

YEAR AT A GLANCE: 3rd Grade General Music

(updated Dec 2022)

Each music class will experience music that practices the following foundational musical concepts: tuneful singing, moving expressively, keeping a steady beat. Furthermore, students who had music in 2nd Grade are expected to build upon these skills in 3rd grade. Furthermore, students will gain a meaningful introduction to reading pitch and rhythm on the soprano recorder. Students will be studying the following:

GRADE 3 OBJECTIVES:

BEAT AND RHYTHM	PITCH & MELODY
<p>I can...</p> <ul style="list-style-type: none"> - demonstrate: pulse (quarter note, half note, dotted half note, whole note), conducting in 2 and 3 - identify: two tied half notes as whole note, 3 tied quarter notes as dotted half note - label: whole note, whole rest, dotted half note, sixteenth notes - experience: question-answer technique (body percussion) 	<p>I can...</p> <ul style="list-style-type: none"> - demonstrate: proper vocal technique - identify: do', la,, fa scale tone and hand signal, sol, - label: staff, treble clef lines, treble clef spaces - experience: sol-la-mi-re-do melodies, sol-mi-re-do-la, melodies, BAGEDC' on soprano recorder - develop: a repertoire of songs (folk, seasonal, multicultural, patriotic)
HARMONY	FORM
<p>I can...</p> <ul style="list-style-type: none"> - demonstrate: proper mallet technique, simple bordun (crossover), 2-part score reading - experience: ostinato - distinguish: major/minor - label: canon/round 	<p>I can...</p> <ul style="list-style-type: none"> - demonstrate: phrase - identify: interlude - experience: extended form - label: rondo
TIMBRE	
<p>I can...</p> <ul style="list-style-type: none"> - differentiate: crescendo/decrescendo, - identify: orchestral string family, orchestral percussion family, fermata - demonstrate: accent on hand drum 	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> - One way of creating harmony is by singing in Rounds. - Students will own a personal musical instrument and learn to play it. Students will be able to read music notation. - Movement can reflect the form of music. - Dancing is fun and helps me get to know others. 	<ul style="list-style-type: none"> - What are some other ways of creating harmony in music? - How will my understanding of music grow through playing my own instrument? - How does a choreographer make creative decisions that reflect the form of the music in their dance?

GRADE 3 *POSSIBLE* YEAR-AT-A-GLANCE:

**This yearly plan shows approximately when each objective is identified. Usually, the objectives are experienced first through imitation, exploration, and improvisation before they are visualized or labeled. Once identified, objectives are reinforced throughout the remainder of the year. Lessons in Grade 3 continue to reinforce skills and objectives introduced in prior grades.*

	September	October	November	December	January	February	March	April	May
BEAT & RHYTHM	- pulse - tied half notes as whole note	- whole rest	- 3 tied quarter notes as dotted half note - time sig.: 3/4		- sixteenth notes 𠂔𠂔 - time sig.: 4/4		- question-answer	- time sig.: 2/4 - conduct in 2 and 3	
PITCH & MELODY	- vocal technique - repertoire	- staff - sol-la-mi-re-do	- do'		- recorder: B-A-G	- la, - sol-mi-re-do-la - recorder: E-D	- fa - recorder: C'-D'	- sol,	- treble clef - lines and spaces
HARMONY	- mallet technique	- ostinato - major/minor - simple crossover bordun			- canon/round		- score reading		
FORM	- phrase		- interlude	- extended form			- rondo		
TIMBRE		- crescendo decrescendo		- orchestral string family			- orchestral percussion family	- hand drum technique with accent	- fermata