the recorder?</p>					
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	<p>60) How does one play a B4, an A4, and a G4 on the recorder?</p> <p>61) What musical symbols are commonly found in musical examples for recorder?</p>					
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Recorder Fundamentals</p> <p>Quarter: 3rd</p> <p>Length (Days): 7/8 days (8 weeks) ** See unit reflection</p> <p>3 sections, M/T/W 9:05 AM – 9:45 AM</p>	<p>Recorder Questions:</p> <ol style="list-style-type: none"> 1) Can I identify and play pitch “B,” or “Bad Boy,” on recorder? 2) Do I tongue my notes? 3) Do I hold and play my recorder correctly (left hand on top)? 4) What is a pitch? 5) Where can the musical characters for “Crazy Cat,” “Mr. Dumb Dog,” “Mr. Everybody,” “Funny Face,” 	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 5, 6, 7.</p> <p>Reading Standards for Informational Text:</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple, brown, black, pink)</p> <p>Solfege w/Kodaly hand sign exercises (sol, mi, la, re, do)</p> <p>“Copy Cat Solfege”</p> <p>Classroom/student observations and discussion</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>Music/video openers: 1) “Catchy Elevator Music,” You Tube (seat change activity) 2) “Cat vs. Dog, A Trick Contest,”</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>Elmo/projector</p> <p>Computer</p> <p>Recorders</p> <p>Mint-E-Mist sanitizer</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Third grade students continue to eagerly participate in all musical activities.</p>

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<p>“Good Guy,” “Always Awful,” “Bad Boy,” “Ghost C-C,” “Mr. Deserves,” “Ghost Eerie,” and “Fudge Face” be found on Mr. E’s musical apartment?</p> <p>6) What is a staff? 7) What is the acronym for the names of the notes on the lines? 8) What is the acronym for the names of the notes on the spaces? 9) What is a treble clef? 10) How do you draw a treble clef? 11) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment? 12) What is a measure? 13) What is a double bar line?</p>	<p>6. Reading Standards, Foundational Skills: 3c, 4a, 4b. Anchor Standards for Writing: 5. Anchor Standards for Speaking and Listening: 1. Speaking and Listening Standards: 1a, 1b, 1c, 1d. Language Standards: 1d, 1e, 5a. Language Progressive Skills: L.3.3a. Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>Mr. Everybody’s Musical Apartment Review Summative: ** End of quarter assessment (10 points – includes material from the Recorder Unit, Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, Tree of Notes exercises, and Mr. Everybody’s Musical Apartment flashcards).</p>	<p>You Tube (Character Ed. “Obedience”) Special Valentine’s Day Song: 1) “Valentine Heart,” Teresa Jennings Special Cross-Curricular Mini-Lesson: 1) “Follow The Drinking Gourd,” arr. Paul Jennings Special St. Patrick’s day video: 1) “Riverdance,” Irish Dance Group Students will partake in rhythmic and melodic studies through listening, song, and dance. Students will listen to music of various styles and from different cultures.</p>	<p>Kleenex tissue Websites: 1) YouTube Portable CD/Stereo CDs/Magazines: 1) Music K-8, volume 15, no. 3: “Valentine Heart” accompaniment playlist made from various K-8 Music Series CDs) 2) Music K-8, volume 13, no.3: “Follow the Drinking Gourd,” pgs. 21-25, 76. Piano Guitar “Rhythm Challenge” cards “Rhythm Challenge” progress chart Teacher-made supplements: 1) Work sheets 2) Listening maps 3) Tree of Notes</p>	<p>Students continue to enjoy discovering and reviewing musical concepts through listening, play, song, and dance. Last year, I decided to implement a “drum circle” unit. The goals of this unit were to have students successfully learn primary note values, develop a controlled sense of counting/pulse, bridge the gap between Kodaly rhythmic notation and standard notation, and give students an opportunity to “feel” mastery</p>
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	<p>14) What is a repeat sign?</p> <p>15) What is a return sign?</p> <p>16) How do you clap the following rhythms (song specific)?</p> <p>17) What is the practice method you should use to learn your music? (CC/NN/PLAY)</p> <p>Rhythm/Solfege Fundamental questions:</p> <p>18) What is the difference between high and low sounds?</p> <p>19) Can I name, identify, and sing the solfege syllables la, sol, fa, mi, re, and do?</p> <p>20) Can I identify and perform the Kodaly hand signs for la, sol, fa, mi, re, and do?</p> <p>21) What is the difference between a steady</p>				<p>Books: “Mr. Everybody’s Musical Apartment Recorder Method,” by Myles Feltenberger</p>	<p>of a musical performance.</p> <p>I found the students responded very well to the Myles Feltenberger series, “Mr. Everybody’s Musical Apartment Recorder Method, Book I.” It required/ reviewed the students’ knowledge of pitch from earlier in the year, and gave the students an attainable way to transfer that knowledge into a successful recorder learning/practice method.</p> <p>I am impressed at the growth from first quarter,</p>
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	<p>beat and a rhythm?</p> <p>22) What is the tree of notes?</p> <p>23) Can I count/clap my tree of notes?</p> <p>24) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, whole rest, and triplet eighth notes?</p> <p>25) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, half-note-dots, and strawberries?</p> <p>26) Using standard notation, how does one count clap quarter notes, half notes, whole notes, quarter rests, half rests, and whole rests?</p>					<p>particularly with the students' ability to read and perform pitch, melody, and rhythm - individually and in groups, using the recorder as their instrument of performance. They have successfully matured from need my help with rote methods of instruction to independently reading and playing their own parts. This is AWESOME!</p> <p>I have been working hard to establish scope and sequence of content and grade-level appropriate/ specific activities for the ES General Music Program.</p>
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	<p>Mini-lesson questions: 25) How do you show love and friendship? 26) Can you show love and friendship by giving “gifts?” 27) What type of gifts can you give? 28) What legends and lore are associated with Irish step-dancing? 29) What are some characteristics of Irish step dancing? 27) Do I understand what “obedience” is? 28) Do you know of the “underground railroad?” 29) What are some examples of “hidden codes?” 30) Who was “Peg Leg Joe?”</p>					<p>I continue to teach fundamental musical concepts to the students through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly – instill a lifetime love for music in each child that enters my classroom.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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<p>31) What is the “drinking gourd?”</p> <p>32) What are the dynamic levels per musical example?</p> <p>33) What is a melody?</p> <p>34) What is the arrangement of tempo markings from slowest to fastest?</p> <p>35) What is the tempo marking per musical example?</p> <p>36) What is a time signature?</p> <p>37) How does one play a B4, an A4, and a G4 on the recorder?</p> <p>38) What musical symbols are commonly found in musical examples for recorder?</p>					
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Recorder Fundamentals</p> <p>Quarter: 4th</p> <p>Length (Days): (11 weeks) ** See unit reflection</p>	<p>Recorder Questions:</p> <ol style="list-style-type: none"> 1) Can I identify and play pitch “B,” or “Bad Boy,” on recorder? 2) Can I identify and play pitch “A,” or “Always Awful,” on recorder? 3) Can I identify and play pitch “G,” or “Good Guy,” on recorder? 4) How does one play a B4, an A4, and a G4 on the recorder? 5) Can I “fake play” my music? 6) Do I tongue my notes? 7) Do I hold and play my recorder correctly (left hand on top)? 8) What is a pitch? 9) Where can the musical characters 	<p>ILS: 25.A.2c, 26.A.2c, 26.A.2d, 26.B.2c, 27.A.1b</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 10.</p> <p>Reading Standards for Literature: 2, 4, 5, 6, 7.</p> <p>Reading Standards for Informational Text: 6.</p> <p>Reading Standards, Foundational Skills: 3c, 4a, 4b.</p> <p>Anchor Standards for Writing: 5.</p>	<p>Formative: 5 points, daily grade</p> <p>Rhythm Challenge flashcards(red, orange, blue, purple, brown, black, pink)</p> <p>Solfege w/Kodaly hand sign exercises (high do, ti, la, sol, fa, mi, re, do)</p> <p>“Copy Cat Solfege”</p> <p>Classroom/student observations and discussion</p> <p>Mr. Everybody’s Musical Apartment Review and Extension</p> <p>Summative: ** End of quarter assessment (10 points – includes material</p>	<p>Seat change activity.</p> <p>Discussions on musical artists and their compositions as it relates to appropriate skills and content.</p> <p>How to Learn My Music in Four Steps</p> <p>Call and Response Recorder Game</p> <p>May Music Festival Songs: 1) “BA Rockstar” by Teresa Jennings, Music K-8, Vol. 12, No. 5 2) “I’m Letting It Go,” by Paul Jennings, Music K-8, Vol. 21, No. 4</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Student binders/folders</p> <p>Stamps/stickers (reward/incentive)</p> <p>“BAG-oh!” Recorder Game</p> <p>Elmo/projector</p> <p>Computer</p> <p>Recorders</p> <p>Mint-E-Mist sanitizer</p> <p>Kleenex tissue</p> <p>Websites: 1) YouTube</p> <p>Video Cassette: 2) “Fantasia 2000”</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Third grade students continue to eagerly participate in all musical activities. Students continue to enjoy discovering and reviewing musical concepts through</p>

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<p>for “Crazy Cat,” “Dumb Dog,” “Mr. Everybody,” “Funny Face,” “Good Guy,” “Always Awful,” “Bad Boy,” “Ghost C-C,” “Mr. Deserves,” “Ghost Eerie,” and “Fudge Face” be found on Mr. E’s musical apartment?</p> <p>10) What is a staff?</p> <p>11) What is the acronym for the names of the notes on the lines?</p> <p>12) What is the acronym for the names of the notes on the spaces?</p> <p>13) What is a treble clef?</p> <p>14) How do you draw a treble clef?</p> <p>15) What musical pitches correspond to the characters of Mr. Everybody’s Musical Apartment?</p>	<p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Language Standards: 1d, 1e, 5a.</p> <p>Language Progressive Skills: L.3.3a.</p> <p>Standards for Mathematical Practice: 1, 6, 7, 8.</p>	<p>from the Recorder Unit, Rhythm Challenges, Solfege/Kodaly Hand Sign sight-singing exercises, Tree of Notes exercises, and Mr. Everybody’s Musical Apartment flashcards).</p> <p>Performance at the May Music Festival</p>	<p>3) “Positive!” by John Riggio And Teresa Jennings, Music K-8, Vol. 13, No. 5</p> <p>4) “Think Good Thoughts” by Teresa Jennings, Music K-8, Vol. 16, No. 4</p> <p>Self Assessment/May Music Festival Video (2-day Activity)</p> <p>End of the Year Reward Activity: 1) “Fantasia 2000” Video and discussion</p> <p>Music/video openers: 1) “Catchy Elevator Music,” You Tube (seat change activity)</p> <p>Special Cross-Curricular Mini-Lesson:</p>	<p>Portable CD/Stereo</p> <p>CDs/Magazines: 1) Music K-8, corresponding CD accompaniment recordings</p> <p>Piano</p> <p>Guitar</p> <p>“Rhythm Challenge” cards</p> <p>“Rhythm Challenge” progress chart</p> <p>Teacher-made supplements: 1) Work sheets 2) Listening maps 3) Tree of Notes 4) B-A-G Recorder Practice Packet</p> <p>Books: “Mr. Everybody’s Musical Apartment Recorder Method,” by Myles Feltenberger</p>	<p>listening, play, song, and dance.</p> <p>3rd graders continue to move quickly on recorder. I am excited about the cohesiveness of this unit and that this 3rd grade class will not experience a “break” in their recorder study from one year to the next.</p> <p>Students continue to respond very well to the Myles Feltenberger series, “Mr. Everybody’s Musical Apartment Recorder Method, Book I.”</p> <p>I am impressed that the students have matured</p>
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	<p>16) What is a measure? 17) What is a double bar line? 18) What is a repeat sign? 19) What is a return sign? 20) What is an extended rest? 21) How do you clap the following rhythms (song specific)? 22) What is the practice method you should use to learn your music? (CC/NN/PLAY)</p> <p>Rhythm/Solfege Fundamental questions: 1) What is the difference between high and low sounds? 2) Can I name, identify, and sing the solfege syllables high do, ti, la, sol, fa, mi, re, and do?</p>			<p>1) “Some Pig!” Mary Ellen Hicks (Charlotte’s Web Activity)</p> <p>Students will partake in rhythmic and melodic studies through listening, song, and dance.</p> <p>Students will listen to music of various styles and from different cultures.</p>		<p>from needing my help with rote methods of instruction to independently reading and playing their own parts. This is AWESOME!</p> <p>I will continue to teach fundamental musical concepts to the students through rehearsal and performance.</p> <p>I continue to provide a variety of ways for children to enjoy and learn about music, teach across the curriculum in support of the grade level teachers and their learning units, and most importantly –</p>
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	<p>3) Can I identify and perform the Kodaly hand signs for high do, ti, la, sol, fa, mi, re, and do?</p> <p>4) What is the difference between a steady beat and a rhythm?</p> <p>5) What is the tree of notes?</p> <p>6) Can I count/clap my tree of notes?</p> <p>7) Using Kodaly notation, how does one clap a quarter note, eighth note, sixteenth note, half note, dotted half note, quarter rest, half rest, whole rest, and triplet eighth notes?</p> <p>8) How do you clap ta's, te's, rests, half notes, Mississippi's, half rests, whole rests, half-note-dots, and strawberries?</p>					<p>instill a lifetime love for music in each child that enters my classroom.</p> <p>** Some extra days were added to the end of the school year due to the use of snow days.</p> <p>I found many examples of the CCSS in the general music curriculum.</p>
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<p>9) Using standard notation, how does one count clap quarter notes, half notes, whole notes, quarter rests, half rests, and whole rests?</p> <p>Mini-lesson questions:</p> <p>1) Who is Walt Disney?</p> <p>2) What is “Fantasia 2000?”</p> <p>Self Assessment/May Music Festival questions:</p> <p>1) Can I play the song, “BA Rascally Robot” on recorder?</p> <p>2) Can I move my body to the music?</p> <p>3) Did I feel the music?</p> <p>4) Did I sing/play well so that I may be heard?</p>					
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<p>5) Did I point my voice to the audience?</p> <p>6) Did I behave appropriately?</p> <p>7) Was I a good audience member?</p> <p>8) Did I remember all of the words?</p> <p>9) Did I have fun?</p> <p>10) What are the dynamic levels per musical example?</p> <p>11) What is a melody?</p> <p>12) What is the arrangement of tempo markings from slowest to fastest?</p> <p>13) What is the tempo marking per musical example?</p> <p>14) What is a time signature?</p> <p>15) What musical symbols are commonly found in musical examples for recorder?</p>					
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