

### 3<sup>rd</sup> Grade Music GVCS Curriculum Map 2023-2024

Unit	Learning Target	Program Materials/Resources	Vocabulary	Assessment
Rhythm	<ul style="list-style-type: none"> <li>-Recall note durations learned in 2<sup>nd</sup> grade</li> <li>-Identify specific rhythms when they appear</li> <li>-Compose and original rhythm using traditional notation</li> </ul>	<ul style="list-style-type: none"> <li>-Quaver</li> <li>-MusicPlay Online</li> </ul>	<ul style="list-style-type: none"> <li>Whole note</li> <li>Half note</li> <li>Quarter note</li> <li>Eighth note</li> </ul>	<ul style="list-style-type: none"> <li>-Students will each write a rhythmic composition using traditional notation</li> <li>-In small groups students will create a variety of rhythms by sitting up or laying down to represent note durations</li> </ul>
Meter	<ul style="list-style-type: none"> <li>-Define “meter”</li> <li>-Associate meter symbols (time signatures) with the corresponding meter</li> <li>-Associate a specific feeling with each meter</li> </ul>	<ul style="list-style-type: none"> <li>-Silver Burdett</li> </ul>	<ul style="list-style-type: none"> <li>Strong beat</li> <li>Weak beat</li> <li>Meter</li> </ul>	<ul style="list-style-type: none"> <li>-Students will take turns listening to a segment of a song and matching the correct time signature with it</li> </ul>
Melody (musical alphabet)	<ul style="list-style-type: none"> <li>-Understand that each note has a note name</li> <li>-Perform songs that include steps, leaps, and repeated notes</li> <li>-Identify whether a piece uses a pentatonic scale or not.</li> </ul>	<ul style="list-style-type: none"> <li>-Quaver</li> <li>-Pitched percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Melody</li> <li>Step</li> <li>Leap</li> <li>Repeated note</li> <li>Pentatonic scale</li> </ul>	<ul style="list-style-type: none"> <li>-Students will listen to a series of song segments and individually complete a worksheet stating whether each song uses a pentatonic scale or not.</li> </ul>
Classical period	<ul style="list-style-type: none"> <li>-Understand that music changes through time periods</li> <li>-Identify signature characteristics of Classical music</li> <li>-List the main composers of the Classical period</li> </ul>	<ul style="list-style-type: none"> <li>-Quaver</li> </ul>	<ul style="list-style-type: none"> <li>Classical</li> <li>Phrase</li> <li>Pianoforte</li> <li>Beethoven</li> <li>Mozart</li> </ul>	<ul style="list-style-type: none"> <li>-Students will play four corners to answer questions about the characteristics of classical music.</li> </ul>
Patriotic music	<ul style="list-style-type: none"> <li>-Explain why patriotic music came to be</li> <li>-Perform a variety of patriotic music as a group</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Oral tradition</li> </ul>	<ul style="list-style-type: none"> <li>-N/A</li> </ul>

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Duration	<ul style="list-style-type: none"> <li>-Perform whole notes while singing and playing an instrument</li> <li>-Count beats internally while playing</li> </ul>	<ul style="list-style-type: none"> <li>-Quarter Notes</li> <li>-Pitched percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>Whole note</li> <li>Whole rest</li> <li>Counting</li> </ul>	<ul style="list-style-type: none"> <li>-Students will take turns playing whole notes on a glockenspiel, waiting a full 4 beats before playing again.</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>-Recall crescendo decrescendo, fortissimo, and pianissimo</li> <li>-Define “mezzo”</li> <li>-Explain how “mezzo” applies to forte and piano</li> </ul>	<ul style="list-style-type: none"> <li>-Quaver</li> <li>-MusicPlay Online</li> </ul>	<ul style="list-style-type: none"> <li>Forte</li> <li>Piano</li> <li>Fortissimo</li> <li>Pianissimo</li> <li>Mezzo forte</li> <li>Mezzo piano</li> <li>Crescendo</li> <li>Decrescendo</li> </ul>	<ul style="list-style-type: none"> <li>-Students will play a jeopardy-style game in which they state the name of the dynamic when given a shorthand symbol.</li> <li>-In small groups, students will sing the song “Wind,” following the dynamic changes indicated by the teacher.</li> </ul>
Note naming	<ul style="list-style-type: none"> <li>-Explain both strategies for identifying note names</li> <li>-Identify every note on the treble staff with fluency</li> </ul>	<ul style="list-style-type: none"> <li>-BrainPop</li> </ul>	<ul style="list-style-type: none"> <li>Treble clef</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Students will complete a series of worksheets that require them to identify note names and write notes with given note names.</li> <li>-Students will play a jeopardy-style game in which they name a note when it is shown to them on the screen.</li> </ul>
Instruments (recorders)	<ul style="list-style-type: none"> <li>-Recall the four main instrument families</li> <li>-List the defining characteristics of a woodwind instrument</li> <li>-Explain how woodwind instruments produce sound</li> <li>-Demonstrate proper recorder playing technique and care</li> </ul>	<ul style="list-style-type: none"> <li>-Recorders</li> <li>-Recorder Karate</li> </ul>	<ul style="list-style-type: none"> <li>Woodwinds</li> <li>Brass</li> <li>Percussion</li> <li>Strings</li> <li>Reed</li> <li>Mouthpiece</li> <li>Finger Hole</li> <li>Finger Pad</li> <li>Breath Support</li> </ul>	<ul style="list-style-type: none"> <li>-Students will individually play a piece of appropriate difficulty for them with proper playing technique.</li> </ul>