

Wilson Area School District Planned Course Guide

Title of planned course: Third Grade General Music

Subject Area: Music

Grade Level: 3

Course Description: This course is a continuation of the general overview of music through various singing, listening, moving, and instrumental play activities in order to experience and gain knowledge of the 6 elements of music.

Time/Credit for this Course: 40 minutes per week

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Curriculum Map

August: Music element focus – Rhythm.
Review Patriotic Songs.
Introduce the recorder to be taught throughout all Units.

September: Continue with element of Rhythm

October: Music Element focus – Melody
Fall Holiday Songs

November: Continue with element of Melody

December: Music Element focus – Harmony
Winter Holiday Songs

January: Continue with element of Harmony

February: Music element focus – Form

March: Music element focus - Expression
Spring themed songs

April: Continue with element of Expression

May: Music element focus – Tone Color

June: Finish element of Tone Color

**Wilson Area School District
Planned Course Materials**

Course Title: Third Grade General Music

Textbook: *Making Music Grade 3 Silver* - Burdette

Supplemental Books: *Music Connection Grade 3* – Silver Burdette

Teacher Resources:

- Various songbooks
- Selected YouTube videos
- Selected DVD's including *Peter & the Wolf*

Curriculum Scope & Sequence

Title of planned course: Third Grade General Music

Unit: Rhythm

Time frame: 6 - 8 weeks and review/reinforcement throughout the year.

State Standards:

- 9.1. Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3. Critical Response
- 9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:

- Steady beat/strong beat
- Silent Beat
- Simple rhythms including whole, half, quarter, eighth, & sixteenth note & rests
- Meter & meter signatures in 2,3, & 4
- Even & uneven rhythms
- Melodic rhythm patterns

Core Activities: Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs:
 - Name, Name, What's Your Name?
 - Alligator Pie
 - Ding, Dong, Diggidiggidong
 - Black Snake
 - Mr. Ram Goat-O
 - Chicken on the Fencepost
 - Love Somebody
 - America
 - America the Beautiful
 - Yankee Doodle
 - Star Spangled Banner

Extensions:

- Periodic review of learned concept
- Practice of skills.

Remediation:

- Reinforcement
- Practice of skills

Instructional Methods:

- Large and small group
- Individual and partners

Materials & Resources :

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

Curriculum Scope & Sequence

Title of planned course: Third Grade General Music

Unit: Melody

Time frame: 4 – 5 weeks and review/reinforcement throughout the year.

State Standards:

- 9.1. Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3. Critical Response
- 9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:

- Pitch Recognition
- Melodic Movement : Up/Down
- Steps, Leaps, Repeats
- Tonal Center
- Melodic Phrases
- Melodic Patterns

Core Activities: Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs:
 - Don't Care if the Rain Comes
 - Down
 - Oh Won't You Sit Down?
 - The Locomotion
 - One Morning Soon
 - Hop Up My Ladies
 - In the Pumpkin Patch
 - Halloween is a very Unusual Night
 - My Old Black Cat
 - Over the River

Extensions:

- Periodic review of learned concept
- Practice of skills.

Remediation:

- Reinforcement
- Practice of skills

Instructional Methods:

- Large and small group
- Individual and partners

Materials & Resources :

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

Curriculum Scope & Sequence

Title of planned course: Third Grade General Music

Unit: Harmony

Time frame: 4 - 6 weeks and review/reinforcement throughout the year.

State Standards:

- 9.1. Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3. Critical Response
- 9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:

- Texture (defining layers and purpose)
- Chords
- Ostinatos
- Rounds
- Partner Songs

Core Activities: Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs :
 - Make New Friends
 - I'm on my Way
 - Ol' Texas
 - Tender Shepherd
 - This Old Man/
 - Michael Finegan
 - Chanukah Games
 - Children Go Where I Send Thee
 - Silent Night
 - We Wish You a Merry
 - Christmas a Come
 - Zumba, ZumbaHabari Gani
 - A New Year's Greeting

Extensions:

- Periodic review of learned concept
- Practice of skills.

Remediation:

- Reinforcement
- Practice of skills

Instructional Methods:

- Large and small group
- Individual and partners

Materials & Resources :

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

Curriculum Scope & Sequence

Title of planned course: Third Grade General Music

Unit: Form

Time frame: 3 - 4 weeks and review/reinforcement throughout the year.

State Standards:

- 9.1. Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3. Critical Response
- 9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:

- Introduction/Coda
- Call/ Response
- D.C. al fine
- AB Form
- ABA Form

Core Activities: Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs :
 - Joy to the World
 - Great Day
 - John Kanaka
 - Old Dan Tucker
 - Never Smile at a Crocodile
 - Keep Your Eyes on the Prize
 - Back of the Bus
 - Never Gonna Be Your Valentine

Extensions:

- Periodic review of learned concept
- Practice of skills.

Remediation:

- Reinforcement
- Practice of skills

Instructional Methods:

- Large and small group
- Individual and partners

Materials & Resources :

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

Curriculum Scope & Sequence

Title of planned course: Third Grade General Music

Unit: Expression

Time frame: 2-3 weeks and review/reinforcement throughout the year.

State Standards:

- 9.1. Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3. Critical Response
- 9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:

- Dynamics – piano, forte, mezzo piano, mezzo forte, crescendo, diminuendo
- Tempo – presto, allegro, andante, largo, accelerando, ritirando
- Articulation – staccato, legato

Core Activities: Students will complete/participate in the following:

- Listening
- Singing
- Movement
- Instrumental Play
- Notation
- Suggested Songs :
 - Supercalifragilisticexpealidocious
 - Train is A-Comin'
 - The Painted Rooster
 - Draw Me a Bucket of Water

Extensions:

- Periodic review of learned concept
- Practice of skills.

Remediation:

- Reinforcement
- Practice of skills

Instructional Methods:

- Large and small group
- Individual and partners

Materials & Resources :

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment

Curriculum Scope & Sequence

Title of planned course: Third Grade General Music

Unit: Tone Color

Time frame: 3 - 4 weeks and review/reinforcement throughout the year.

State Standards:

- 9.1. Production, Performance, & Exhibition of Music
- 9.2 Historical & Cultural Contexts
- 9.3. Critical Response
- 9.4 Aesthetic Response

Essential content/objectives: At end of the unit, students will be able to identify and perform:

- Vocal – male, female, child
- Instrument Families – brass, woodwind, string & percussion.

Core Activities: Students will complete/participate in the following:

- Listening
- Singing
- Instrumental Play
- Suggested Songs :
 - The Color of Music
 - Mud
 - Family Tree
 - Pulse
 - Presto from String Quarter in G
 - Major Hadyn
 - Scherzo – Bozza
 - Rondeau – Mouret

Extensions:

- Periodic review of learned concept
- Practice of skills.

Remediation:

- Reinforcement
- Practice of skills

Instructional Methods:

- Large and small group
- Individual and partners

Materials & Resources :

- Textbook & accompanying CD's,
- Classroom instruments,
- Whiteboards/Markers
- Supplemental songs/music as needed

Assessments:

- Teacher Observation
- Written Assessment/Worksheets
- Aural Assessment