



Tuesday 09/20/2022

Week 1

Performing Arts Grade 3

A Jazzy Time

Arts Standards & Common Core Connections

MU:Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Pr6 Convey meaning through the presentation of artistic work.

DA:Pr4 Select, analyze, and interpret artistic work for presentation.

DA:Pr6 Convey meaning through the presentation of artistic work.

The students will be able to listen to the distinct sounds of Jazz.

The students will listen to the different instruments played in different Jazz songs.

The students will create their own solo to be played with "Blue Skies" with different Instruments.

The students will create a dance using scarfs to the Jazz song "Blue Skies."

Vocabulary

Rubato-a flexibility/freedom in the performance of a rhythm

Jazz Music- a kind of music in which improvisation is typically an important part.

Tempo- the speed at which a piece of music is played.

Swung Rhythm- has a triplet feel, but skips the middle triplet.

Essential Question

Do you hear the distinct rhythm in the Jazz songs?

Where do you hear the swung rhythm in the song? Solo? Improvisation?

Lesson / Instruction / Narrative

We start the lesson by seeing how the students are feeling. They hold up the number of the emoji they are feeling today. After this I have them stand up and do a warm up. After this they sit down and I explain we will be learning about Jazz music today. I show them a video that gives some back ground about Jazz. I then explain we will be playing instruments to create our own solo with the song "Blue Skies" by Frank Sinatra or they can chose to do dance and use scarves to create a dance to go along with the song. I put the class into groups of 4-5 students per group, I pass out bags of instruments and scarves, Then I give them a few minutes to practice. Each group then stops and listened to one group at a time perform. This is where I can assess what the students have learned from the lesson. We use good audience etiquette while each group plays and after. Once we finish the students have an opportunity to share what they thought about the lesson and to answer our essential questions.

Formative Assessments

Admission/Exit Tickets

Responses to questions posed at the beginning or end of a lesson or class to assess understanding of key concepts.



Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify

Oral Discussions

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

Instructional Strategies

- § Check for Understanding
- § Expectations
- § Get Moving - Physical Activity
- § Modeling
- § Work Together

Materials / Resources / Technology

Bags of different instruments

Scarves

Slides

Music

Differentiation / Modifications

For ELL- I make sure to have instructions in Spanish or have a Spanish speaker work with them so they know what we are doing.

I have visuals for each student to see and use

I allow for different activities to be done for each lesson so everyone can be involved.