**3rd GRADE** Lesson 1, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.a**  Explore various uses of music in daily experiences  (celebrations, games, march, TV, movies, dance, work).  Objective and Vocab: **CONTINENT/COUNTRY**  I can remember the rules.  I can explore different ways we use music.  Essential Questions:  Can you tell by listening where a song is from? | **AZ COLLEGE & CAREER READINESS**  **Unit 1 – Toys and Play**  CC ELA – **SL.3.1** I can effectively participate in a conversation with my peers and adults. CC Math – N/A |

***BLACKBOARDS, CHALK, ERASERS***

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SNARE DRUM  (YouTube Pirates of the Caribbean – Snare) | Name the type of drum you hear.  What does it make you think of? Why?  \*PRACTICE QUIET ENTERING |
| 2 | **OPENING RITUAL**   * Job for the day * Rules for the year * Attendance - Vagabond Game   (adjust balance) | -Tell your group of 3 the rules without looking.  -Name and where from – pat clap slowly |
| 3 | **ANT. SET** *(Prepare)*  Favorite way you use music | T & T in 3’s: “My favorite way to enjoy music is…”  What are ways we use music? – LIST ON SLIDE |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  1.Pueblo Corn Grinding Song, p128  2.Sakura – Jap. Cherry Blossom celebration., p298  3.Frere Jacque – French wake up Monks song, p320  4.Mama Paquita – Brazilian Carnival before Lent, p328  5.Obo Asi Me Nsa – Ghana, Africa stone game, p6  6.Kookaburra – Australian round, p330  7.Que Llueva – Mexican children’s game, p321 | USING **BLACKBOARDS**:  -Guess which continent music is from.  -Guess what way the way the song is being used.  How can you tell? (evidence) |
| 5 | **STAND/MOVE or DANCE** | N/A |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE** | N/A |
| 7 | **CLOSE/ASSESS** - \*PRACTICE LINING UP QUIETLY. |  |

**3rd GRADE** Lesson 2, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b**  Explore various uses of music in daily experiences  (celebrations, games, march, TV, movies, dance, work).  Objective and Vocab: **CONTINENT/COUNTRY**  I will follow the rules.  I can explore different ways we use music – games.  Essential Questions: | **AZ COLLEGE & CAREER READINESS**  CC ELA – **RL.3.2**  I can identify the main message or lesson of a story using key details from the text.  Reading Around the World Unit  CC Math – N/A |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – TRUMPET  (YouTube Aaron Copland – Fanfare for Common Man) | Point to the instrument you hear. |
| 2 | **OPENING RITUAL**   * Job for the day * Rules for the year * Attendance - Vagabond Game   (adjust balance) | -Name and where from – pat clap slowly |
| 3 | **ANT. SET** *(Prepare)*  Favorite game song. | T & T in 3’s: “My favorite game song is…” |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Obo Asi Me Nsa – Ghana, Africa stone game, p6 | Difference between continent and country.  First learn the pronunciation. **1:5** Then sing song. **1:4.** |
| 5 | **STAND/MOVE or DANCE**  Obo Asi Me Nsa –, p19 | Get in a circle and pass the eggs. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Que Llueva – Mexican children’s game, p321 | Begin to learn the song.  Use maracas and egg shakers. |
| 7 | **CLOSE/ASSESS** - \*PRACTICE LINING UP QUIETLY. |  |

**3rd GRADE** Lesson 3, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b**  Explore various uses of music in daily experiences  (celebrations, games, march, TV, movies, dance, work).  Objective and Vocab: **CONTINENT/COUNTRY**  I will follow the rules.  I can explore different ways we use music – games.  Essential Questions: | **AZ COLLEGE & CAREER READINESS**  CC ELA – **RL.3.2**  I can identify the main message or lesson of a story using key details from the text.  Reading Around the World Unit  CC Math – N/A |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CHIMES  (YouTube Fear of Music: Bow Bells (2014) for solo orchestra chimes and soundscape) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Job for the day * Rules for the year * Attendance - Vagabond Game   (adjust balance) | -Name and where from – pat clap slowly |
| 3 | **ANT. SET** *(Prepare)*  The purpose of games | T & T in 3’s: The purpose of games is…. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Obo Asi Me Nsa – Ghana, Africa stone game, p6 | Difference between continent and country.  First learn the pronunciation. **1:5** Then sing song. **1:4.** |
| 5 | **STAND/MOVE or DANCE**  Dona Blanca | Stand in circle and play the game safely. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Que Llueva – Mexican children’s game, p321 | Begin to learn the song.  Use maracas and egg shakers. |
| 7 | **CLOSE/ASSESS** - \*PRACTICE LINING UP QUIETLY. |  |

**3rd GRADE** Lesson 4, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

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| **MUSIC**  AZ Music Standard – **3.10.b and 3.4.b**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Demonstrate understanding of the form in music selected for performance.   Objective and Vocab: **CONTINENT/COUNTRY**  I will follow the rules.  I can explore different ways we use music – games and enjoyment. | **AZ COLLEGE & CAREER READINESS**  CC ELA – **RL.3.2**  I can describe the characters in a story (their traits, motivations, feelings).  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How can you tell Kookaburra is a song of enjoyment?  What is Kookaburra like? |

**PROCESS**

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| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – SHEKERE  (YouTube Yosvany Terry Shekere Solos) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Job for the day * Rules for the year * Attendance - Vagabond Game   (adjust balance) | -Name and where from – pat clap slowly |
| 3 | **ANT. SET** *(Prepare)*  What is a *round* in music? | Use sticks to call on students. What is an example of a round? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Australian country  Kookaburra | Review continent and country.  Sing as a round. |
| 5 | **STAND/MOVE or DANCE**  Dona Blanca  Que Llueva – Mexican children’s game, p321 | Stand in circle and play the game safely. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Obo Asi Me Nsa – Ghana, Africa stone game, p6 | Begin to learn the song.  Use maracas and egg shakers. |
| 7 | **CLOSE/ASSESS** - \*PRACTICE LINING UP QUIETLY. |  |

**3rd GRADE** Lesson 5, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b and 3.4.b**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Generate musical ideas within a specified tonality and/or meter.   Objective and Vocab: **CONTINENT/COUNTRY**  I will follow the rules.  I can explore different ways we use music – games and enjoyment. | **AZ COLLEGE & CAREER READINESS**  CC ELA – **RL.3.2**  I can describe the characters in a story (their traits, motivations, feelings).  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How can you tell Kookaburra is a song of enjoyment?  What is Kookaburra like? |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – CLAVES  (YouTube Gon Bops Traditional Rosewood Claves - Featuring Alex Acuña) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Job for the day * Rules for the year | -Name and where from – pat clap slowly |
| 3 | **ANT. SET** *(Prepare)*  Kookaburra | Does this song have ***any power***?  Does it have power in Australia? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Frere Jaques | Review continents and countries. Sing as a round.  Substitute body percussion for each word, making a percussion round.  ***What is the power of each round?*** |
| 5 | **SIT/PLAY INSMTS or GAME or CREATE**  Frere Jaques – write creative percussion ideas on board | Replace body percussion with some words.  Perform as a round. |
| 6 | **STAND/MOVE or DANCE**  Dona Blanca  Que Llueva – Mexican children’s game, p321 | Stand in circles and play the game safely.  ***What is the power of each game song?*** |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**3rd GRADE** Lesson 6, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b and 3.4.b**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Demonstrate and   Objective and Vocab: **CONTINENT/COUNTRY**  I will follow the rules.  I can explore different ways we use music – games and enjoyment. | **AZ COLLEGE & CAREER READINESS**  CC ELA – **RL.3.2**  I can describe the characters in a story (their traits, motivations, feelings).  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How can you tell Kookaburra is a song of enjoyment?  What is Kookaburra like? |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – RAINSTICK  (YouTube Solo Rain Stick Music / Agnus Dei Instrumental (violin) / Holy, Holy Are You Lord God Almighty) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Job for the day * Rules for the year | -Name and where from – pat clap slowly |
| 3 | **ANT. SET** *(Prepare)*  African American work song – Lightening Long John | How do you think this song is used. Notice call-response.  Does this song have ***any power***? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Frere Jaques | Round and body percussion and instruments from last week. |
| 5 | **STAND/MOVE or DANCE**  Canoe song  North American work song and dance | Learn the steps with hands first. Play it with bells.  Try the dance steps on foot. Add **BELLS**? |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Kookaburra  Dona Blanca  Que Llueva – Mexican children’s game, p321  Obo Asi Me Nsa | ***What is the power of each enjoyment song?***  ***What is the power of each game song?*** |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**3rd GRADE** Lesson 7, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b and 3.4.c**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Read and perform rhythmic patterns and melodic phrases using notation.   Objective and Vocab: **CONTINENT/COUNTRY**  I will follow the rules.  I can explore different ways we use music – games and enjoyment and work. | **AZ COLLEGE & CAREER READINESS**  CC ELA – **W.3.8**  I can document what I learn about a topic by soring evidence into categories.  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How can you tell Mama Paquita is a song of enjoyment? |

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  Mystery instrument – TUBA  (Czardas - tuba solo full version) | Point to the instrument you hear.  Describe the sound. |
| 2 | **OPENING RITUAL**   * Names song * Job for the day |  |
| 3 | **ANT. SET** *(Prepare)*  Practice ta and ti-ti and rest slides  Review Solfege signals | Accurately speak the rhythms.  Accurately show solfege. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Mama Paquita p 328 | Turn&Talk:  How can you tell what kind of song this is?  Learn the song, look at So MI DO, look at rhythms.  Play the instruments on the parts, starting with individuals. |
| 5 | **STAND/MOVE or DANCE**  Canoe Song  Dona Blanca  Que Llueva – Mexican children’s game, p321  Obo Asi Me Nsa | ***What is the power of each song?*** |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Frere Jaques  Kookaburra | Round and body percussion and instruments from last week.  ***What is the power of each enjoyment song?*** |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**3rd GRADE** Lesson 8, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b and 3.1.b**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Generate musical ideas within a specified meter.   Objective and Vocab: **ACCOMPANIMENT**  I will compose a pattern for instruments. | **AZ COLLEGE & CAREER READINESS**  CC ELA – **W.3.8**  I can document what I learn about a topic by soring evidence into categories.  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How can you tell Mama Paquita is a song of enjoyment? |

***BOOKS*  *NEEDED***

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  DRUM KIT  (YouTube Cobus - Quick Solo On A Very Cheap Drum-Set) | Describe the sound. |
| 2 | **OPENING RITUAL**   * Names song * Job for the day | Sing the names on pitch. |
| 3 | **ANT. SET** *(Prepare)*  Review Solfege signals | Accurately show solfege. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Mama Paquita **p 328** | Choose a musical lyric phrase – turn it into a musical instrument part.  Choose some words – make up a slow chant pattern. |
| 5 | **STAND/MOVE or DANCE**  Canoe Song  Dona Blanca  Que Llueva – Mexican children’s game, p321  Obo Asi Me Nsa | ***What is the power of each song?*** |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Frere Jaques  Kookaburra | Round and body percussion and instruments from last week.  ***What is the power of each enjoyment song?*** |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**3rd GRADE** Lesson 9, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

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| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b and 3.1.b**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Generate musical ideas within a specified meter.   Objective and Vocab: **ACCOMPANIMENT**  I will review all the songs we learned from around the world. What is each one’s power? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **W.3.8**  I can document what I learn about a topic by soring evidence into categories.  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How does music have power? |

***BOOKS*  *NEEDED***

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  TROMBONE  (Trombone Shorty At Age 13 - 2nd Line) | Guess the mystery instrument. Describe the sound. |
| 2 | **OPENING RITUAL**   * Names song * Job for the day | Sing the names on pitch. |
| 3 | **ANT. SET** *(Prepare)*  Review Solfege signals | Accurately show solfege. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Mama Paquita – Brazilian song of celebration | Play the instruments for the accompaniment that was created. |
| 5 | **STAND/MOVE or DANCE**  Canoe Song – Native American work song | ***What is the power of each song?*** |
| Dona Blanca - Mexican children’s game,  Que Llueva – Mexican children’s game, p321  Obo Asi Me Nsa – African children’s game |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Frere Jaques – faith and enjoyment | Round and body percussion and instruments from last week.  ***What is the power of each enjoyment song?*** |
| Kookaburra – enjoyment and learning |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**3rd GRADE** Lesson 10, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b and 3.1.b**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Generate musical ideas within a specified meter.   Objective and Vocab: **ACCOMPANIMENT**  I will review all the songs we learned from around the world. What is each one’s power? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **W.3.8**  I can document what I learn about a topic by soring evidence into categories.  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How does music have power? |

***BOOKS*  *NEEDED p.298***

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  MELODICA | Guess the mystery instrument. Describe the sound. |
| 2 | **OPENING RITUAL**   * Names song * Job for the day | Sing the names on pitch. |
| 3 | **ANT. SET** *(Prepare)*  Review the continents, countries | What is the difference? |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Japan - Sakura | Watch the Japanese Koto playing Sakura.  Read and pronounce the words, then sing. |
| 5 | **STAND/MOVE or DANCE**  Review the powers (uses) of music around the world.  Review how to write a paragraph. | Each write name, teacher, and paragraph answering the question about the power of music. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  N/A | N/A |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

**3rd GRADE** Lesson 11, Sem. 1

Valerie Drum, Lesson Plans 15-16

**STANDARDS**

|  |  |
| --- | --- |
| **MUSIC**  AZ Music Standard – **3.10.b and 3.1.b**   * Explore various uses of music in daily experiences (celebrations, games, march, TV, movies, dance, work). * Generate musical ideas within a specified meter.   Objective and Vocab: **ACCOMPANIMENT**  I will review all the songs we learned from around the world. What is each one’s power? | **AZ COLLEGE & CAREER READINESS**  CC ELA – **W.3.8**  I can document what I learn about a topic by soring evidence into categories.  (Reading Around the World Unit)  CC Math – N/A  Essential Questions:  How does music have power? |

***BOOKS*  *NEEDED***

**PROCESS**

|  |  |  |
| --- | --- | --- |
| **TEACHER INPUT** *(Present)* | | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**  TROMBONE  (Trombone Shorty At Age 13 - 2nd Line) | Guess the mystery instrument. Describe the sound. |
| 2 | **OPENING RITUAL**   * Names song * Job for the day | Sing the names on pitch. |
| 3 | **ANT. SET** *(Prepare)*  Review Solfege signals | Accurately show solfege. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**  Mama Paquita – Brazilian song of celebration | Play the instruments for the accompaniment that was created. |
| 5 | **STAND/MOVE or DANCE**  Canoe Song – Native American work song | ***What is the power of each song?*** |
| Dona Blanca - Mexican children’s game,  Que Llueva – Mexican children’s game, p321  Obo Asi Me Nsa – African children’s game |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**  Frere Jaques – faith and enjoyment | Round and body percussion and instruments from last week.  ***What is the power of each enjoyment song?*** |
| Kookaburra – enjoyment and learning |
| 7 | **CLOSE/ASSESS –**  Did we participate like good musicians and students?  How many points should you get? | Point to who is the Star Music Student of the Day. |

I hope to have them writing a paragraph at the end of the unit where they articulate whether or not the power of music is different all around the world or the same all around the world and ask them to back it up with evidence from the songs we learned.

I think this is wonderful. Before having the students write a paragraph, please meet with the third grade team to see how they have introduced writing a paragraph to make this easier on you.  They may give you a  certain graphic organizer to help with paragraph writing. Also the type of paper they use. How long they expect a paragraph to take and in length. You need to stay with their expectation for student success and not to confuse students.

Thanks,