

Grade 3 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. 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 forty minute classes of music instruction per six day rotation.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Course Skill Objectives

Students will:

- Sing alone and with others, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

<p><u>Content Topics</u></p> <ul style="list-style-type: none">I. RhythmII. Melody and HarmonyIII. Form, Style and Musical ExpressionIV. Vocal, Instrumental and Ensemble Skill Development		<p><u>Assessments:</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none">I. RhythmII. Melody and HarmonyIII. Form, Style and Musical ExpressionIV. Vocal, Instrumental and Ensemble Skill Development
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Rhythm

Skill Objectives

- Students will be able to demonstrate contrasts in tempi (largo, adagio, andante, allegro) using non-locomotor movements.
- Students will be able to identify a single bar line, measure, double bar line, time signature and tie.
- Students will compose and perform short rhythms in common time using whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Students will be able to read and play simple rhythms comprised of whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes on unpitched percussion instruments.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
Instructional Strategies/Process	Instructional Strategies/Process	Instructional Strategies/Process

<ul style="list-style-type: none"> • Students will analyze rhythms in 2/4, 3/4, 4/4 time and will identify whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. • Students will evaluate rhythms for accurate use of note values. • Students will identify musical symbols including: single bar line, double bar line, measure, time signature and tie. 	<ul style="list-style-type: none"> • Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (largo, adagio, andante, allegro) • Students will analyze, rehearse, refine and present simple rhythms in 4/4 time using Gordon rhythmic syllables and unpitched percussion. Note values include whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. 	<ul style="list-style-type: none"> • As individuals, small groups and large class groups, students will plan, make and compose four measure rhythms in 4/4 time using whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes. • Students will evaluate their four measure compositions for accurate use of note values, and will refine their compositions as needed.
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Assessments:

Grade 3 Rhythm Assessment

Individual/Small group performance

Full group performance

Melody and Harmony

Skill Objectives

- Students will be able to sing, play, read, and improvise pentatonic patterns.
- Students will be able to perform music in both major and minor keys.
- Students will be able to perform a song or rhyme with rhythmic ostinato.
- Students will be able to sing three part canons and rounds.
- Students will be able to play Do-Re-Mi (G,A,B) songs in the key of G major on the soprano recorder.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>	<p>Creating <i>Conceiving and developing new artistic ideas and work.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>

<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to, analyze and identify melodic patterns centered around the pentatonic scale. • Students will read and identify the treble clef, the staff, the music alphabet. • Students will analyze, recognize and interpret line and space note names on the staff in treble clef. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, sing and present pentatonic patterns. • Students will rehearse, sing, evaluate, refine and present a varied repertoire of songs highlighting pentatonic patterns. • Students will sing songs, including canons and rounds, in both major and minor keys in head voice with accurate pitch. • Students will sing, play and read songs and rhymes with at least two rhythmic and/or melodic ostinati. • Students will sing and play songs with a bordun (cross over, broken and chord) using proper mallet technique (proper grip, low bounce, middle bar placement). 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will plan, make and create and refine melodies using pentatonic melodic patterns. • Students will improvise Do-Re-Mi melodic patterns in the key of G major (G,A,B) on the soprano recorder. • Students will evaluate their improvisations for proper use of the Do-Re-Mi melodic patterns.
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Assessments:

Grade 3 Melody and Harmony Assessment Parts 1 and 2

Individual/Small group performance

Full group performance

Form, Style and Musical Expression

Skill Objectives

- Students will be able to demonstrate with movements and body percussion, the differences between sections within ABA and rondo form.
- Students will be able to identify the body of a piece, the introduction and the coda.
- Students will sing and/or play music that includes an introduction and a coda.
- Students will be able to perform different songs and folk dances from various cultures.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: piano, mezzo piano, mezzo forte and forte.
- Students will be able to perform simple three part canons and rounds following musically expressive symbols.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p>	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze songs in AB and ABA form, and will perform contrasting movements for the A and B sections.

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| <ul style="list-style-type: none">• Students will listen to and analyze songs in AB and ABA form and will identify the A and B sections accurately.• Students will listen to and analyze songs in rondo form, and will identify the difference between A (repetitive theme) and B/C (contrasting themes).• Students will analyze and interpret dynamic markings including piano, mezzo piano, mezzo forte and forte.• Students will listen to musical examples, and will identify the body of a piece, the introduction and the coda. | <ul style="list-style-type: none">• Students will sing, play, rehearse, evaluate, refine and present songs with different dynamic levels including piano, mezzo piano, mezzo forte and forte.• Students will sing and/or play, rehearse, refine and present songs which include an introduction and a coda.• Students will rehearse, refine and present songs and folk dances from various cultures. |
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Assessments:

Grade 3 Form, Style, Musical Expression Assessment

Individual/Small group performance

Full group performance

Vocal, Instrumental and Ensemble Skill Development

Skill Objectives

- Students will be able to sing using head voice with accurate intonation, proper posture and a natural breathing motion.
- Students will be able to play pitched and unpitched percussion with correct technique and a steady beat.
- Students will be able to identify orchestral string instruments: violin, viola, cello, and double bass.
- Students will be able to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
- Students will be able to play Do-Re-Mi (G,A,B) songs in the key of G major on the soprano recorder.
- Students will be able to follow and respond to a conductor with specific conducting cues including entrances, cut offs, dynamics and tempi.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will listen to and analyze phrases to echo in the correct vocal register with accurate intonation. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will sing, rehearse, refine and present songs and phrases in head voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”)

<ul style="list-style-type: none"> • Students will visually identify orchestral string instruments: violin, viola, cello, double bass. • Students will follow the conductor, analyze and interpret conducting cues including entrances, cut offs, dynamics and tempi, and respond accordingly. 	<ul style="list-style-type: none"> • Students will analyze, rehearse, refine and present three part canons and rounds using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice, natural breathing motion) • Students will analyze, rehearse, evaluate, refine and present songs with a bordun using proper mallet technique (proper grip, low bounce, middle bar placement) and using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice) • Students will analyze, rehearse, refine and present simple melodies centered around Do-Re-Mi in the key of G major (G,A,B) on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
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Assessments:

Grade 3 Vocal, Instrumental and Ensemble Skill Development Assessment Parts 1, 2, and 3

Individual/Small group performance

Full group performance

CONNECTING

Relating artistic ideas and work with personal meaning and external context.

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: Analyze, Interpret

Skill Objective

Students will understand how specific songs

Connecting Experience

- Students will learn the music and lyrics to “This Pretty Planet” which contains lyrics and vocabulary referenced in the study of science and the environment.

learned in music classes connect to topics and content studied in other disciplines.

- Students will analyze and interpret the song to understand the meaning behind the words and the reasoning behind its creation.
- Students will sing and present this as a three-part round.
- Students will answer two “focus questions” about the song:
 - Why was this song written?
This song was written to spread message of importance in sustaining and preserving the environment.
 - What are the different ways this song can be performed?
In unison and as a round.

This Pretty Planet

Tom Chapin

Voice



1. This pret - ty plan - net, ___ spin - ning through space ___ you're a

3



gar - den you're a har - bor you're a ho - ly place.

5



2. Gol - den sun go - ing down ___

7



Gen - tle blue gi - ant, ___ spin us a - round.

9



3. All through the night,

11



Safe 'til the morn - ing light ___