Angela Kelton, Elementary Music
3rd Grade – Name the Instrument Family

FOCUS: Concept and Skills Emphasized bold/highlighted – key focus	LEARNING OBJECTIVES & ESSENTIAL QUESTIONS	TERMS/VOCABULARY	INTERDISCIPLINARY CONNECTIONS
☐ Choreography/ Movement ☐ Composing ☐ Connections ☐ Expression ☐ Form ☐ Harmony ☐ History ☐ Improvising ☐ Instruments ☒ Listening ☐ Literacy ☐ Melody ☐ Performing ☐ Rhythm ☐ Singing ☐ Steady Beat ☒ **Tone Color/ Timbre** ☒ Vocabulary	Students will be able to identify instrument families by sound. "I can" statement: • "I can identify an instrument family by listening to an instrument." Essential Question: "How is music/sound produced?"	instrument families orchestra strings woodwinds brass percussion sound production sound waves vibrate/vibration	☐ Reading ☐ Writing ☐ Language Arts ☐ Social Studies ☒ Science (sound production) ☐ Visual Arts ☐ PE ☐ Technology

MATERIALS	TECHNOLOGY INTEGRATION	CLASSROOM STRATEGIES	ASSESSMENT
Songs: various instrument clips (embedded in Smart Notebook file) **Instruments:** **Books:** **Videos:** **Web Content:** **Other:** dry erase boards, dry erase markers, sponges	☐ iPod/Stereo ☒ Projector Presentation ☒ Smart Board ☐ Document Camera ☐ Animated Listening Map ☐ Recording Device ☐ Computer Centers ☐ iPads ☒ Other: computer speakers	☒ Whole Group Activity/Ensemble ☒ Small Group Activity ☐ Partner Work ☐ Centers ☐ Reading/Writing Activity ☐ Technology ☒ Kagan (Numbered Heads Together) ☐ Other:	☒ Performance ☒ Participation ☒ Oral Response ☐ Rubric ☐ Test ☐ Written Work ☐ Other:

STANDARDS (MO Music GLE's)
bold/highlighted – key focus

☐ **Product Performance – Singing**
- ☐ Apply accurate pitch relationships while singing in a limited range (la-so-mi, so-mi-re do)
- ☐ Demonstrate dynamics (p, f, crescendo, descrescendo/diminuendo) and tempi (fast, slow, ritardando)
- ☐ Interpret expressive markings (accent, fermata)
- ☐ Perform a varied repertoire of songs
- ☐ Perform ostinato and rounds
- ☐ Perform in groups matching tempo and dynamic changes, following the cues of the conductor

☐ **Product Performing – Playing**
- ☐ Perform the following rhythmic patterns using standard or iconic notation: whole note/rest, half note/rest, quarter note/rest, eighth note pairs
- ☐ Interpret expressive markings (accent, fermata)
- ☐ Demonstrate dynamics (p, f) and tempi (fast, slow)
- ☐ Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
- ☐ Echo short rhythmic patterns and melodic patterns on classroom instruments
- ☐ Perform in groups matching tempo and dynamic changes, following the cues of the conductor
- ☐ Improvise short rhythmic and melodic ostinato accompaniments
- ☐ Create a rhythmic and/or melodic composition using icons

☐ **Elements of Music**
- ☐ Read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, dotted half note, half note/rest, quarter note/rest, eighth note pairs
- ☐ Transfer short melodic solfege (e.g. so-mi, so-la, so-la-so-mi) to pitch notation on the staff using treble clef notation
- ☐ Identify standard symbols (p for piano, f for forte, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, fast, slow, ritardando, accent)
- ☐ Notate rhythmic patterns and dynamics presented by the teacher (whole note/rest, half note/rest, quarter note/rest, eighth note pairs, p for piano, f for forte)

☒ **Artistic Perceptions**
- ☐ Recognize basic forms and composition techniques (question/answer, call/response, AB, ABA, introduction/interlude, canon, repeated patterns/ostinati, verse/refrain, repeat sign)
- ☐ Demonstrate and/or respond through movement to aural examples of music (music forms, expressive markings)
- ☒ **Visually and aurally identify instrument families**
- ☒ Distinguish between methods of sound production
- ☐ Differentiate between ensemble and groupings (solo vs. group)
- ☐ Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements (tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, posture/stage presence)
- ☐ Use prerequisite music terms to describe their personal responses to a musical example (tone, timbre)

☐ **Interdisciplinary Connections**
- ☐ Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listing to a musical piece)
- ☐ Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music
- ☐ Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)

☐ **Historical and Cultural Contexts**
- ☐ Identify characteristics of teacher-selected genres or styles (play party, folk dances/folk music)
- ☐ Identify *The Star-Spangled Banner* as the National Anthem
- ☐ Describe how elements of music are used in teacher-selected examples (play party, folk dances/folk music, national anthem)
- ☐ Describe the function of music in various settings and cultural events (play party, folk dances/folk music, national anthem)
- ☐ Discuss and demonstrate appropriate listening behavior for various types of performances
- ☐ Identify responsibilities of a composer and conductor

LESSON OUTLINE

Prior Knowledge: Students should have some experience with listening to instruments and discussing how their sound is produced.

- Name the Instrument Family
  - Display Smart Notebook file.
  - Explain Kagan strategy – Numbered Heads Together and demo with volunteer group of 4 students.
  - Have students turn towards their shoulder partner and then form a team of 4 with the students behind/in front of them. Students number off 1, 2, 3, 4.
  - Pass out dry-erase boards, dry-erase markers, and sponges (one per student).
  - Explain game and play.
    - Student is randomly selected to come up to the board and touch a violin. Student rejoins group as the instrument/music plays.
    - Using their dry erase boards, all students write which instrument family the instrument belongs to.
    - Teacher calls "Heads Together" and students share their answers with their team. The team must come to an agreement on the answer (through discussing, explaining their thinking, etc.). Students should use methods of sound production as part of their discussion.
    - When the team is in agreement, all team members flip their boards over.
    - When all teams are in agreement, teacher randomly calls a number 1-4. The student with that number from each team stands to share their team answer.
  - Continue with the remaining instrument/music selections, or until time runs out.
- Extension/Differentiation: Have students try to identify the specific instrument along with the instrument family.