

Unit Title: Music All Around Us

INSTRUCTIONAL UNIT AUTHORS

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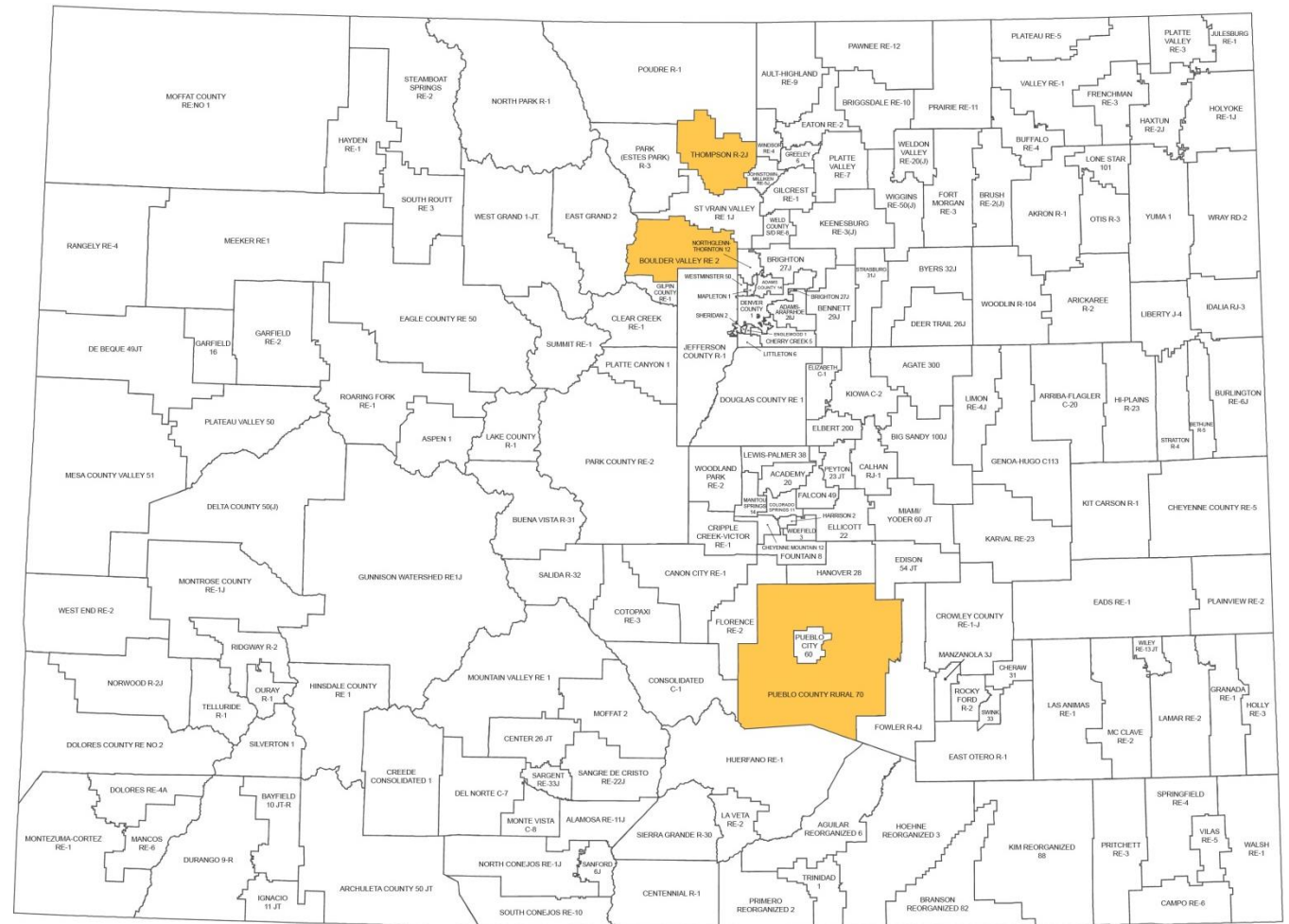
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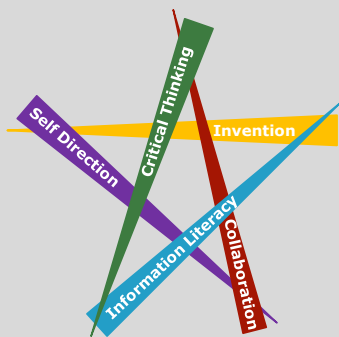


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Music	Grade Level	3 rd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform from memory and use simple traditional notation	MU09-GR.3-S.1-GLE.1	
	2. Perform extended rhythmic, melodic, and harmonic patterns	MU09-GR.3-S.1-GLE.2	
2. Creation of Music	1. Short musical phrases and patterns	MU09-GR.3-S.2-GLE.1	
	2. Notate music using basic notation structure	MU09-GR.3-S.2-GLE.2	
3. Theory of Music	1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary	MU09-GR.3-S.3-GLE.1	
	2. Analyze simple notational elements and form in music	MU09-GR.3-S.3-GLE.2	
	3. Identify vocal and instrumental tone colors	MU09-GR.3-S.3-GLE.3	
	4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	MU09-GR.3-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Identify personal preferences for specific music	MU09-GR.3-S.4-GLE.1	
	2. Respond to, and make informed judgments about, music through participation, performance, and the creative process	MU09-GR.3-S.4-GLE.2	
	3. Articulate music's significance within an individual musical experience	MU09-GR.3-S.4-GLE.3	

Colorado 21st Century Skills



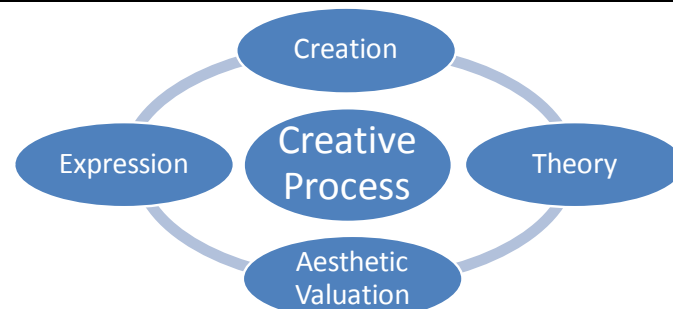
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Music All Around Us	Instructor's Choice	Instructor's Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Music All Around Us		Length of Unit	Instructor choice
Focusing Lens(es)	Influence Perspective	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.3-S.1-GLE.1, MU09-GR.3-S.1-GLE.2 MU09-GR.3-S.2-GLE.1 MU09-GR.3-S.3-GLE.1, MU09-GR.3-S.3-GLE.2, MU09-GR.3-S.3-GLE.3, MU09-GR.3-S.3-GLE.4 MU09-GR.3-S.4-GLE.1, MU09-GR.3-S.4-GLE.2, MU09-GR.3-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does music affect culture? (MU09-GR.3-S.1-GLE.1) and (MU09-GR.3-S.3-GLE.2,3) and (MU09-GR.3-S.4-GLE.1,2,3) • How does culture affect music? • Why does music sound different around the world? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Culture, Tradition, Style, Expression, Perspective, Beliefs			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Culture and tradition develop a personal perspectives on and beliefs about music. (MU09-GR.3-S.1-GLE.1) and (MU09-GR.3-S.3-GLE.1, 2,3,4) and (MU09-GR.3-S.4.-GLE.1,2,3	What kinds of traditions influence musical culture? In what settings do we hear or participate in music? How do people physically respond to music?	Why is music from other cultures important? How does the context of music affect personal perspective?
Cultures use music to instill traditions. (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,2,3,4) and (MU09-GR.3-S.4.-GLE.1,2, 3)	How do cultures use music to communicate? How do a cultural events affect its' music? What instruments represent specific cultures? How has technology influenced contemporary music?	How can music represent a culture? How is music from other cultures similar and different?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Music is integral to culture and traditions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.2,3) and (MU09-GR.3-S.4-GLE.1,2,3) • Different cultures may use different instruments (MU09-GR.3-S.3-GLE.3-EO.a) and (MU09-GR.3-S.4-GLE.3-EO.d) • Cultures are influenced by other culture’s musical contributions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.3, 4) and (MU09-GR.3-S.4-GLE.1,2,3) • Music in cultures and traditions can change over time (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.3,4) and (MU09-GR.3-S.4-GLE.1, 	<ul style="list-style-type: none"> • Recognize music and it’s connection to a culture (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.1,2-EO.b) and (MU09-GR.3-S.4-GLE.1, 2,3) • Describe instrumentation of teacher-specified cultures (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.3-EO.a) and (MU09-GR.3-S.4-GLE.2,3) • Move responsively to cultural music (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.1,2) and (MU09-GR.3-S.4-GLE.1,2) • Compare music of different cultures and traditions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,2)and (MU09-GR.3-S.4-GLE.1,2,3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Music has expressive elements, instrumentation and unique sounds that are shaped by culture and traditions. Musical choices are influenced by these elements and traditions.</i></p>
<p>Academic Vocabulary:</p>	<p>Texture, expression, society, preference, compare and contrast, continent, country, culture, tradition, unique, personal</p>
<p>Technical Vocabulary:</p>	<p>Instrumentation, form (rondo), pitch, expressive elements (dynamics, tempo, articulation), style</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit, students will compare and contrast music of diverse cultures, using the musical concepts of dynamics (loudness and quietness of music), tempo (speed of music), articulation (way music is played) and form (structure and patterns in the music). Students will explore the role and traditions of the music within the culture, and the origins of (cultural) forms of music. They will also examine how music in a culture has changed/transformed or stayed consistent over time. The culminating project will include a group performance of (community-based) culturally diverse music and individual or small group original projects such as artwork, a song, an instrument, descriptive writing, drama or dance.
Considerations:	In this unit it is important to broaden the definition of culture. Students have experience with culture, but these experiences may not have been clearly defined. When discussing traditions that use music, it is encouraged to clearly define and explain the ways in which music is used and reasons why music is a vital part of the traditions especially traditions that are not as well known in Colorado.
Unit Generalizations	
Key Generalization:	Culture and traditions develop a personal perspective on and beliefs about music
Supporting Generalizations:	Cultures use music to instill traditions

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Culture and traditions develop a personal perspective on and beliefs about music.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your classmates have been asked by the office of tourism for this community to act as guest artistic ambassadors! Tourism agencies often bring people to a city, state or country by using the cultural benefits as an attraction. Using multiple forms of media including artwork, songs created in the style of (or about) a culture, created instruments, descriptive writings, dramatic performances, dances, etc, your job is to depict the cultural diversity of this community. You will present a culminating group performance in an immersion setting (informance, full concert, etc.) of the pieces you created for local business leaders and community members.
Product/Evidence: (Expected product from students)	Students will perform in a whole class performance that incorporates student created pieces (e.g. artwork, a song, an instrument, a piece of writing, drama or dance). They will be able to demonstrate music that reflects a variety of cultural backgrounds. Students will be able to articulate their understanding of at least one culture through their creation of an artifact communicating a unique or key aspect about the culture.
Differentiation: (Multiple modes for student expression)	Students may work individually or in small groups to create their pieces (musically and visually), and students may choose the culture(s) to represent.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>A Listen to World Music</i> -Jennifer Reed <i>Music Everywhere</i> - Maya Ajmera, <i>Instruments and Music</i> - Daniel Nunn	<i>Abiyoyo</i> - Pete Seeger (based on a South African Lullaby and Folk Story) (AD610L Lexile level) <i>The Singing Snake</i> - Czernecki and Rhodes (folk tale from Australia)

Colorado Teacher-Authored Sample Instructional Unit

<p><i>Music and Dance (Discovering World Cultures)</i>-Fiona MacDonald and Neil Morris <i>The Milestones Project</i>- Richard and Michele Steckel <i>Worlds of Sound (The story of Smithsonian Folkways)</i>- Richard Calin <i>The Music Teacher’s Book of Lists</i>- Cynthia Meyers-Ross <i>Connecting Cultures: A Guide to Multi-cultural Literature for Children</i>- Rebecca L. Thomas</p>	<p><i>The Drum:retold</i>- Rob Cleveland (Folk tale from India) (660L Lexile level) <i>Cat and Rat: The Legend of the Chinese Zodiac</i>- Ed Young (AD430L Lexile level) <i>Pete Seeger’s Storytelling Book</i>- Pete Seeger (Stories based on songs and family histories)</p>
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Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a musician- Singing skills	Teacher Resources:	<p><i>We Will Sing</i>-Doreen Rao (Boosey and Hawkes) http://nccas.wikispaces.com/Child+Development+Research (College Board Research on developmental stages and arts education) http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level) http://www.musick8.com/html/ideadisplay.php?ibid=1245&ideasubject=&idtextsearch=&submittedby=&group1 (Ideas for helping students match pitch) http://bangertmusic.tripod.com/musicatbangert/id37.html (3rd grade curriculum checklist with student friendly tips for singing)</p>
			Student Resources:	N/A
	Skills:	Demonstrate proper singing technique: Straight posture, breath support, blending with group, good tone quality, pitch matching	Assessment:	Throughout this unit, students will accurately demonstrate correct techniques when singing. https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (Modifiable collection of checklists to collect observation data)
3.	Description:	Think/work like a musician- Instrument skills	Teacher Resources:	<p><i>Mallet Madness and Mallet Madness Strikes Again</i> -Artie Almeida, <i>Strike It Rich: Mallet Activities for Children</i>- Jeff Kriske and Randy DeLelles http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level) http://www.musick8.com/html/ideadisplay.php?ibid=1272&ideasubject=&idtextsearch=&submittedby=&group1 (Instrument care) http://www.musick8.com/html/ideadisplay.php?ibid=907&ideasubject=&idtextsearch=&submittedby=&group1 (Instrument management) http://bangertmusic.tripod.com/musicatbangert/id37.html (3rd grade curriculum checklist with student friendly tips for using instruments)</p>
			Student Resources:	N/A
	Skills:	Demonstrate proper instrument use: Correct mallet technique, proper care of instruments, correct playing of all instruments (good technique, not playing too loud, etc.)	Assessment:	Throughout this unit, students will accurately demonstrate correct techniques when playing and instrument. https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (Modifiable collection of checklists to collect observation data).

Prior Knowledge and Experiences

Students are expected to know the definition of culture. It may be helpful to pre-asses/gauge their knowledge of culture on the first day through open ended questioning. Students are expected to have some experience with culturally diverse music in school. Students are expected to have prior experience with singing, moving, and playing classroom instruments.

Learning Experiences # 1 – 11
Instructional Timeframe: Teacher Determined

Learning Experience # 1

The teacher may lead a discussion about music of different cultures (intentionally including the students’), so that students can begin considering cultural connections to music.

Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music	
Teacher Resources:	http://www.nationalgeographic.com/worldmusic (Comprehensive World Music resource) http://afropop.org (Guide to African music and World Music on the radio) http://globalrhythm.net (World music information and downloads) http://www.calabashmusic.com (Site for listening to world music) http://www.smithsonianglobalsound.org/sgs_live.aspx (Video performance and interviews of World musicians. Must register) http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level)	
Student Resources:	N/A	
Assessment:	Students will generate a class list/chart of culturally diverse music (school songs, family songs, folk songs) through brainstorming songs from known repertoire or their own personal experiences.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use post-it notes to place song titles on a world map to show the location/region the song comes from
Critical Content:	<ul style="list-style-type: none"> • Music is integral to culture and traditions • Different cultures may use different instruments 	
Key Skills:	<ul style="list-style-type: none"> • Recognize music and its connection to a culture 	
Critical Language:	Expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, sing, dance, culture, artifact	

Learning Experience # 2		
The teacher may introduce musical terms related to dynamics, articulation, and tempo so that students can identify these elements in musical examples and begin performing and using these elements.		
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music	
Teacher Resources:	<p>Song examples: as <i>El Patio de Mi Casa</i> (GIA Publications), Youtube, <i>Rhythmically Moving</i> CDs by Phyllis Weikart, <i>Dances of the 7 Continents</i> and other dance CDs and DVDs by Sanna Longden, <i>De Colores and Fiestas</i> by José-Luis Orozco, <i>Bridges to Asia</i> (Silver Burdett Ginn), <i>Moving Within the Circle: Contemporary Native American Music and Dance</i> by Bryan Burton, <i>iFiestas de canciones!: Action Songs, Musical Games, and Folk Songs</i> (Macmillan McGraw-Hill)</p> <p>http://www.nationalgeographic.com/worldmusic (Comprehensive World Music resource) http://afropop.org (Guide to African music and World Music on the radio) http://globalrhythm.net (World music information and downloads) http://www.calabashmusic.com (Site for listening to world music) http://www.smithsonianglobalsound.org/sgs_live.aspx (Video performance and interviews of World musicians. Must register) http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level) http://milestonesproject.com/ (<i>The Milestones Project</i>- Richard and Michele Steckel) http://www.pinterest.com/boutonk/mu-ed-vocabulary/ (Pinterest page with a variety of charts for musical vocabulary)</p>	
Student Resources:	Lyrics to songs, student textbooks if needed	
Assessment:	<p>Students will begin creation of a word wall for musical terms related to dynamics, tempo, articulation, tone color and form of the songs, so students can make connections to musical elements throughout entire unit.</p> <p>http://www.schoolexpress.com/wordwalls/wordwalls.php (Word Wall Templates)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Vocabulary and pictures for dynamics, tempo, articulation, tone color, and form</p> <p>http://www.pinterest.com/boutonk/mu-ed-vocabulary/ (Pinterest page with a variety of charts for musical vocabulary)</p> <p>Provide picture representing each cultural song.</p> <p>http://www.pinterest.com/search/pins/?q=cultures (Pinterest page with a variety of cultural images)</p> <p>Provide pictures of instruments represented in the songs.</p> <p>http://www.pinterest.com/search/pins/?q=music%20instruments (Pinterest page with a variety of instrument images)</p>	<p>Students may point to a picture representing each cultural song</p> <p>Students use world map or globe to show where the songs come from</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>http://www.musicwithease.com/music-instrument-pictures.html (Wide variety of musical instruments by category and with images)</p>	<p>Students may research about the instruments that create the different cultural sounds</p>

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Critical Content:	<ul style="list-style-type: none"> • Music is integral to culture and traditions • Different cultures may use different instruments
Key Skills:	<ul style="list-style-type: none"> • Recognize music and its connection to a culture. Describe instrumentation of teacher-specified cultures. Move responsively to cultural music
Critical Language:	Expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, country, unique, perspective, beliefs

Learning Experience # 3

The teacher may introduce example songs from diverse cultures (see Teacher Resources) so students can perform the songs and begin to identify musical elements (dynamics, articulation, and tempo) unique to specific (cultural) musical expression(s).

Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music	
Teacher Resources:	http://quizlet.com/92598/music-vocabulary-words-flash-cards/ (Flash cards of musical vocabulary) http://www.nationalgeographic.com/worldmusic (Comprehensive World Music resource) http://afropop.org (Guide to African music and World Music on the radio) http://globalrhythm.net (World music information and downloads) http://www.calabashmusic.com (Site for listening to world music) http://www.smithsonianglobalsound.org/sgs_live.aspx (Video performance and interviews of World musicians. Must register) http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level) http://milestonesproject.com/ (<i>The Milestones Project</i> - Richard and Michele Steckel) http://www.pinterest.com/boutonk/mu-ed-vocabulary/ (Pinterest page with a variety of charts for musical vocabulary)	
Student Resources:	N/A	
Assessment:	Students will be able to connect and demonstrate musical terms associated with the culturally diverse music. http://www.quia.com/jg/539163.html (Music Vocabulary Match Game)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.quia.com/jg/539163.html (Music Vocabulary Match Game)	Students may match pictures with musical terms or instrument sounds Students may refer to a word wall when discussing musical terms
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Student already studying an instrument privately may demonstrate varied dynamics, tempo, articulation on his/her instrument
Critical Content:	<ul style="list-style-type: none"> • Music is integral to culture and traditions. Cultures are influenced by other culture's musical contributions 	
Key Skills:	<ul style="list-style-type: none"> • Recognize music and its connection to a culture. Describe instrumentation of teacher-specified cultures. Move responsively to cultural music 	
Critical Language:	Expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, country, unique, expression	

Learning Experience # 4		
The teacher may review and/or introduce instrumental and vocal tone colors so that students can experience sounds that reflect/capture different cultural sounds.		
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music	
Teacher Resources:	http://www.nationalgeographic.com/worldmusic (Comprehensive World Music resource) http://afropop.org (Guide to African music and World Music on the radio) http://globalrhythm.net (World music information and downloads) http://www.calabashmusic.com (Site for listening to world music) http://www.smithsonianglobalsound.org/sgs_live.aspx (Video performance and interviews of World musicians. Must register) http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level) http://www.youtube.com/watch?v=JfTeXZTNJA8&list=PLH-V5ORvRt5pL0SWjOIT104yRGWdcntMg (Beauty of Cultures collection of YouTube Videos)	
Student Resources:	N/A	
Assessment:	Students will be able to show their learning about tone color by demonstrating, writing and/or verbally describing tone colors in culturally diverse music. https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (Modifiable collection of checklists to collect observation data). http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Picture vocabulary to describe tone color http://quizlet.com/subject/music-vocabulary-tone-color/ (Site with a variety of tone color vocabulary sets)	Students may use picture cards to describe tone colors
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Thinking Map, double bubble map or graphic organizer such as a Venn diagram http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)	Students may use a Thinking Map (double bubble map, or other graphic organizer) to compare and contrast tone colors in the culturally diverse music
Critical Content:	<ul style="list-style-type: none"> • Different cultures may use different instruments. • Cultures are influenced by other's musical contributions. 	
Key Skills:	<ul style="list-style-type: none"> • Describe instrumentation of teacher-specified cultures. Compare music of different cultures and traditions. 	
Critical Language:	Instrumentation, timbre, culture, tradition, country, unique, expression, expression, tone color, compare and contrast, influence	

Learning Experience # 5		
The teacher may review and introduce musical forms (e.g. Rondo, ABA, AB, and question and answer) so that students can comprehend the importance of structure of (culturally) diverse forms of musical expression.		
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music	
Teacher Resources:	<i>Song Examples: Roots and Branches</i> (World Music Press), <i>Games Children Sing China</i> (Alfred), <i>Music of Our World</i> (Hal Leonard), music in call and response form such as "Che Che Koolay," (<i>Making Music</i>), music in AB form such as "Xiao yen chuan," (<i>Making Music</i>), "Ribbon Dance" (<i>The Music Connection</i>), music in ABA form such as "Yanai," (<i>Spotlight on Music</i>), music in rondo form such as "La Raspa" (<i>The Music Connection</i> and <i>Making Music</i>) or "Los mariachis" (<i>Spotlight on Music</i>)	
Student Resources:	N/A	
Assessment:	Students will be able to demonstrate and/or describe the musical form of culturally diverse pieces through movement. http://www.pinterest.com/source/musicelementary.blogspot.com/ (Pinterest page with examples of representing musical patterns)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Icons to represent musical patterns http://www.pinterest.com/source/musicelementary.blogspot.com/ (Pinterest page with examples of representing musical patterns) Use of scarf/hand movements to represent musical patterns	Students may create their own musical patterns and can play or sing them
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a visual representation of different types of musical form Students may create their own movements to show the form
Critical Content:	<ul style="list-style-type: none"> • Different cultures may use different instruments. • Cultures are influenced by other culture's musical contributions. 	
Key Skills:	<ul style="list-style-type: none"> • Move responsively to cultural music. 	
Critical Language:	Form, compare and contrast, culture, tradition, pattern, structure, represent	

Learning Experience # 6		
The teacher may review examples of (culturally) unique forms of music expression so that students begin using their understandings of musical elements to make cultural associations/attribution.		
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music	

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Teacher Resources:	<p>Song examples:<i>El Patio de Mi Casa</i> (GIA Publications), <i>Rhythmically Moving</i> CDs by Phyllis Weikart, <i>Dances of the 7 Continents</i> and other dance CDs and DVDs by Sanna Longden, <i>De Colores</i> and <i>Fiestas</i> by José-Luis Orozco, <i>Bridges to Asia</i> (Silver Burdett Ginn), <i>Moving Within the Circle: Contemporary Native American Music and Dance</i> by Bryan Burton, <i>iFiestas de canciones!: Action Songs, Musical Games, and Folk Songs</i> (Macmillan McGraw-Hill)</p> <p><i>Roots and Branches</i> (World Music Press), <i>Games Children Sing China</i> (Alfred), <i>Music of Our World</i> (Hal Leonard), music in call and response form such as "Che Che Koolay," (<i>Making Music</i>), music in AB form such as "Xiao yen chuan," (<i>Making Music</i>), "Ribbon Dance" (<i>The Music Connection</i>), music in ABA form such as "Yanai," (<i>Spotlight on Music</i>), music in rondo form such as "La Raspa" (<i>The Music Connection</i> and <i>Making Music</i>) or "Los mariachis" (<i>Spotlight on Music</i>)</p> <p>http://www.nationalgeographic.com/worldmusic (Comprehensive World Music resource)</p> <p>http://afropop.org (Guide to African music and World Music on the radio)</p> <p>http://globalrhythm.net (World music information and downloads)</p> <p>http://www.calabashmusic.com (Site for listening to world music)</p> <p>http://www.smithsonianglobalsound.org/sgs_live.aspx (Video performance and interviews of World musicians. Must register)</p> <p>http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level)</p>	
Student Resources:	N/A	
Assessment:	<p>Students will be able to demonstrate how musical terms apply to the culturally based songs through movement, verbal description, and/or a visual matching activity. The students will create class a tree map or other graphic organizer to compare and contrast the musical elements of the songs.</p> <p>http://www.quia.com/jg/539163.html (Music Vocabulary Match Game)</p> <p>http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)	Students may fill in a partially completed comparison diagram.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Cultures are influenced by other culture's musical contributions. 	
Key Skills:	<ul style="list-style-type: none"> • Compare music of different cultures and traditions. 	
Critical Language:	Expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, country, unique, expression, compare and contrast	

Learning Experience # 7	
The teacher may invite community members to perform contemporary (culturally-distinct) musical expressions so that students can begin examining how (culturally-distinct) music traditions are maintained, abandoned, and/or transformed.	
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music

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Teacher Resources:	http://www.nationalgeographic.com/worldmusic (Comprehensive World Music resource) http://afropop.org (Guide to African music and World Music on the radio) http://globalrhythm.net (World music information and downloads) http://www.calabashmusic.com (Site for listening to world music) http://www.smithsonianglobalsound.org/sgs_live.aspx (Video performance and interviews of World musicians. Must register) http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level) Colorado Community Partners that provide culturally diverse musical performances: http://guides.milespartnership.com/co/edu/ (Colorado Arts Education Guidebook- eMagazine. Page 65 begins listings of community partners organized by region)	
Student Resources:	N/A	
Assessment:	Students will be able to verbally describe similarities and differences between past and present music after seeing/hearing one traditional and current piece of music from the same culture. Teacher may provide a class Venn diagram chart to capture student observations: http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ (Venn diagram generator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.teachervision.com/graphic-organizers/printable/6293.html (Variety of Comparison Graphic Organizers)	Students will use musical vocabulary with picture supports to describe past and present music
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Cultures are influenced by other culture's musical contributions • Music in cultures and traditions can change over time 	
Key Skills:	<ul style="list-style-type: none"> • Compare music of different cultures and traditions 	
Critical Language:	Preference, society, expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, country, unique, expression, compare and contrast	

Learning Experience # 8	
The teacher may lead a discussion about personal perspectives on and experiences with (culturally-unique) forms of musical expression so that students can begin to consider their own personal (cultural) relationships to music.	
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music
Teacher Resources:	Song examples: <i>El Patio de Mi Casa</i> (GIA Publications), <i>Rhythmically Moving</i> CDs by Phyllis Weikart, <i>Dances of the 7 Continents</i> and other dance CDs and DVDs by Sanna Longden, <i>De Colores</i> and <i>Fiestas</i> by José-Luis Orozco, <i>Bridges to Asia</i> (Silver Burdett Ginn), <i>Moving Within the Circle: Contemporary Native American Music and Dance</i> by Bryan Burton, <i>iFiestas de canciones!: Action Songs, Musical Games, and Folk Songs</i> (Macmillan McGraw-Hill)

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	<p><i>Roots and Branches</i> (World Music Press), <i>Games Children Sing China</i> (Alfred), <i>Music of Our World</i> (Hal Leonard), music in call and response form such as "Che Che Koolay," (<i>Making Music</i>), music in AB form such as "Xiao yen chuan," (<i>Making Music</i>), "Ribbon Dance" (<i>The Music Connection</i>), music in ABA form such as "Yanai," (<i>Spotlight on Music</i>), music in rondo form such as "La Raspa" (<i>The Music Connection</i> and <i>Making Music</i>) or "Los mariachis" (<i>Spotlight on Music</i>)</p> <p>http://www.nationalgeographic.com/worldmusic (Comprehensive World Music resource)</p> <p>http://afropop.org (Guide to African music and World Music on the radio)</p> <p>http://globalrhythm.net (World music information and downloads)</p> <p>http://www.calabashmusic.com (Site for listening to world music)</p> <p>http://www.smithsonianglobalsound.org/sgs_live.aspx (Video performance and interviews of World musicians. Must register)</p> <p>http://www.musicnotes.net/Index_2003.html (Site with songs listed by grade level)</p>	
Student Resources:	N/A	
Assessment:	<p>Students will be able to share their personal perspectives and beliefs about the cultural songs through class discussion and/or a persuasive writing exercise (essay, class poster/chart/power point) including accurate use of musical terminology.</p> <p>http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Modifiable persuasive writing template)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may provide their personal beliefs about music individually or in small groups
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ (Venn diagram generator)	Students may create a Venn diagram outlining personal preference for two or more genres of music
Critical Content:	<ul style="list-style-type: none"> • Music is integral to culture and traditions 	
Key Skills:	<ul style="list-style-type: none"> • Recognize music and its connection to a culture • Compare music of different cultures and traditions 	
Critical Language:	Preference, society, expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, country, unique, expression, compare and contrast	
Learning Experience # 9		
The teacher may model and use resources in rehearsal techniques, so that students can understand the importance of rehearsal in the creative process.		
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music	
Teacher Resources:	Checklist for performance task	
Student Resources:	Checklist for performance task, instruments, and other resources to complete performance task	
Assessment:	The students will demonstrate readiness of their cultural project by fully completing a planning checklist and receiving ongoing	

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	feedback form the teacher. http://bangertmusic.tripod.com/musicatbangert/id37.html (3rd grade curriculum checklist with student friendly tips for using instruments) http://bangertmusic.tripod.com/musicatbangert/id37.html (3rd grade curriculum checklist with student friendly tips for singing)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf (Printable template of a basic timeline)	Students may use a timeline to stay on track for project
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Music is integral to culture and traditions • Different cultures may use different instruments • Cultures are influenced by other culture's musical contributions • Music in cultures and traditions can change over time 	
Key Skills:	<ul style="list-style-type: none"> • Recognize music and its connection to a culture • Move responsively to cultural music 	
Critical Language:	Preference, society, expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, country, unique, expression, compare and contrast	

Learning Experience # 10		
(Post-Performance Task) The teacher may model the feedback/reflection process so that the students can understand the significance of reflection in relation to the influence of culture within the multiple perspectives and beliefs about music.		
Generalization Connection(s):	Culture and tradition develop a personal perspective on and beliefs about music Cultures use music to instill traditions	
Teacher Resources:	Way to record reflections such as white board or poster paper	
Student Resources:	N/A	
Assessment:	Students will contribute to the reflections, either in pair share, or speaking to the class, including self-assessment of the learning from their own project and the performance task as a whole. The class reflection should include musical terms and comparing and contrasting culturally diverse music and traditions.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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(Multiple means for students to access content and multiple modes for student to express understanding.)	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Music is integral to culture and traditions • Different cultures may use different instruments • Cultures are influenced by other culture's musical contributions • Music in cultures and traditions can change over time 	
Key Skills:	<ul style="list-style-type: none"> • Recognize music and its connection to a culture • Describe instrumentation of teacher-specified cultures • Move responsively to cultural music • Compare music of different cultures and traditions 	
Critical Language:	Preference, society, expressive elements (tempo, dynamics, articulation, etc.), instrumentation, timbre, culture, tradition, country, unique, expression, compare and contrast	