Grade 3
Music

Unit:	Grade 3 Music
Big Ideas:	Melody, Rhythm, Form, Dynamics, Tempo, Meter, Timbre, Staff, Note Name Identification
Unit Essential Questions:	Why is music important in our everyday lives? What is a staff, and why is it important to be able to read music on a staff?

Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
August	1. Rules and Procedures 2. Folk Songs 3. Singing 4. Melodic Development 5. Movement 6. Rhythmic Development 7. Listening 8. Theory Students will be able to: 1. sing in tune individually and in a group 2. identify and describe a folk song 3. play steady beat on various instruments 4. recognize and move to the steady beat 5. identify two-part form 6. identify rests and their values 7. identify and describe repeat signs, endings and D.C. al Fine 8. demonstrate rhythmic reading skills 9. demonstrate understanding of classroom rules 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Verse 3. Refrain 4. Coda	Why is music important to our everyday lives?	1. Individual and group singing 2. Eurhythmic activities 3. Playing instruments 4. Singing short songs 5. Listening 6. Discuss classroom rules	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Tapes 5. Computer 6. Projector	1. Teacher observation of students maintaining steady beat. 2. Student performance of dance showing various movements keeping steady beat. 3. Oral responses.

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September	1. Folk Songs 2. Theory 3. Rhythmic Development 4. Movement 5. Singing 6. Listening 7. Kodaly Intervals Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. play steady beat on various instruments 4. identify various musical symbols 5. identify letter names of treble clef 6. demonstrate knowledge of basic staff nomenclature 7. read basic quarter, eighth, & triplet patterns 8. recognize and move to the beat 9. recognize and identify tempo and dynamic changes 10. identify meter 11. recognize and identify AB form 12. discuss the writing of our National Anthem 13. read and perform songs with D.C. and D.S. and endings 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Refrain 3. Verse 4. Quarter note 5. Half note 6. Eighth notes 7. Dynamics 8. Tempo 9. Form	1. Where does folk music come from? 2. Why is folk music important? 3. Why is it important to understand music symbols?	1. Individual and group singing 2. Discuss tempo and dynamics 3. Discuss verse and refrain 4. Eurhythmic activities 5. Playing instruments 6. Listening 7. Singing short songs 8. Discuss life and times of Stephen Foster 9. Read about the War of 1812 and the Battle of Baltimore 10. Discuss writing of “The Star Spangled Banner” 11. Discuss Stephen Foster and what a composer does 12. Discuss life of George Gershwin and listen to his works	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Tapes 5. Composer Book 6. Worksheet 7. Computer 8. Projector	1. Teacher observation of students following music symbols. 2. Teacher evaluation of students showing tempo changes in music. 3. Teacher observation of students maintaining beat through eurhythmic movement. 4. Student performance identifying letter names on staff. 5. Worksheets (Identifying Letter Names on Staff) 6. Star Spangled Quiz (10 pts) 7. Vocabulary Quiz (10 pts) 8. Oral responses.

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October	1. Folk Songs 2. Form 3. Theory 4. Rhythmic Development 5. Melodic Development 6. Singing 7. Listening Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. identify and describe a spiritual 4. identify verse and refrain (AB) 5. recognize ABA form 6. play steady beat on various instruments 7. maintain steady beat through dance 8. sing verses written "hymn" style 9. identify and describe call and response 10. recognize and move to the beat 11. become familiar with musical signs: D.S., D.C., and endings 12. identify and describe meter 13. identify patterns in music 14. continue reading basic rhythm patterns 15. identify harmony 16. identify, describe and sing in a round 17. identify and describe major and minor 18. identify line/space notes of the treble staff 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Rhythm 3. Spiritual 4. Verse 5. Refrain 6. Form 7. Meter 8. Harmony 9. Round 10. Major 11. Minor 12. Staff	1. What can the music tell us about the mood of a song? 2. Why do we sing patriotic songs?	1. Individual and group singing 2. Eurhythmic activities 3. Playing instruments 4. Listening 5. Singing short songs 6. Playing singing games 7. Discuss various composers and their Halloween compositions: "In The Hall of the Mountain King"- Edvard Grieg "Danse Macabre"- Camille Saint-Saens "The Banshee"- Henry Cowell "Tocatta in D Minor"- Johann Sebastian Bach 8. Following listening maps	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Tapes 5. Video 6. Computer 7. Projector	1. Teacher observation of students showing strong and weak beats in music and reading verses. 2. Student performance identifying letter names on staff. 3. Teacher evaluation of students maintaining steady beat through dance. 4. Teacher evaluation of students performing a round. 5. Worksheet (Note Spell Down – Line/Space Notes) 6. Treble Staff Packets 7. Vocabulary Quiz (10 pts) 8. Oral responses.

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November	1. Folk Songs 2. Rhythmic Development 3. Form 4. Singing 5. Listening Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. play steady beat on various instruments 4. identify repeated patterns and similarities 5. identify rhythmic pattern of melody 6. identify rhythm of melody and rhythm of beat 7. identify dotted quarter and eighth note 8. continue identifying verse and refrain 9. recognize and move to the beat 10. sing with expression (legato) 11. identify and describe a hymn 12. define various musical terms 13. continue reading basic rhythmic patterns 14. describe secular and sacred music 15. identify line/space notes of the treble staff 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Rhythm 3. Melody 4. Verse 5. Refrain 6. Hymn 7. Sacred 8. Secular	How do you think you sing with expression?	1. Individual and group singing 2. Eurhythmic activities 3. Playing instruments 4. Singing short songs 5. Listening 6. Discuss life of John Philip Sousa and listen to his marches 7. Following listening maps	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. Composer book 5. Computer 6. Projector	1. Teacher observation of students performing uneven rhythms. 2. Student performance showing steady beat. 3. Teacher evaluation of students understanding music moving with the beat/faster than the beat. 4. Teacher observation of students singing with expression. 5. Vocabulary Quiz (10 pts.) 6. Treble Staff Packets 7. Oral responses.

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Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
December	1. Ballet 2. Singing 3. Form 4. Rhythmic Development 5. Kodaly Intervals 6. Listening 7. Theory 8. Stage Behavior Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. play steady beat on various instruments 4. recognize and move to the beat 5. identify verse and refrain 6. follow and sing a cumulative song 7. continue reading basic rhythmic patterns 8. identify four voice parts 9. describe a ballet 10. identify and describe a lullaby 11. identify the form in a song 12. identify and describe ritardando 13. demonstrate appropriate behavior during a concert 14. explain traditions of Hanukkah 9.1, 9.2, 9.3 9.4	1. Steady beat 2. Verse 3. Refrain 4. Rhythm 5. Soprano 6. Alto 7. Tenor 8. Bass 9. Ballet 10. Lullaby 11. Form 12. Ritardando	1. How many of you have been to see a ballet? 2. How does a ballet tell a story?	1. Individual and group singing 2. Eurhythmic activities 3. Playing instruments 4. Reading play – "The Nutcracker" 5. Watching "The Nutcracker" DVD	1. Music Studio Website- McGraw Hill 2. CDs 3. Textbooks 4. "The Nutcracker" play 5. "The Nutcracker" DVD 6. Christmas Video 7. Computer 8. Projector	1. Teacher observation of students identifying form. 2. Student performance of lullaby. 3. Teacher evaluation of students understanding music symbols in music. 4. Teacher evaluation of students identifying and describing a ballet. 5. Teacher observation appropriate behavior during concert. 6. Concert performance of Christmas material. 7. Student performance during rehearsals and concert. 8. Oral responses.

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Concept & Pacing	New Emphasis (Pa Core Standard)	Key Vocabulary	Essential Questions	Mini-Lessons/Activities	Instructional Materials	Assessments
January	1. Folk Songs 2. Instruments of Orchestra 3. Listening 4. Form 5. Rhythmic Development Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. play steady beat on various instruments 4. identify four families of orchestral family 5. identify member of each orchestral family 6. identify solo and chorus 7. identify rondo form 8. identify and describe a spiritual 9. identify and define meter in a song 10. continue reading basic rhythmic patterns 11. Treble staff worksheet 9.1, 9.2, 9.3 9.4	1. Orchestra 2. String 3. Woodwind 4. Brass 5. Percussion 6. Solo 7. Chorus 8. Rondo 9. Spiritual 10. Meter	1. Have any of you ever been to see the orchestra live? 2. Which family did you like best? 3. Which family was the largest and why? 4. What do the instruments in each orchestra family have in common?	1. Individual and group singing 2. Playing instruments 3. Completing worksheets: String Family – 16 pts. 4. Woodwind Family – 19 5. Brass Family – 16 pts. 6. Show and demonstrate various orchestral instruments for each family 7. Discuss life of Wolfgang Amadeus Mozart and listen to his works	1. Music Studio Website- McGraw Hill 2. Textbooks 3. Video – “Instruments of the Orchestra” 4. CDs 5. Composer book 6. Computer 7. Projector	1. Teacher observation of students following listening map. 2. Worksheets: String Family – 16 pts. Woodwind Family – 19 pts. Brass Family – 16 pts. 3. Teacher evaluation of students identifying orchestral instruments - visually and aurally. 4. Teacher evaluation of students identifying solo/chorus. 5. Oral responses.

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February	1. Folk Songs 2. Instruments of Orchestra 3. Listening 4. Melodic Development 5. Rhythmic Development 6. Singing Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. continue to recognize tempo and dynamic changes 4. continue playing steady beat on various instruments 5. continue identifying four families of the orchestral family 6. continue identifying members of each orchestral family 7. identify and describe a spiritual 8. identify and describe a scale 9. identify and describe harmony 10. identify and describe round and ostinato 11. identify meter changes 12. continue reading basic rhythmic patterns 9.1, 9.2, 9.3 9.4	1. Orchestra 2. String 3. Woodwind 4. Brass 5. Percussion 6. Spiritual 7. Scale 8. Harmony 9. Round 10. Ostinato 11. Meter	1. Why are spirituals so important to our heritage? 2. How can adding harmony to a song make it more interesting?	1. Individual and group singing 2. Playing instruments 3. Singing short songs 4. Listening 5. Completing worksheets: Percussion Family – 21 pts. Orchestral Review Worksheet – 20 pts. 6. Completing Orchestra test – 30 pts. 7. Discuss life of Aaron Copland and listen to his works	1. Music Studio Website- McGraw Hill 2. Textbooks 3. CDs 4. Worksheets 5. Test 6. Composer book 7. Instrument Flash cards 8. Computer 9. Projector	1. Teacher observation of students understanding different meters. 2. Worksheets: Percussion Family – 21 pts. 3. Orchestral Review Worksheet – 20 pts. 4. Orchestra Test (30 Pt. Identifying Instruments in each family) 5. Student performance of songs in 2's and 3's. 6. Hangman Game (Identifying Instruments of the Orchestra). 7. Teacher evaluation of students identifying a scale. 8. Oral responses.

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March	1. Folk Songs 2. Form 3. Singing 4. Movement 5. Melodic Development 6. Theory Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. continue playing steady beat on various instruments 4. continue identifying and describing harmony and ways of producing it. 5. identify and describe a round 6. identify and describe an ostinato 7. identify and describe partner songs 8. identify ABA form 9. identify and describe a countermelody 10. continue reading basic rhythmic patterns 11. identify letter names of lines and spaces of treble clef 12. learn voice parts 13. identify D.C. and D.S. al Fine and endings 9.1, 9.2, 9.3 9.4	1. Harmony 2. Round 3. Ostinato 4. Partner Song 5. Form 6. Counter-melody 7. Treble Clef 8. Staff 9. Notation	1. How can reading music be like reading a map? 2. What do you think makes a song interesting?	1. Individual and group singing 2. Playing instruments 3. Continue to read basic rhythm patterns 4. Continue noting tempo, dynamics and form 5. Discuss instruments of the orchestra: families and instruments 6. Singing short songs 7. Listening 8. Completing worksheet – Letter names of lines and spaces 9. Eurhythmic activities 10. Discuss life of Johann Sebastian Bach and listen to his works	1. Music Studio Website- McGraw Hill 2. Textbooks 3. CDs 4. Worksheets 5. Composer book 6. Computer 7. Projector	1. Teacher observation of students maintaining steady beat. 2. Worksheet (Identifying Letter Names on Staff) 3. Student performance of a round, partner songs. 4. Teacher evaluation of students identifying different ways of producing harmony. 5. Oral responses.

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April	1. Melodic Development 2. Form 3. Listening 4. Theory 5. Movement 6. Rhythmic Development Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. recognize tempo & dynamic changes 4. describe ways in which melodies move 5. continue identifying and describing ways of producing harmony and ways of producing it 6. continue playing steady beat on various instruments 7. describe and identify two part form 8. sing in a round 9. identify AB and ABA form 10. recognize and move to the beat 11. distinguish between different types of voices (tone color) 12. identify and describe D.C. al Fine 9.1, 9.2, 9.3 9.4	1. Spiritual 2. Melody 3. Harmony 4. Form 5. Round 6. Tone Color	1. Why do you think slaves sang a lot of spirituals? 2. What do you think it was like for Beethoven when he went deaf?	1. Individual and group singing 2. Playing instruments 3. Listening 4. Eurhythmic activities 5. Clapping and speaking rhythmic patterns 6. Discuss life of Ludwig von Beethoven and listen to his works	1. Music Studio Website- McGraw Hill 2. Textbooks 3. CDs 4. Composer book 5. Computer 6. Projector	1. Teacher observation of students understanding various symbols. 2. Student performance of various ways to produce harmony. 3. Teacher evaluation of students identifying form of song. 4. Teacher evaluation of students performing call and response form in a song. 5. Oral responses.

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May/June	1. Singing 2. Listening 3. Stage Behavior 4. Movement 5. Rhythmic Development 6. Musicals Students will be able to: 1. continue singing in tune individually and in a group 2. display listening skills 3. review material learned throughout year 4. continue reading basic rhythmic patterns 5. continue playing steady beat on various instruments 6. identify and sing a countermelody 7. clap and play various rhythmic patterns 8. demonstrate appropriate behavior during a concert 9. describe a musical 9.1, 9.2, 9.3 9.4	1. Melody 2. Music Appreciation 3. Form 4. Musical theatre	1. What were some new terms we learned in music this year? 2. Why is it important to understand what the various terms mean?	1. Individual and group singing 2. Listening 3. *Playing instruments 4. Completing worksheet identifying instruments aurally 5. Watching musicals	1. CDs 2. Video 3. Textbooks 4. Musical Videos: "Sound of Music" "Wizard of Oz" "Annie" 7. Computer 8. Projector	1. Teacher observation of students identifying phrases. 2. Student performance of various rhythmic patterns. 3. Teacher evaluation of students understanding how to follow music symbols in music. 4. Worksheet (Identifying instruments aurally). 5. Teacher evaluation of students describing a musical. 6. Oral responses.