

# **Wallenpaupack Area School District Planned Course Curriculum Guide**

## **Music**

### **General Music – Third Grade**

#### **Course Description:**

Students in Grade 3 participate in all General Music activities. Appropriate music making experiences include group activities such as singing, rhythms, listening, historical/cultural music, song games, playing classroom instruments, and learning/drawing musical symbols. Teaching and technology are constantly evolving and changing. Because of this, new and various resources become available online.

#### **Revision Date:**

February 16, 2023

#### **Revised by:**

Loriann Kerber, Marcia Knisely & Lisa Holden

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE:</b> General Music                  | <b>GRADE/S:</b> Third Grade   |
| <b>UNIT 1:</b> Rhythm                         | <b>TIMEFRAME:</b> School year |

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Clap steady beat and ostinatos  
Identify various rhythm values  
Identify changing tempos  
Identify rhythm patterns

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Play rhythm instruments  
Accompany music using various rhythm values  
Accompany songs with rhythm instruments  
Notes using words to fit long/short patterns  
Group movement (steady beat)  
Individual movement (steady beat)  
Recognizing and reading various rhythm patterns

**ANCHOR VOCABULARY:** steady beat, rhythm, tempo, time signature

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

[www.musicplayonline.com](http://www.musicplayonline.com)  
[www.musick8.com](http://www.musick8.com)

**RESOURCE SPECIFIC VOCABULARY:**

Tempo, notation, steady beat, time signature

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Third Grade</b>   |
| <b>UNIT 2: Melody</b>                         | <b>TIMEFRAME: School year</b> |

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Matching pitch  
Sing Sol-Mi-La melodies  
Echoing  
Pentatonic and diatonic melodies  
Identify high/low and long/short sounds  
Solfège hand signs/singing  
Melody singing with or without accompaniment  
Melody contour  
Scales

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Echo songs  
Solfège  
Pentatonic/diatonic scales  
Movement of notes – up, down, stays the same  
Singing  
Rote teaching  
Improvisation

**ANCHOR VOCABULARY:** pitch, high, medium & low sounds, same sounds, improvisation, solfège

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

[www.musicplayonline.com](http://www.musicplayonline.com)  
[www.musick8.com](http://www.musick8.com)

**RESOURCE SPECIFIC VOCABULARY:** pitch, high, medium & low sounds, same sounds, la-sol-mi, solfege, melody contour, improvisation

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Third Grade</b>   |
| <b>UNIT 3: Timbre</b>                         | <b>TIMEFRAME: School year</b> |

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| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.3<br>9.4                                                                                                                                                                    |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Identify classroom and orchestral instruments by name and sound<br>Use instruments<br>Produce sounds                                                                                          |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Demonstrate instruments<br>Identify by sight and sound                                                                                                                             |
| <b>ANCHOR VOCABULARY:</b> Families of instruments (Brass, Woodwind, Percussion & String)                                                                                                                                          |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>                                                           |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation                                                                                                                             |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work |
| <b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b><br><a href="http://www.musicplayonline.com">www.musicplayonline.com</a><br><a href="http://www.musick8.com">www.musick8.com</a>                           |
| <b>RESOURCE SPECIFIC VOCABULARY:</b> Identify, instrument names, instrument families, sounds                                                                                                                                      |

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE:</b> General Music                  | <b>GRADE/S:</b> Third Grade   |
| <b>UNIT 4:</b> Culture/History                | <b>TIMEFRAME:</b> School year |

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.2  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Identify music in daily experiences  
Identify characteristics that make music suitable for specific use  
Demonstrate appropriate behavior for context and style of music performed

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Listening  
Singing

**ANCHOR VOCABULARY:** Listening, composer genres

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

[www.musicplayonline.com](http://www.musicplayonline.com)  
[www.musick8.com](http://www.musick8.com)  
[www.classicsforkids.com](http://www.classicsforkids.com)

**RESOURCE SPECIFIC VOCABULARY:**

Genre, style, culture, listening

| Wallenpaupack Area School District Curriculum |                               |
|-----------------------------------------------|-------------------------------|
| <b>COURSE: General Music</b>                  | <b>GRADE/S: Third Grade</b>   |
| <b>UNIT 5: Form</b>                           | <b>TIMEFRAME: School year</b> |

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| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.3<br>9.4                                                                                                                                                                    |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Two-part form<br>Improvisation                                                                                                                                                                |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Move to music in two parts<br>Dancing<br>Movement<br>Listening<br>Using instruments to differentiate sections                                                                      |
| <b>ANCHOR VOCABULARY:</b> steady beat, rhythm, tempo, improvisation                                                                                                                                                               |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>                                                           |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation                                                                                                                             |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work |
| <b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b><br><a href="http://www.musicplayonline.com">www.musicplayonline.com</a><br><a href="http://www.musick8.com">www.musick8.com</a>                           |
| <b>RESOURCE SPECIFIC VOCABULARY:</b><br>Form, improvisation, verse refrain                                                                                                                                                        |

| Wallenpaupack Area School District Curriculum                                                                                                                                                                                       |                               |
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| <b>COURSE: General Music</b>                                                                                                                                                                                                        | <b>GRADE/S: Third Grade</b>   |
| <b>UNIT 6: Dynamics</b>                                                                                                                                                                                                             | <b>TIMEFRAME: School year</b> |
| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.3<br>9.4                                                                                                                                                                      |                               |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Identify soft and loud<br>Identify the piano and forte (p & f)<br>Identify mezzo piano and forte (mp & mf)<br>Identify very soft and very loud (pp & ff)<br>Introduce crescendo and decrescendo |                               |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Singing<br>Playing classroom instruments<br>Improvising movements to recreate<br>Listening examples                                                                                  |                               |
| <b>ANCHOR VOCABULARY:</b> loud, soft, piano and forte, dynamics                                                                                                                                                                     |                               |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>                                                             |                               |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation                                                                                                                               |                               |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work   |                               |
| <b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b><br><a href="http://www.musicplayonline.com">www.musicplayonline.com</a><br><a href="http://www.musick8.com">www.musick8.com</a>                             |                               |
| <b>RESOURCE SPECIFIC VOCABULARY:</b> piano, forte, pianissimo, fortissimo, mezzo piano, mezzo forte, decrescendo, and crescendo                                                                                                     |                               |

| Wallenpaupack Area School District Curriculum                                                                                                                                                                                     |                               |
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| <b>COURSE: General Music</b>                                                                                                                                                                                                      | <b>GRADE/S: Third Grade</b>   |
| <b>UNIT 7: Performance</b>                                                                                                                                                                                                        | <b>TIMEFRAME: School year</b> |
| <b>PA COMMON CORE/NATIONAL STANDARDS:</b><br>9.1<br>9.2<br>9.3<br>9.4                                                                                                                                                             |                               |
| <b>UNIT OBJECTIVES (SWBATS):</b><br>Perform variety of songs learned and memorized<br>Demonstrate appropriate behavior for context and style of music performed                                                                   |                               |
| <b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b><br>Listening<br>Singing<br>Movement                                                                                                                                                   |                               |
| <b>ANCHOR VOCABULARY:</b> Listening, matching pitch, memorization                                                                                                                                                                 |                               |
| <b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> </ul>                                                               |                               |
| <b>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</b><br>Teacher observation<br>Student participation<br>Attendance at public performance                                                                                         |                               |
| <b>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</b><br>Incorporate technology<br>Create an inclusive classroom<br>Provide choice<br>Use scaffolding<br>Balance group work and individual work |                               |
| <b>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</b><br><a href="http://www.musicplayonline.com">www.musicplayonline.com</a><br><a href="http://www.musick8.com">www.musick8.com</a>                           |                               |
| <b>RESOURCE SPECIFIC VOCABULARY:</b><br>Pitch, memorize, behavior, listening                                                                                                                                                      |                               |