



## Unit Planner: Unit 4: Melodic Instruments Music 3

\*Archdiocesan Essential Curriculum / 2021-2022 / Grade 3 / Visual & Performing Arts / Music 3 (BP) / Week 17 - Week 25

### Unit 4: Melodic Instruments

Stage 1: Desired Results	
<p><b>General Information</b></p> <p>Students will learn to play melodies on a classroom instrument such as Recorder, Piano, Guitar, Ukulele. Students will be able to read standard treble clef notation for instruments. Students will be able to perform accurate rhythms.</p>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>How are songs passed down to the next generation?</li> <li>What knowledge is needed to play a melody on an instrument?</li> </ul>
<p><b>Enduring Understandings and Knowledge</b></p> <p><b>Students will understand:</b></p> <ol style="list-style-type: none"> <li>how to read notes written on the Treble Staff lines and spaces</li> <li>how to perform familiar tunes on chosen instrument, by             <ol style="list-style-type: none"> <li>reading notation</li> <li>reading rhythm</li> <li>understanding fingering</li> <li>applying learned technique</li> </ol> </li> </ol>	<p><b>Skills</b></p> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Treble Staff             <ol style="list-style-type: none"> <li>recognize notes written on the Treble Staff, particularly B, A and G</li> </ol> </li> <li>Recorder             <ol style="list-style-type: none"> <li>blow warm gentle air through instrument, preventing squeaks</li> <li>play with appropriate finger technique</li> <li>start each note with tonguing</li> </ol> </li> <li>Piano             <ol style="list-style-type: none"> <li>play with appropriate finger/hand position</li> </ol> </li> <li>String instruments (guitar, ukulele)             <ol style="list-style-type: none"> <li>play with appropriate hand/finger position</li> <li>recognize notes by fret and string</li> </ol> </li> </ol>
<p><b>Connections to Catholic Identity / Other Subjects</b></p>	<p><b>Vocabulary</b></p> <p>Treble Clef Staff Whole Note &amp; Rest Half Note &amp; Rest Quarter Note &amp; Rest Eighth Note &amp; Rest Fingering Technique Breathing Fret String</p>
<p><b>Standards &amp; Frameworks Addressed</b></p> <p><b>MD: Fine Arts: Music (2017)</b> <b>MD: Grades 3-5</b></p>	
<p><b>Creating</b> <b>Anchor Standard 1 Generate and conceptualize artistic ideas and work.</b> <b>Enduring Understanding:</b></p>	



- **The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.**

**Essential Question:**

- **How do musicians generate creative ideas?**

I:3-5:1: Conceptualize and generate musical ideas for an artistic purpose and context, using appropriate technology as available.

E:3-5:1: With increasing independence, create musical ideas for classroom and personal composition activities, using appropriate technology as available.

E:3-5:2: Create music with intermediate-level melodic, rhythmic, dynamic, and formal elements, in response to artistic stimuli, using appropriate technology as available.

**Anchor Standard 2 Organize and develop artistic ideas and work.**

**Enduring Understanding:**

- **Musicians' creative choices are influenced by their expertise, context, and expressive intent.**

**Essential Question:**

- **How do musicians make creative decisions?**

I:3-5:1: Select, present, explain, and document musical choices with connections to purpose and context.

E:3-5:1: With increasing independence, use standard notation, iconic notation or recording technology effectively to create and document personal musical ideas. Clearly communicate creative choices.

**Anchor Standard 3 Refine and complete artistic work.**

**Enduring Understanding:**

- **Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.**
- **Musicians' presentation of creative work is the culmination of creation and communication.**

I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.

I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.

E:3-5:1: Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

E:3-5:2: Present a classroom version, incorporating refinements, and explain connections to the artistic purpose, using appropriate technology as available.

**Presenting**

**Anchor Standard 6 Convey meaning through the presentation of artistic work.**

**Enduring Understanding:**

- **Musicians judge performances based on criteria that vary across time, place, and cultures.**

**Essential Question:**

- **When is a performance judged ready to present?**
- **How do context and the manner in which musical work is presented influence audience response?**

I:3-5:1: Communicate purpose through music performance, paying attention to accuracy and interpretation.

I:3-5:2: Perform appropriately for audience and purpose.

E:3-5:1: Perform a varied repertoire of music with artistic purpose, demonstrating technical accuracy.

E:3-5:2: Interact effectively with the audience and other performers to convey the artistic purpose of the piece. Reflect with the listeners in discussion or other activity appropriate to the context.

E:3-5:3: Discuss readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.