

Montague Township School  
General Music Curriculum  
Grade 3



## Clickable Table of Contents:

Clickable Table of Contents:	2
Visual and Performing Arts	3
Philosophy and Rationale	3
Implementation	4
Mission	4
Vision	4
General Music Processes	5
Music Practices	6
Standards in Action	7
Instructional Units Grade 3	9

## **Visual and Performing Arts**

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for post secondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

## **Philosophy and Rationale**

Visual and performing arts are disciplines with creative, intellectual, perceptual, aesthetic, critical, and historical dimensions. They encourage intuitive and emotional responses by developing a student's abilities to create, analyze, recognize, and reorganize. Throughout history, the arts have helped people understand themselves and others in historical, cultural, and aesthetic terms. Experiences in the arts enable us to explore the past, communicate ideas, express feelings, and develop respect for the values, attitudes, and beliefs of others. The arts have an essential service to perform in the curriculum. They are a vital part of the student environment, and it is important that each student have the opportunity for educational experiences. These will help them grow in aesthetic understanding and expression. The arts are not an isolated entity created apart from the world, but are reflective of society and the times in which they are produced, and, therefore, offer insight into the historical and cultural qualities of those civilizations from which they have emerged. As a medium for aesthetic stimulation and personal expression, the arts are an important part of life because they communicate beauty, contribute to the development of individual values, and have an influence upon patterns of behavior. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, media, and visual arts is critical to our success as we move further into the twenty-first century. Our economic well-being and ability to compete and cooperate in the global marketplace require that our students learn to develop ideas, increase their ability to solve problems, and interact in partnerships—skills inherently learned through the arts.

## **Implementation**

The arts have the inherent ability to fit naturally into all the areas of curriculum. Hence, it is believed that Visual and Performing Arts should be integrated in a cross-curricular manner, providing students with meaningful connections and interdisciplinary relationships. As a result, the concepts taught will become more concrete and purposeful for the learner. The planning of interdisciplinary units would require collaboration among teachers, and it is the hope of this committee that time and resources will be provided when needed to assist in this cross-curricular endeavor.

## **Mission**

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

## **Vision**

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theater, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

## General Music Processes

### Artistic Process: Creating (CR)

Anchor Standard 1	Conceptualizing and generating ideas.
Anchor Standard 2	Organizing and developing ideas.
Anchor Standard 3	Refining and completing products.

### Artistic Process: Performing/Presenting/Producing (PR)

Anchor Standard 4	Developing and refining techniques and models or steps needed to create products.
Anchor Standard 5	Selecting, analyzing and interpreting work.
Anchor Standard 6	Conveying meaning through art.

### Artistic Process: Responding(RE)

Anchor Standard 7	Perceiving and analyzing products.
-------------------	------------------------------------

Anchor Standard 8	Applying criteria to evaluate products.
Anchor Standard 9	Interpreting intent and meaning.

#### **Artistic Process: Connecting (CN)**

Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

## **Music Practices**

<b>Music</b>
<p><b>Creating (CR):</b></p> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan, Make</li> <li>● Evaluate, Refine</li> </ul>
<p><b>Performing (PR):</b></p> <ul style="list-style-type: none"> <li>● Rehearse, Evaluate, Refine</li> <li>● Select, Analyze, Interpret</li> <li>● Present</li> </ul>

**Responding (RE):**

- Select, Analyze
- Evaluate
- Interpret

**Connecting (CN):**

- **Interconnect**

## Standards in Action

The regional districts believe in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Contributions of Disabled and LGBT Individuals](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

## Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)



## Instructional Units Grade 3

**Unit:** Creating

**Pacing:** Ongoing

**Unit Summary:**

Students will be increasingly able to independently use their learning to compose and improvise rhythmic and melodic patterns.

- In addition to: Quarter notes, paired eighth notes, quarter rest, 4 sixteenth notes, half notes, half rests; dotted rhythms (dotted quarter, eighth), dotted half, whole rest, 8th/16th rest
- In addition to: Solfege, Sol, Mi, La and Do; Re, High Do, Ti, Fa

Students will be discussing musicians with disabilities who create music in adaptive ways. Example: Elton John, Stevie Wonder, Andrea Boccelli, Def Leopard Drummer, Amy Beach, Lady Gaga, etc. There will be an emphasis on the demonstration and use of adaptive instruments. Instruction will use diverse literature (story books, etc.) that feature diverse individuals. Students will be exposed to a variety of diverse performers.

**Enduring Understandings:**

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

**Essential Questions:**

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

**New Jersey Student Learning Standards:**

- 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.

<ul style="list-style-type: none"> <li>- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</li> <li>- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</li> <li>- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</li> </ul>
<b>Practice:</b> <ul style="list-style-type: none"> <li>- Imagine</li> <li>- Plan, Make</li> <li>- Evaluate, Refine</li> </ul>
<b>Transfer Task/Performance Task/Assessment Task</b> Implement use of proper terminology for rhythmic notation to create a rhythmic composition. Example: “Paired Eighth Notes” instead of “Ti-Ti” and “Quarter Note” instead of “Ta”. When counting rhythms still use rhythm syllables. Have students compose a short ostinato using rhythms and notes, played on recorder
<b>Primary Interdisciplinary Connections:</b> Mathematics, Science, Comprehensive Health and PE and Language Arts, Social Studies, World Language, Language Arts
<b>Benchmark, Alternate and Formative Assessment Tasks:</b> Group Work, Projects, Discussion, Question and Answer, Teacher Observation, Skill Testing
<b>Career Readiness, Life Literacies, and Key Skills:</b> Not identified at this time.
<b>Computer Science and Design Thinking:</b> Not identified at this time.
<b>Resources:</b> Rhythm instruments Folk songs Interactive games Handbells

Boomwhackers  
Xylophones  
ChromeBooks

**Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk:**

**☰ Modifications and Accommodations**

Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

**Unit:** Performing

**Pacing:** Ongoing

**Unit Summary/Key Concepts:**

Students will be increasingly able to independently use their learning to sing and/or play a song using proper technique and visual cues.

- Following and correctly interpreting conducting cues/gestures.
- Breathing, posture, sound production, intonation, musicality, and expression.
- Diction and articulation.
- Appropriate concert etiquette (applause, listening).
- Stage presence (standing tall, appropriate expressiveness)

A diverse repertoire will be chosen, with an emphasis on discussing backgrounds of composers, musicians, and performers. In addition, a wide variety of social issues (spirituals, protest songs, etc.) will be incorporated into instruction.

**Enduring Understandings:**

- 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.
- 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
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

**Essential Questions:**

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?

**New Jersey Student Learning Standards**

- 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.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.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 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.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

**Practice:**


- Select, Analyze, Interpret
- Rehearse, Evaluate, Refine
- Present

**Transfer Task/Performance Task/Assessment Task:**

Students do playing tests for recorder levels. Student lead solfege echoing.

**Primary Interdisciplinary Connections:** Mathematics, Science, Comprehensive Health and Physical Education, Social Studies, Language Arts, World Language

**Benchmark, Alternate and Formative Assessment Tasks:** Group Work, Discussion, Question and Answer, Teacher Observation, Skill Testing

<b>Career Readiness, Life Literacies, and Key Skills:</b> Not identified at this time.
<b>Computer Science and Design Thinking:</b> Not identified at this time.
<b>Resources:</b> Instruments, Background accompaniment, Sheet music, Lyric sheets
<b>Accommodations &amp; modifications for special education, ELL, G&amp;T, 504 plans and At Risk:</b>  <b>Modifications and Accommodations</b> Note** Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

<b>Unit:</b> Responding
<b>Pacing:</b> Ongoing
<b>Unit Summary/Key Concepts:</b> Students will be increasingly able to independently use their learning to respond to and interpret music using appropriate criteria to evaluate performances and excerpts of music. <ul style="list-style-type: none"> <li>- Use correct terminology to describe musical elements (ex. Tempo: largo, presto; Volume: forte, piano).</li> <li>- Interpret composer's artistic choices (Find examples of "word painting" or other artistic choices).</li> </ul> A diverse repertoire will be chosen, with an emphasis on discussing backgrounds of composers, musicians, and performers. In addition, a wide variety of social issues (spirituals, protest songs, etc.) will be incorporated into instruction.
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>- 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.</li> <li>- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria</li> </ul>

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> <li>- How do we discern the musical creators' and performers' expressive intent?</li> <li>- How do we judge the quality of musical work(s) and performance(s)?</li> </ul>
<p><b>New Jersey Student Learning Standards</b></p> <ul style="list-style-type: none"> <li>- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</li> <li>- 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).</li> <li>- 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.</li> <li>- 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.</li> </ul>
<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>- Select, Analyze</li> <li>- Evaluate</li> </ul>
<p><b>Transfer Task/Performance Task/Assessment Task:</b> Responding to form and identifying the differences between different sections.</p>
<p><b>Primary Interdisciplinary Connections:</b> Mathematics, Science, Comprehensive Health and Physical Education, Social Studies, Language Arts, World Language</p>
<p><b>Benchmark, Alternate and Formative Assessment Tasks:</b> Group Work, Discussion, Question and Answer, Teacher Observation, Skill Testing</p>
<p><b>Career Readiness, Life Literacies, and Key Skills:</b> Not identified at this time.</p>
<p><b>Computer Science and Design Thinking:</b> Not identified at this time.</p>
<p><b>Resources:</b> Various musical selections</p>

Visual aides (Promethean Board)

Sheet music Recordings

**Accommodations & modifications for special education, ELL, G&T, 504 plans and At Risk:**

**☰ Modifications and Accommodations**

Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.

**Unit:** Connecting

**Pacing:** Ongoing

**Unit Summary/Key Concepts:**

Students will be increasingly able to independently use their learning to make connections to real world interests and experiences.

- Apply personal experiences to compositions to create a unique and individual piece of work.

Encourage students to make connections to social issues that matter to them when creating their own pieces of music. Show examples of other musicians creating music and discuss how their differences impact their creative process.

**Enduring Understanding:**


- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

**Essential Questions:**

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**New Jersey Student Learning Standards**

- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

<b>Practice:</b> - Interconnection
<b>Transfer Task/Performance Task/Assessment Task:</b> Rap about their interests
<b>Primary Interdisciplinary Connections:</b> Mathematics, Science, Comprehensive Health and Physical Education, Social Studies, World Language, Language Arts
<b>Benchmark, Alternate and Formative Assessment Tasks:</b> Group Work, Projects, Discussion, Question and Answer, Teacher Observation, and Skill Testing
<b>Career Readiness, Life Literacies, and Key Skills:</b> Not identified at this time.
<b>Computer Science and Design Thinking:</b> Not identified at this time.
<b>Resources:</b> Staff paper and other compositional materials. Various musical selections, Visual aides (Promethean Board)
<b>Accommodations &amp; modifications for special education, ELL, G&amp;T, 504 plans and At Risk:</b>  <b>Modifications and Accommodations</b> Note** Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.