



# Mount Pleasant Central School District

## 3rd Grade General Music, Performing Arts

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Course Summary: What is audiation? How can audiation strengthen one's musicianship? In this course students will be engaging in various musical experiences helping them further develop as musicians. Students will be exploring topics such as color, timbre, tone and dynamics, as well as an introduction to instrumental studies. In this course students will be continuing to explore and refine their vocal production and will engage in discussions about different types of instruments. A large portion of this class is learning how to play the recorder, reading musical notation, and practicing good instrument performance etiquette. Instruction emphasizes the development of music literacy, proper vocal production, and the POL traits Collaboration, Empathy, and Reflection. Assessments will primarily be through whole-class performances, music literacy check-ins, playing assignments, and reflection activities.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Music Literacy	September - June	<ul style="list-style-type: none"> <li>- Daily Sight Reading</li> <li>- Note Naming</li> <li>- Composing Rhythms</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiating between different note values; Paired Eighth Note, Quarter Note, Quarter Rest, Half Note, Whole Note.</li> <li>- Staff</li> <li>- Bar line</li> <li>- Double bar line</li> <li>- Pitches on staff: C,D,E,F,G,A,B</li> <li>- Meter 3/4, 4/4</li> </ul>	<p>MU:Cr1.1.3 b. Generate musical ideas such as rhythms and melodies within a given tonality and meter</p> <p>MU:Cr2.1.3 a. Demonstrate and identify selected musical ideas for a simple arrangement or composition to express intent, and identify connection to a specific purpose and/or context b. Use standard and/or iconic notation and/or recording technology to combine, sequence, and document musical ideas.</p> <p>MU:Cr3.1.3 a. Evaluate, refine, and document revisions to music, applying teacher provided criteria</p> <p>MU:Pr4.2.3</p>	<ul style="list-style-type: none"> <li>- Reading and performing standard music notation on the staff</li> <li>- Applying BFS when reading music</li> <li>- Creating and performing simple rhythmic compositions</li> <li>- Audiating rhythmic passages</li> </ul>	<ul style="list-style-type: none"> <li>- Students will audiate and perform selected musical examples using beat function syllables</li> <li>- Students will create short musical compositions</li> </ul>	<ul style="list-style-type: none"> <li>- Rhythmic sight reading assessments</li> <li>- Short musical compositions</li> <li>- Note Identification</li> </ul>

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.			
Music Listening and Analysis	September - June	<ul style="list-style-type: none"> <li>- Listening Activities</li> <li>- Error Detection Activities</li> <li>- Performance Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection</li> <li>- Dynamics</li> <li>- Tone/timbre</li> <li>- Meter 34,44</li> </ul>	<ul style="list-style-type: none"> <li>- MU:Re9.1.3</li> <li>a. Apply established criteria to evaluate musical works and performances, identifying appropriateness to the context</li> <li>- MU:Pr4.1.3</li> <li>a. Demonstrate and explain how the music that they selected to perform (from teacher or student provided options) is influenced by personal interest, knowledge, purpose, and context</li> <li>MU:Re7.1.3</li> <li>a. Demonstrate and identify how selected music (from teacher or student provided options) connects to and is influenced by specific interests, experiences, or purposes.</li> <li>MU:Re7.2.3</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying specific musical elements in a piece of recorded music.</li> <li>- Identifying what students like and dislike about a specific piece of music.</li> <li>- Analyzing a piece of recorded music</li> <li>- Analyzing a recording of personal</li> </ul>	<ul style="list-style-type: none"> <li>- Students will listen to and analyze recorded music and identify specific musical elements</li> <li>- Students will identify elements of music that they find pleasing or unpleasant.</li> <li>- Students will gain exposure to different genres and styles of music through music</li> </ul>	<ul style="list-style-type: none"> <li>- My Music Taste Project. (Students select a handful of songs that they enjoy listening to and identify a specific element they like)</li> </ul>

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>a. Demonstrate and identify how a response to music can be informed by the use of the elements of music and by context (such as personal and social) MU:Re8.1.3</p> <p>a. Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p>	<p>performances for positives and negatives.</p>	<p>listening</p>	



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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Solfege	September-June	<ul style="list-style-type: none"> <li>- Pattern Imitation</li> <li>- Solfege games (forbidden pattern)</li> <li>- Student created patterns that class imitates</li> <li>- Singing chord tones on solfege</li> </ul>	<ul style="list-style-type: none"> <li>- DRMFSLT</li> <li>- Step vs. Leap</li> <li>- Pitches</li> <li>- Home Tone (do)</li> </ul>	<p>MU:Cr1.1.3 b. Generate musical ideas (such as rhythms and melodies) within a given tonality and meter</p> <p>MU:Pr4.2.3 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.</p> <p>MU:Pr6.1.3 Perform music with expression and technical accuracy.</p>	<ul style="list-style-type: none"> <li>- Imitating tonal patterns using solfege</li> <li>- Understanding the relationship Do has to the other solfege pitches</li> <li>- Navigating steps and leaps using solfege</li> </ul>	<p>-Students will continue to get exposure to solfege throughout the school year allowing them to gain comfortability. This will eventually lead to tonal sight reading in 4th grade.</p>	<ul style="list-style-type: none"> <li>- Informal assessment</li> </ul>

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Classroom Expectations and 'Breaking the Ice'	September	<ul style="list-style-type: none"> <li>- Ice Breaker activities that focus on team building</li> <li>- Group singing activities to get students comfortable with using their voices</li> <li>- MUSIC - (Make good choices, Use instruments with care, Show respect, Involve yourself,</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration</li> <li>- <b>MUSIC</b></li> <li>- Artistic Citizenship</li> </ul>	POL Traits: Collaborator, Communicator, Empathetic  MU:Pr4.1.3 a. Demonstrate and explain how the music that they selected to perform (from teacher or student provided options) is influenced by personal interest, knowledge, purpose, and context MU:Pr4.2.3 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance.	<ul style="list-style-type: none"> <li>- Differentiating between speaking, singing, and yelling.</li> <li>- Differentiation between loud, soft, quiet, and medium sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Students will engage in icebreaking activities that reinforce the classroom expectations.</li> <li>- Students will engage in group singing activities to create comfortability and trust amongst their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>- Informal Assessment</li> </ul>

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		Contribute Positively.					
Singing Boot Camp	October - November	<ul style="list-style-type: none"> <li>- Musical Warmups reinforcing different vocal techniques</li> <li>- Concert Repertoire</li> <li>- 8-16 measure songs for skill reinforcement</li> <li>- Halloween and Thanksgiving Themed Singing Activities</li> <li>- Bring-A-Vet-To-School-Day Performance (America, the Beautiful)</li> </ul>	<ul style="list-style-type: none"> <li>-Dynamics (p,f)</li> <li>-Breath Control</li> <li>-Big Voice (Chest Voice)</li> <li>-Small Voice (Head Voice)</li> <li>-Alignment</li> <li>- Tone (Sound Quality)</li> <li>- Tempo</li> </ul>	MUPr4.3.3 a. Demonstrate and identify the context and how intent is conveyed through expressive qualities (such as dynamics and tempo.) MU:Pr5.1.3 a. Apply established criteria and feedback to evaluate accuracy of performances. MU:Pr6.1.3 a. Perform music with expression and technical accuracy. b. Perform appropriately for the audience, venue, and context, demonstrating performance decorum. MU:Re8.1.3 a. Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to	<ul style="list-style-type: none"> <li>Demonstrating singing voice as differentiated from speaking voice</li> <li>-Demonstrating proper singing posture</li> <li>-Demonstrate singing in different tone qualities</li> <li>-Differentiate singing quietly and loudly</li> <li>-Identify expressive effects of dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to manipulate their signing voices to demonstrate different musical concepts; dynamics, tone, tempo</li> <li>- Students will display proper vocal production and singing posture.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole Class singing check-ins</li> </ul>

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				reflect expressive intent.	on musical choices		
Instrument Families /Timbre/Tone	December	<ul style="list-style-type: none"> <li>- Music Listenings for tone/timbre</li> <li>-Instrument identification activities</li> <li>-Instrument families classification</li> <li>- Timbre Descriptive words/ listening and identification activity</li> </ul>	<ul style="list-style-type: none"> <li>- Brass</li> <li>- Woodwind</li> <li>- String</li> <li>- Percussion</li> <li>- Tone</li> <li>- Timbre</li> <li>- Sound/Vibrations</li> <li>- How is sound produced in an instrument?</li> </ul>	MU:Re7.1.E.5 a. Identify reasons for selecting music (from teacher- or student-provided options), based on characteristics found in the music, connection to interest, and purpose or context. - MU:Re9.1.4 a. Apply established criteria to evaluate musical works and performances describing appropriateness to the context	<ul style="list-style-type: none"> <li>- Using descriptive vocab to describe sounds</li> <li>- Identifying and instruments family through listening for timbre</li> <li>- Understanding the criteria for how instrument families are determined</li> </ul>	Students will be able to identify instruments/instrument families based on the timbre of the recorded sound. - Students will be able to use descriptive "timbre" words to describe different sounds - Students will have a better understanding of instrument families	<ul style="list-style-type: none"> <li>- Whole class identification activity with whiteboards</li> </ul>

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						and what instruments will be available to them in 4th grade.	
Concert Preparation	December - March	<ul style="list-style-type: none"> <li>- Concert Repertoire (2-3 pieces)</li> <li>- School Song</li> </ul>	<ul style="list-style-type: none"> <li>- Entrances/ Cut-offs</li> <li>- Conductor</li> <li>- Performance Etiquette</li> <li>- Musician</li> <li>- Dynamics</li> <li>- Tone</li> <li>- Head and Chest Voice</li> <li>- Tempo</li> </ul>	MU:Pr4.1.3 a. Demonstrate and explain how the music that they selected to perform (from teacher or student provided options) is influenced by personal interest, knowledge, purpose, and context MU:Pr4.2.3 a. Demonstrate knowledge of the elements of music (such as rhythm and pitch) in music selected for performance. b. When analyzing selected music, read and perform rhythmic and melodic patterns, using standard notation, as appropriate to the musical tradition. MU:Pr4.3.3 a. Demonstrate and identify the	<ul style="list-style-type: none"> <li>- Participating in a choral performance</li> <li>- Following the conductors cues</li> <li>- Applying proper vocal technique and posture in performance</li> <li>- Demonstrate understanding of different musical elements and applying it to a</li> </ul>	<ul style="list-style-type: none"> <li>- Students will experience and participate in the process of learning, rehearsing and performing various pieces of repertoire for an audience of family.</li> <li>- Students will apply proper vocal technique, performance etiquette, and various</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Concert Reflection</li> </ul>

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				context and how intent is conveyed through expressive qualities (such as dynamics and tempo) MU:Pr5.1.3 a. Apply established criteria and feedback to evaluate accuracy of performances. b. Identify and apply appropriate rehearsal strategies and show readiness to present. c. Respond appropriately to aural and visual cues. MU:Pr6.1.3 a. Perform music with expression and technical accuracy. b. Perform appropriately for the audience, venue, and context, demonstrating performance decorum. c. Respond appropriately to aural and visual cues. MU:Re8.1.3 a. Demonstrate and identify how the expressive qualities (such as dynamics and tempo)	performance. - Following along and reading a piece of sheet music	musical elements into their concert performance.	

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				are used in performers' interpretations to reflect expressive intent.			
<b>Recorders</b>	January-May	<ul style="list-style-type: none"> <li>- Playing recorder along to recorded music</li> <li>- Individual/small group playing and Whole class playing</li> <li>- Performing a piece of music written in standard notation</li> <li>-Reading rhythmic and melodic passages on the staff</li> </ul>	<ul style="list-style-type: none"> <li>- Recorder</li> <li>- Tone</li> <li>- Posture</li> <li>- B,A,G,C,D</li> <li>- Tonguing</li> <li>- Playing position</li> <li>- Resting position</li> </ul>	MU:Pr4.1.E.5 a. Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	<ul style="list-style-type: none"> <li>- Demonstrating proper posture and technique for instrumental playing</li> <li>- Creating a clear tone on the recorder.</li> <li>- Reading standard music notation and performing it on the recorder</li> </ul>	<ul style="list-style-type: none"> <li>-Students will experience the process of learning an instrument and playing in a group ensemble.</li> <li>- Students will apply their music reading skills when learning repertoire for the recorder</li> </ul>	<ul style="list-style-type: none"> <li>-Playing Assessment- First 3 notes; G,A,B</li> <li>-Concert Reflection</li> </ul>

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				MU:Pr4.3.E.5 a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances MU:Pr6.1.E.5 a. Demonstrate attention to technical accuracy in prepared and/or improvised performances			
Exploration	May - June						

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of Strings							