

Grade 3 General Music

Description

Music integrates cognitive learning with the affective and psychomotor development of every child. This program is designed to include an active music-making approach to address the *Three Artistic Processes* of creating, performing and responding. The methodologies of Orff-Schulwerk, Kodaly, Dalcroze, Weikart, and Feierabend, provide students with a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The soprano recorder is introduced in third grade to reinforce student understanding of music notation. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in third grade receive two thirty-minute classes of music instruction per week.

Course Overview

Course Goals

Students will:

- sing alone and with others, a varied repertoire of music.
- perform on Orff instruments, alone and with others, a varied repertoire of music.
- improvise and perform melodies and rhythm patterns.
- compose music within specific guidelines.
- read and notate music.
- listen to, analyze, and describe music.
- evaluate music and music performance.
- understand relationships between music, the other arts, and disciplines outside the arts.
- understand music in relation to history and culture.
- perform creative movements and organized dances (adapted from State Dance Standards).

Essential Questions

- How is sound organized to make music?
- How do you produce a proper vocal tone?
- How is music organized into accented and unaccented beats?
- How are melodic patterns organized to make music?
- How is a melody created?
- How do you read standard music notation?
- What is harmony?
- How do different tonalities affect music?
- Why do we add accompaniment to a song?
- How do you maintain rhythmic and/or melodic independence?
- How do composers use form to organize music?
- What determines a style of music?
- Does the music from different cultures sound different?
- What is timbre?
- What is the relationship between movement and sound?
- What is musical playing?

Assessment

Grade Three Assessment

<u>Content Topics</u>	<u>Standards</u>	<u>Grade Level Skills</u>
I. Rhythm II. Melody III. Harmony IV. Form V. Style VI. Movement VII. Vocal Development VIII. Instrumental Development	<p>Connecticut Arts Curriculum Framework Music Standards</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Vocal</i> • <i>Instrumental</i> • <i>Improvisation</i> • <i>Composition</i> • <i>Notation</i> • <i>Analysis</i> • <i>Connections</i> • <i>History And Cultures</i> <p>From Connecticut State Dance Standards:</p> <ul style="list-style-type: none"> • <i>Identify and Perform</i> • <i>Culture and History</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Read, perform, and create rhythms in duple and triple meter. • Identify and perform music written in the treble clef. • Accompany songs with Orff instruments. • Identify and perform rondo form. • Identify different musical styles. • Improvise and perform dances. • Demonstrate appropriate vocal and ensemble skills and follow a conductor. • Demonstrate correct unpitched percussion, mallet and recorder technique (tonguing and hand position).

Content Topic 1 – Rhythm [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- echo short rhythms and melodic patterns.
- perform independent instrumental parts while other students sing or play contrasting parts.

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

Composition

Students will compose and arrange music.

Students will:

- create and arrange short songs and instrumental pieces within specified guidelines.

Notation

Students will read and notate music.

Students will:

- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.
- use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.

Analysis

Students will listen to, describe and analyze music.

Students will:

- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

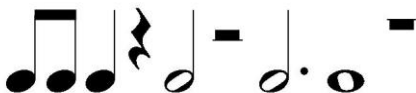
Unit Objectives

Students will be able to:

- demonstrate the pulse/beat in simple and compound meters.
- identify meter as groupings of accented and unaccented beats.

2/ □□□□□ , 3/ □□□□□□ , 4/
□□□□□ , 3/ □□ , 6/ □□ .

- demonstrate patterns using rhythmic values:
Simple:



□□□□□□□□□□□□□□ Compound: □□



- improvise a rhythmic Answer to a given Question.
- demonstrate contrasts in tempo and identify the fermata (□).

Essential Questions

- How is sound organized to make music?
- How is music organized into accented and unaccented beats?

Focus Questions

- How are beats organized in a piece of music?
- How are beats grouped?
- Does the music move in 2 or 3?
- How do you create a rhythmic question and answer?
- What is tempo?
- What words could you use to describe different tempi?
- What is the purpose of a fermata?

Assessments

- Grade Three Assessment
- Grade 3 Rhythm Assessment

Skill Objectives

Students will:

- read rhythm patterns in 2/4, 3/4, 3/8, and 6/8.
- sing, play, improvise, compose, read and notate designated rhythms.
- improvise rhythmic Answer to a given Question.
- perform and listen to contrasts in tempo.

Content Topic 2- Melody [top](#)

Standards – Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing expressively, with appropriate dynamics, phrasing and interpretation.
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- echo short rhythms and melodic patterns.

Notation

Students will read and notate music.

Students will:

- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys.

Analysis

Students will listen to, describe and analyze music.

Students will:

- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Evaluation

Students will evaluate music and music performances.

Students will:

- devise criteria for evaluating performances and compositions.
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

<p><u>Unit Objectives</u> Students will be able to:</p> <ul style="list-style-type: none"> • identify melodic skips, steps, and repetitions. • identify and perform patterns: Do-Re-Mi, Do-Re-Mi-Sol, Sol-Mi-La. • identify the musical alphabet and its placement on the treble clef (Hand Staff). • perform, alone and with others, a varied repertoire of songs representing genres and styles. • compose a four measure B-A-G melody for soprano recorder. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do you produce a proper vocal tone? • How are melodic patterns organized to make music? • How is a melody created? • How do you read standard music notation? 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Grade Three Assessment
	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What is the difference between your head and chest voice? • How do you find your head voice? • What is the difference between skips, steps, and repetitions? How are solfege and the musical alphabet related? • How are Do-Re-Mi- Sol-La represented on the staff? • What are the names of the lines and spaces in the treble clef? 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • sing, play, read, and notate skips, steps, and repetitions in a melody. • sing, play, read, create, notate and listen to Do-Re-Mi, Do-Re-Mi-Sol, and Sol-Mi-La melodic patterns. • read the musical alphabet and recognize the placement on the treble clef. • sing (alone and with others) and move to a varied repertoire of songs.

Content Topic 3 – Harmony [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing ostinatos, partner songs and rounds.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- echo short rhythms and melodic patterns.
- perform independent instrumental parts while other students sing or play contrasting parts.

Unit Objectives

Students will be able to:

- perform music in varied tonalities.
- perform a song or rhyme with two or three (rhythmic/melodic) ostinati.
- perform a two-part rhythmic score.
- perform two-part canons and rounds.
- perform a song or rhyme with bordun (Chord, Broken, and Crossover) accompaniment.

Essential Questions

- What is harmony?
- How do different tonalities affect music?
- Why do we add accompaniment to a song?
- How do you maintain rhythmic and/or melodic independence?

Focus Questions

- Can you sing the resting tone in major and minor songs?
- Can you hear the difference between major and minor tonality?
- How do you read rhythmic and melodic scores?
- What is an ostinato?
- What is a round?
- What is a bordun?

Assessment

- Grade Three Assessment

Skill Objectives

Students will:

- sing, play and read, songs and rhymes with two or three rhythmic and/or melodic ostinati.
- perform rounds through singing and moving.
- perform songs with tonic accompaniment (Chord, Broken and Crossover Bordun) with classroom instruments.

Content Topic 4 – Form [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing ostinatos, partner songs and rounds.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform independent instrumental parts while other students sing or play contrasting parts.

Analysis

Students will listen to, describe and analyze music.

Students will:

- identify simple music forms when presented.
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Unit Objectives

Students will be able to:

- perform two-part canons and rounds.
- Demonstrate the difference between A (the repetitive theme) and B/C (the contrasting themes) in rondo form.
- identify the body of a piece, the introduction, and the coda
- identify the treble clef, single bar line, double bar line, measure, and the repeat sign.

Essential Questions

- How do composers use form to organize music?

Focus Questions

- What is the difference between the A, B, and C sections of a piece?
- What is a round?
- Can all songs be sung as rounds?
- What is the difference between an introduction and a coda?
- What symbols are used to organize music on a staff?

Assessment

- Grade Three Assessment

Skill Objectives

Students will:

- sing two part canons and round.
- sing, play, read and listen to music in rondo form.
- read musical symbols, including single bar line, double bar line, measure and the repeat sign.
- sing, play and listen to music that includes an introduction and a coda.

Content Topic 5 – Style and Expression [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Composition

Students will compose and arrange music.

Students will:

- create and arrange music to accompany readings or dramatizations.
- use a variety of sound sources when composing.

Notation

Students will read and notate music.

Students will:

- identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

Analysis

Students will listen to, describe and analyze music.

Students will:

- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- identify by genre or style aural examples of music from various historical periods and cultures.
- describe in simple terms how elements of music are used in music examples from various cultures of the world.

Unit Objectives

Students will be able to:

- identify the characteristics of multicultural music.
- demonstrate contrasts in dynamics and identify the following symbols: *piano* (*p*), *forte* (*f*) and accent (*>*).
- identify orchestral string instruments.

Essential Questions

- What determines a style of music?
- Does the music from different cultures sound different?
- What is timbre?

Focus Questions

- What are the similarities and differences between music of different cultures?
- What are dynamics and what do the symbols *p*, *f*, and *accent (>)* mean?
- What are the characteristics of instruments in the string family?

Assessment

- Grade Three Assessment

Skill Objectives

Students will:

- sing, listen and move to music of varied cultures.
- sing, play, and read music according to the following symbols: *piano* (*p*), *forte* (*f*) and *accent (>)*.
- listen to and identify orchestral string instruments.

Content Topic 6 – Movement [top](#)

Standards - Dance

Elements and Skills

Students will identify and perform movement elements and dance skills.

Students will:

- demonstrate nonlocomotor movements.
- demonstrate eight basic locomotor movements, traveling forward, backward, sideward, diagonally and turning.
- demonstrate understanding of spatial concepts through, for example: shape-making at low, middle and high levels; defining and maintaining personal space; demonstrating movements in straight and curved pathways.
- demonstrate accuracy in moving to a musical beat and responding to changes in tempo.
- identify and demonstrate basic dynamic contrasts.

History and Culture

Students will demonstrate an understanding of dance in various cultures and historical periods.

Students will:

- perform folk dances from various cultures with competence and confidence.

Unit Objectives

Students will be able to:

- demonstrate spatial awareness, concentration, and focus in performing movement skills.
- demonstrate moving to a musical beat
Levels I – VI Beat Coordination (Weikart).
- transfer a rhythmic pattern from the aural to the kinesthetic
- perform folk dances from various cultures.

Essential Questions

- What is the relationship between movement and sound?

Focus Questions

- How does the movement match the music?
- How do you organize movements to music?
- What words can you use to describe movements?
- How do partners work together as part of a larger group?

Assessment

- Grade Three Assessment

Skill Objectives

Students will:

- perform purposeful movement through space.
- create and perform kinesthetic movements to given rhythmic patterns.
- perform organized folk dances by following dance vocabulary.

Content Topic 7 – Vocal Development [top](#)

Standards - Music

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- sing expressively, with appropriate dynamics, phrasing and interpretation.
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Unit Objectives

Students will be able to:

- demonstrate appropriate singing posture for both sitting and standing position.
- demonstrate deep, low breathing techniques.
- demonstrate ability to match pitch with accurate intonation.
- demonstrate accurate word pronunciation.
- demonstrate how to blend his or her voice while singing with others.

Essential Questions

- How do you produce a proper vocal tone?

Focus Questions

- What effect does posture have on vocal tone?
- How does breathing affect vocal tone?
- How can you tell if you are singing in tune?
- How do you make your words clear when you sing?
- What skills are needed to sing in a group?

Assessments

- Grade Three Vocal Solo
- Grade Three Vocal Development Assessment

Skill Objectives

Students will:

- sing with appropriate posture while sitting and standing.
- sing with deep, low breathing techniques.
- sing with accurate word pronunciation.
- sing using head voice with accurate intonation.
- sing in groups and listen for blending of voices.

Content Topic 8 – Instrumental Development [top](#)

Standards - Music

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- perform expressively a varied repertoire of music representing diverse genres and styles.
- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

Unit Objectives

Students will be able to:

- demonstrate correct pitched and unpitched percussion technique.
- demonstrate correct fingering technique, tonguing and proper tone production of B-A-G on the soprano recorder.

Essential Question

- What is musical playing?

Focus Questions

- How do you produce a proper tone on pitched and unpitched percussion instruments?
- How do you remove and replace the bars on the pitched percussion instruments?
- How do you produce a proper tone on the recorder?
- What is resting position for recorder?
- How do you play B-A-G on the recorder?
- What is the relationship between the notes on the staff and the fingering on the recorder?

Assessment

- Grade Three Assessment

Skill Objectives

Students will:

- play pitched and unpitched percussion instruments with correct technique.
- play B-A-G on the recorder with proper tone production, tonguing and fingering techniques.