**Northern York County School District**

**Curriculum Overview**

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| **Course: 3-5 General Music** | |
| **Grade Level: 3-5** | |
| **Approval Date:** | **Length of Time: 1 year** |

**Course Description:**
This year-long course deepens students' knowledge of the elements of music. As part of the Elementary General Music curriculum, students will explore music through singing, playing, and moving. Students will gain insight into the skills and knowledge required to participate in and appreciate musical activities in their lives. The course builds upon knowledge learned in previous years when applicable.

**Course Objectives:**
Students will:

- Sing alone and with others, a varied repertoire of age-appropriate music
- Perform on classroom instruments, alone and with others in a class setting
- Improvise using movement, melodies, or rhythms
- Compose for body percussion, instruments or voices
- Read and notate music in an age-appropriate manner
- Listen to, analyze, and describe music

**Related Standards:**

**PA State Standards**

- **9.1.3.A -** Know and use the elements and principles of each art form to create works in the arts and humanities.
- **9.1.3.B -** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- **9.1.3.C -** Recognize and use fundamental vocabulary within each of the arts forms.
- **9.1.3.G -** Recognize the function of rehearsals and practice sessions.
- **9.1.3.H -** Handle materials, equipment and tools safely at work and performance spaces.
- **9.1.5.E -** Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- **9.2.3.A -** Explain the historical, cultural and social context of an individual work in the arts.
- **9.2.3.B -** Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- **9.2.3.D -** Analyze a work of art from its historical and cultural perspective.
- **9.3.3.A -** Recognize critical processes used in the examination of works in the arts and humanities.
- **9.4.3.C** - Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).

**National Music Standards**

**Create**

- MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
- MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
- MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.
- MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

**Performing**

- MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
- MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
- MU:Pr5.1.3a - Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.
- MU:Pr6.1.3a Perform music with expression and technical accuracy.
- MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

**Responding**

- MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
- MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
- MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

**Connecting**

- MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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**Units:**

- Singing and Harmony
- Rhythm
- Musical Performances
- Melody and Notation
- World Music
- Timbre
- Musical time periods/styles

| **Concepts:** | **Competencies:** |
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| • **Singing and Harmony:** Learning best practices for healthy singing, concert etiquette on and off stage, and various ways to create harmony (rounds/canons, partner songs, SATB harmony, etc.)<br>• **Rhythm:** Read and write rhythms with standard notation, differentiate between straight rhythms and syncopation, increase complexity of rhythms with things like sixteenth notes & rests, dotted notes, etc.<br>• **Musical Performances:** Analyze how different types of performances tell a story<br>• **Melody & Notation:** Build on previous knowledge of rhythmic notation and add pitch to create melody<br>• **World Music:** Explore music from cultures around the world, noting unique instruments and musical styles of each culture<br>• **Timbre:** Analyze how each instrument and voice have a unique quality of sound, and how these sounds can be blended when composing music.<br>• **Musical Time Periods & Styles:** Learn about different historical time periods from the Baroque to Modern day and how the style of music has changed in each period. Explore different genres of music to determine style. | • Produce a healthy vocal tone and maintain their voice part independently during a partner song or canon/round<br>• Identify notes and their values in standard notation and combine them to create accurate rhythms<br>• Watch and analyze different types of performances to identify how performers tell a story.<br>• Use accurate rhythms with pitch to create melodies that can be sung or played<br>• Hear and analyze music from different regions around the world<br>• Identify voices and instruments aurally by their timbre<br>• Recognize that musical time periods have common traits |
| **Learning Activities:** | **Performance Tasks:** |
| • Singing Activities-Using the first instrument, the voice<br>• Playing Activities-Playing Classroom instruments<br>• Movement Activities-Using body percussion and movement<br>• Listening Activities-Evaluation<br>• Knowledge Checks – Provide an opportunity to reevaluate content learned throughout and/or at the end of a unit. | • Singing in groups and alone<br>• Playing classroom instruments solo and as accompaniment<br>• Watching and analyzing performance videos<br>• Participating in movement activities to demonstrate concepts |

**Other Assessment Measures:**

- In-class participation
- Written Evaluations
- Portfolio Artifacts posted to Seesaw

**Textbook/Primary Resource:**

Quaver's Marvelous World of Music Online Music Curriculum

**Supplemental Resource Materials:**

- Mr. Henry's Music World (mrhenrysmusicworld.com)
- Online resources
- Curated YouTube videos
- Music K-8
- World Music Drumming, Orff Schulwerk
- Music Play Online