

DEPARTMENT/GRADE LEVEL: Music

COURSE/SUBJECT TITLE: Grade 3

TIME FRAME (WEEKS): Full year

OVERALL STUDENT OBJECTIVES:

1. Singing for enjoyment
2. Moving in a steady beat
3. Listening for comparison
4. Music reading skills

ACADEMIC STANDARDS	PROFICIENCY/ INDICATORS	ACTIVITIES (LESSON EXAMPLES)	EVALUATION/ PRODUCTS	RESOURCES
Standard 1 Singing alone and with others Students sing independently, with a clear tone and on pitch. They sing with correct rhythm, diction, and posture, while maintaining a steady tempo.	3.1.1 Sing warm-up exercises while listening for good diction, posture, and tone quality. 3.1.2 Sing a capella (unaccompanied) with appropriate dynamics and phrasing. 3.1.3 Sing a memorized song that emphasizes the cultural heritage of class members. 3.1.4 Sing an ostinato or partner song while	<i>Example:</i> Stand tall, with feet slightly apart and ribs expanding as you breathe. Sing the notes of a chord on the syllable /a, starting on several pitches. <i>Example:</i> Sing a song with a group, without instrumental Accompaniment. Use different levels of loudness and softness as the music calls for them. Take breaths at the start of phrases. Add expression as the	Snapshot The students choose a familiar song that they have been working on. The instructor asks the students to list hints and reminders for using good singing posture. The instructor lists the suggestions on a Transparency or a chalkboard. As the class sings the song, the students check their own posture and then the posture of a partner. (1.1.1)	Textbook page 18, 10, 254, 255

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<p>They also sing expressively with appropriate dynamics and phrasing. Students in third grade sing from memory songs of various styles and cultures, along with ostinatos and partner songs. They sing in groups, blending vocal sounds, dynamic levels, and responding to the conductor.</p>	<p>maintaining a steady tempo.</p> <p>3.1.5 Follow the conductor.</p> <p>Example: Start, end, and maintain the tempo of a song as it is conducted. Be sure to add loud and soft sections, accented words, appropriate breaths, and other effects indicated by the conductor.</p>	<p>conductor or teacher requests.</p>		

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<p>Standard 2 – Playing an instrument alone and with others</p> <p>Students perform on pitch and in rhythm independently and with a steady tempo. They echo rhythmic or melodic patterns accurately and perform a variety of pieces expressively. They also perform in groups, play accompaniments, and respond to a conductor's motions.</p>	<p>3.2.1 Play a given pitch pattern. Example: Play a scale or a portion of a scale on a mallet instrument or keyboard.</p> <p>3.2.2 Echo rhythmic or melodic patterns.</p> <p>3.2.3 Play an easy ostinato accompaniment independently.</p> <p>3.2.4 Maintain a steady beat on a percussion instrument.</p> <p>3.2.5 Play a short melody using appropriate dynamics.</p> <p>3.2.6 Play an instrument with a group, following the cues of a conductor.</p>	<p><i>Example:</i> Listen to a partner play a pattern on an instrument. Play the exact pattern back to your partner.</p> <p><i>Example:</i> Play a drum or rhythm sticks on the beat while the class sings the song.</p>	<p>Snapshot The instructor teaches the Melody of the song "Take Me Out to the Ball Game" to the Class. Then the class learns an Ostinato using the words "Home, Run, Up in the Stands". The instructor divides the class into two groups. One group Sings the melody while the Other group plays rhythm sticks To the ostinato rhythm. Mix the Two groups so that no student is Next to someone in the sameGroup. (2.1.2)</p>	<p>Textbook page: 14, 17, 21, 61, 156, 193, 243, 270, 355</p>

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<p>Standard 3 – Reading, notating, and interpreting music</p> <p>Students read music notation in simple meters or groupings, using a system of syllables, numbers, or letters. They correctly name symbols and terms referring to dynamics, tempo, articulation, and perform them correctly when they</p>	<p>3.3.1 Read and write whole, half, quarter, and eighth notes and rests in 2/4 and 4/4 time signatures.</p> <p>3.3.2 Read pitch notation by the letter names on the lines and spaces of the treble clef.</p> <p>3.3.3 Identify melodic direction in written pitch notation as moving up or down by steps or skips.</p> <p>3.3.4 Identify and explain dynamic markings for <i>forte</i>, <i>mezzo forte</i>, <i>mezzo piano</i>, <i>piano</i>, <i>crescendo</i> and <i>diminuendo</i> (<i>decrescendo</i>).</p> <p>3.3.5 Identify and</p>	<p><i>Example:</i> Read a four-measure pattern of note values written on the chalkboard and correctly clap them.</p>	<p>Snapshot</p> <p>The instructor writes a simple two-measure phrase on the chalkboard. The students sight-read this phrase using solfege. Students then play the two-measure phrase on melodic instruments. (3.1.1, 3.1.2)</p>	<p>Textbook page: 15, 33, 116, 152, 207, 9, 96, 251, 37, 207, 395</p>

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appear in the music. They also use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.	explain the symbols for a fermata, octave, and <i>D.C. al fine</i> .			

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<p>Standard 4 – Improvising melodies and accompaniments</p> <p>Students improvise musical responses that sound similar to the rhythmic and melodic phrases given by the instructor. They improvise simple melodies and rhythmic and melodic ostinato accompaniments, using traditional sounds, sounds from the classroom, body sounds such as clapping, or electronic sounds.</p>	<p>3.4.1 Respond on a melodic or rhythmic instrument to teacher given phrases.</p> <p>3.4.2 Create simple rhythmic or melodic ostinatos on a traditional or non-traditional instrument.</p> <p>3.4.3 Invent short songs or pieces using several types of sounds.</p> <p>Example: With a group of classmates and with the teacher's help, use five to eight pitches and three different instruments to invent a short piece on the spot.</p>	<p><i>Example:</i> When the teacher plays a short phrase, play one back that will match with it.</p> <p><i>Example:</i> Invent a rhythm pattern and immediately play it repeatedly while a song is being sung.</p>	<p>Snapshot The instructor plays a familiar melody to the class. The teacher then plays the same melody while making rhythmic variations. The students then create their own rhythmic variation of the melody. Melody Example: "Twinkle, Twinkle, Little Star" (4.1.2)</p>	<p>Textbook page: 269, 385, 15, 25, 251</p>

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<p>Standard 5 – Composing and arranging music within specified guidelines</p> <p>Students create music to accompany readings or dramas. They create short songs and instrumental pieces with help from the instructor, using a variety of sound sources.</p>	<p>3.5.1 Create a song with the teacher's guidance, and record it either on tape or by notating it.</p> <p>Example: Help create a short song based on a story learned in class, either by helping to write the words or the melody.</p> <p>3.5.2 Notate a short melody.</p> <p>Example: Write out four measures of a melody you have created.</p> <p>3.5.3 Play a short melody using traditional or non-traditional sounds.</p>	<p>Example: Help create an original song based on a story learned in class, either by helping write the words or the melody.</p> <p>Example: Write out a four-measure melody you have created.</p>	<p>Snapshot</p> <p>The instructor has the class create a short composition. Guidelines are provided so that the compositions are in the key of F. This allows for the notes to be written on the staff and does not require the use of leger lines. After the composition has been written, the teacher checks the song and then the students enter it into a computer. The computer plays the student compositions for the entire class. (5.1.2)</p>	<p>Textbook page: 64, 235, 249, 37, 199, 243, 381</p>

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<p>Standard 6 - Listening to, analyzing, and describing music</p> <p>Students identify simple musical forms when they are heard. They discuss and describe aural examples of music of many cultures, using proper terms as they are learned. They also identify the sounds of instruments. Students in third grade respond through movement to musical events while listening to music.</p>	<p>3.6.1 Diagram musical forms such as AB or ABA.</p> <p>Example: Listen to a piece and draw a picture to illustrate which parts of the music are alike and different.</p> <p>3.6.2 Use movement to indicate changes in the form of the music, and talk about those changes.</p> <p>3.6.3 Write a glossary of musical terms.</p> <p>Example: As a class, expand the musical dictionary begun during the previous year as new terms and musical ideas are learned.</p> <p>3.6.4 Identify various</p>	<p>Example: Listen to a ballad and draw a picture to illustrate the story told by the song. Show in the drawing which parts are alike and different.</p> <p>Example: Create choreography to go with a piece of music.</p>	<p>Snapshot</p> <p>The students create a dance that has a repeated theme. The dance is then transformed into various musical forms.</p> <p>Example: A = March around B = Swing with a partner A = March around (6.1.1)</p>	<p>Textbook page: 39,47, 25, 35, 88, 92, 109, 158, 167, 246, 283</p>

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	<p>instruments by sight or sound.</p> <p>Example: Upon hearing a recording of a brass instrument, identify that instrument aurally and visually.</p> <p>3.6.5 Use movements to demonstrate understanding of the musical events being heard.</p>			

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<p>Standard 7 – Understanding relationships between music, the other arts and disciplines outside the arts</p> <p>Students identify similarities and differences in the meanings of common terms used in all of the arts. They describe ways that the arts involve ideas that can apply to many situations.</p>	<p>3.7.1 Compare and contrast two or more meanings of terms used in the arts.</p> <p>Example: Study a painting and listen to a musical piece. Find similarities between both.</p> <p>3.7.2 Relate ideas learned or discussed in music to other situations in life.</p> <p>Example: Learn a song about imagination, and talk about how imagination can help you in many ways.</p>	<p><i>Example:</i> Listen to the <i>1812 Overture</i> by Tchaikowsky, and study a painting depicting a battle. Find words that would fit both the recording and the picture, and discuss how the art forms create the effect.</p> <p><i>Example:</i> As a class or as a small group, think of all the ways music class and physical education class are alike.</p>	<p>Snapshot</p> <p>The instructor leads a discussion on the terms organization and craftsmanship and how they apply to music. The students then discuss how a carpenter would use these terms when building a house. Similarities and differences are identified between music and carpentry. Other terms could be included in the discussion such as contrast, repetition, variety, unity and imagination. (7.1.2)</p>	<p>Textbook page: 26, 48, 115, 182, 24, 44, 60, 126, 188, 230, 363</p>

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<p>Standard 8 - Understanding music in relation to history and culture</p> <p>Students identify familiar examples of music of another historical period or culture. They identify the uses of music and the roles of musicians in daily life.</p>	<p>3.8.1 Identify familiar pieces of music from other eras.</p> <p>Example: Identify the opening theme of Beethoven's Fifth Symphony.</p> <p>3.8.2 Identify a piece of music from a cultural background in addition to those represented in the class.</p> <p>3.8.3 Discuss suitable music for special occasions and rituals.</p>	<p>Example: Listen to samples of music and decide which ones would be best for weddings, church, ball games, graduations, and school festivals.</p>	<p>Snapshot</p> <p>The students discuss appropriate audience behavior at different musical performances that are representative of our culture.</p> <p>The class then attends a ballet, orchestra or opera performance. The students demonstrate proper audience behavior in a formal setting for our culture. (8.1.5)</p>	<p>Textbook page: 20, 51, 56, 245, 276, 264, 354, 397, 372, 364</p> <p>Composer videos</p>