

Windsor Public Schools  
Curriculum Map  
**Grade 3, Music, Unit 1**  
**BOE Approved Date: Revised Summer 2021**

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**Purpose of the Course:**

This course, in addition to continuing to develop core musical skills, is designed to help students understand the concept of a musical identity and heritage. Throughout the year they will develop an understanding of what a musical identity and heritage is. They will explore their own musical heritage and also experience the musical heritage of other students as well as cultures from around the world.

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**Grade Level:** 3

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**Course Name:** General Music

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**Unit 1:** My Musical Heritage

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**Length of the Unit:** 16 Class periods (45 minutes each)

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**Purpose of the Unit:**

The focus of this unit is developing an understanding of musical preferences and musical heritage. Students will begin by exploring their own musical heritage and the musical heritage of their families. As they explore these concepts of music heritage they will also understand the various influences on their musical tastes and preferences, as well as the wide range of ways in which music is a part of their daily lives.

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**National Core Arts/Music Standards Addressed In Unit:**

[MU:Cr3.1.3a](#), [MU:Re7.1.3a](#), [MU:Re7.2.3a](#), [MU:Cn11.0.3a](#), [MU:Cn10.0.3a](#)

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**Essential Questions\*:**

- What is my personal musical heritage?
  - How do we decide what music we like?
  - How do we perform music “authentically”?
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**Big Ideas/Students Will Know (Concepts):**

- Our musical preferences are influenced by our friends, family, and the groups we spend time with as well as our own personal tastes and what music we experience.
- Different styles of music have different sounds and characteristics that make them unique.

**Students will be able to (Skills\*):**

*\*The teacher should use the following as posted and verbal objectives for their classes.*

1. Identify specific musical characteristics in songs they enjoy as well as characteristics of genres they enjoy. Discuss the elements of music (in a song or genre) using appropriate musical vocabulary.
2. List various genres of music and the key musical characteristics of those genres.
3. Express their opinion of a specific song or genre using musical characteristics and terminology.
4. Discuss music with peers and others using accurate musical terminology.
5. Perform or create music in the style of a genre of their choosing.
6. Retell or share the musical viewpoints of others using a variety of media, such as an audio interview, video interview, slide presentation, or written article.
7. Discuss the musical preferences of their family or friends and how those preferences influenced their own tastes in music.

**Academic Vocabulary: Key Words and Phrases**

artist	influences	musical characteristics	podcast
culture	instrumentation	musical heritage	style
genre	interview	personal preference	texture

**Common Learning Experiences:**

- Listening to music from various genres that reflect:
  - Student interests and expressed preferences
  - Teacher interests and personal preferences
  - Familial interests and expressed preferences
  - Music that reflects the cultural heritage of students, as expressed through student self-identity and survey information
- Discussions of common musical characteristics in various styles of music explored above
- Opportunities to perform musical elements found in musical examples above that can include:
  - Performance of rhythmic or melodic ostinatos
  - Improvisation of rhythmic or melodic patterns that fit into a specific musical genre
  - Use of movement activities or other kinesthetic ways to connect to specific genres of music or musical experiences of a particular culture

- Compare and contrast different musical genres using graphic organizers
- Discuss music examples using grade level appropriate academic terminology and draw connections between vernacular terminology and academic vocabulary
- Preparing interview questions using graphic organizers
- Conducting interviews on a variety of topics
- Conducting an interview of someone else within a student’s family to gather information about their musical preferences and influences

**Significant Task 1: Personal Musical Identity Survey**

**MU:Re7.1.3a:** Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

**MU:Re7.2.3a:** Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)

**MU:Cn11.0.3a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Standards-Related Teaching Strategies**

Below is a list of suggested teaching strategies that can be used to teach the skills embedded in the standards of this Task. The strategies should be used prior to students attempting to complete the Task.

Standard	Strategy
MU:RE7.1.3a	<ul style="list-style-type: none"> <li>→ Provide students with a wide variety of musical examples with varied purposes</li> <li>→ Discuss the student’s observations and, if necessary, help them to rephrase using appropriate musical terminology</li> <li>→ Have students broadly discuss where specific examples of music would and wouldn’t be appropriate for a given context or purpose</li> </ul>
MU:Re7.2.3a	<ul style="list-style-type: none"> <li>→ Identify musical characteristics that would be more likely to make a song suited for a specific purpose (Would a lullaby be loud and heavy with a fast tempo?)</li> <li>→ Take a song and change musical characteristics (dynamics, tempo, tone) to reflect different moods or intents</li> <li>→ Model song analysis using a graphic organizer that focuses attention on musical elements</li> </ul>

	<p>→ As a class, engage in group analysis of a varied repertoire of music</p>
MU:Cn11.0.3a	<p>→ With students, build a word cloud or other visual representation of where they hear music</p> <p>→ Engage students in a “musical hunt” where they look for and listen for music in everyday situations with the goal of drawing their attention to the fact that music is often on in the background</p> <p>→ Consider video resources that help demonstrate the effect music can have on our perception of a visual scene within a movie, tv show, or video game through use of some of the resources listed below</p>

Through use of journaling, reflective writing, sharing of music, and class discussions students will explore their own personal preferences in music as well as the influences that have led them to those preferences. Using their writing and discussion, students will make a collage that depicts a playlist, which shows a picture of their musical influences and preferences.

[Rubric](#)

**Extend/Enrich:** Students may explore additional genres, include additional biographical or musical information about a favorite artist or genre, or include a personal performance of either an existing song within their favorite genre or an original song that is in the style of their favorite genre.

**Timeline:** 8 Lessons

**Key vocabulary:**

- collage
- genre
- heritage
- instrumentation
- preference
- style
- texture

<b>Resources:</b>
<p><a href="#">Little Kids Rock Uke Songbook</a> - Collection of songs in various genres/time periods.</p> <p><a href="#">Best Practices Lesson Plans</a> - Includes techniques and resources for teaching songs from a</p>

variety of popular genres

[Teach Rock Lesson Plans](#) - A collection of a wide variety of music lesson plans.

[PBS Arts and Music Learning](#) - A collection of videos, activities, articles, and lesson plans on a wide range of musical topics.

- [Artist Rosalia](#) - Flamenco Fusion Artist (Spanish)
- [Navajo Flute: Fred Keams](#) - Video where performer/instrument maker talks about the music and is passionate about his personal connection to the instrument and culture behind it.

[Smithsonian Folkways Collection](#) - Database of World Music and Albums, useful for searching for titles and song ideas.

[Smithsonian Folkways Lesson Plans](#) - Collection of lesson plans for teaching world music.

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### Significant Task 2: A Musical Interview

**MU:Cr3.1.3a:** Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

**MU:Cn10.0.3a:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**MU:Cn11.0.3a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Standards-Related Teaching Strategies

Below is a list of suggested teaching strategies that can be used to teach the skills embedded in the standards of this Task. The strategies should be used prior to students attempting to complete the Task.

Standard	Strategy
MU:Cr3.1.3a	<ul style="list-style-type: none"><li>→ Work with students on how to edit and extract sections of an interview</li><li>→ Have students model best practices for interviewing that will later allow them to better edit products</li><li>→ Develop a graphic organizer</li></ul>
MU:Cn10.0.3a	<ul style="list-style-type: none"><li>→ Create a word bank of “preference words” that help determine student reasons for music</li></ul>

	<p>preferences: “like”, “heard growing up”, “cool”, “popular” etc.</p> <ul style="list-style-type: none"> <li>→ Using high interest music including teacher and student examples catalog what about a song makes it interesting to them</li> <li>→ Expand their thinking by offering personal examples of music the teacher prefers and why</li> <li>→ This leads to better skills at interviewing and understanding others' preferences “Why do you think your parents/uncles/aunts/other adults like the same or different music from you?”</li> </ul>
<p>MU:Cn11.0.3a</p>	<ul style="list-style-type: none"> <li>→ Share with students clips of artist interviews from a variety of interviewers; have them jot down the types of questions asked</li> <li>→ Use graphic organizer formats students may be familiar with from ELA classwork to help draft their interviews</li> </ul>

Students will begin to explore their musical interests in relation to the history of their family. Using teacher and peer modeling students will explore how to conduct and record an interview using available technology. Students will record an interview with one or more family members (preferably from an older generation) discussing their musical heritage, influences, and memories.

This interview will be recorded into audio software, such as Sound Trap, and later edited. The finished product of this interview include the following:

- Introduction
- Interview (Questions and Answers)
- Summary/Outro

[Rubric](#)

**Extend/Enrich:** Additional enrichments for this project could include the inclusion of audio examples, background music, longer form interviews, additional interview subjects or interview topics.

**Timeline:** 8 Lessons

**Key vocabulary:**

- history
- interest
- interview

- introduction
- podcast
- preference
- report

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**Resources:**

[Podcast Creation Lesson](#)

[Teach Rock Lesson Plans](#) - A collection of a wide variety of music lesson plans. (Specifically the Hometown Documentary lesson)

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**Common Assessments:****Unit Post-Assessment**

Students will combine elements from their interview recording in Significant Task 2 with the collage generated in Significant Task 1 to produce an audio visual presentation (likely in Google Slides) that will summarize the concept of “My Musical Heritage”. This may also include extended elements from either significant task.

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**Teacher Notes:**

Significant Task 2 should fall around the Thanksgiving break. This potentially will allow students the ability to access and interview additional family members or older adults outside of their nuclear family.

Additionally, teachers should be prepared to help find other adults (teachers, staff members, etc) for students to interview in case they are unable to complete the interview with adults at home.