

# MUSIC

LENGTH OF TIME: 34 minutes, 2 times a 6-day cycle

GRADE LEVEL: 3

## COURSE STANDARDS:

Students will:

1. Demonstrate steady beat independently and with a song. (NMCS 1a, e; 2a, b; 6e; PA Std 9.1.a, b)
2. Sing in tune within his/her register. (NMCS 1a; PA Std 9.1.a, b, c)
3. Perform rhythmic patterns including (NMCS 2b, d; 5a; PA Std 9.1.a, b, c)
4. Perform double and triple meter. (NMCS 5a; 6c, e; PA Std 9.1.a, b, c)
5. Identify AB and ABA form. (NMCS 6a; PA Std 9.1.a, b, c, 9.3.f)
6. Read treble clef notes (middle C to top of staff). (NMCS 5b; PA Std 9.1.a, b, c)
7. Develop recorder skills. (NMCS 2a, b, c, d, e, f; PA Std 9.1.a, b, c, g)

## NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (K-4)

1. Singing, alone and with others, a varied repertoire of music  
Students
  - a. sing independently on pitch, in rhythm, with appropriate timbre, diction, and posture, maintaining a steady tempo
  - b. sing expressively with appropriate interpretation
  - c. memorize songs representing different cultures
  - d. sing ostinatos, partner songs, rounds
  - e. sing in groups with appropriate blend and respond to conductor cues
2. Performing on instruments, alone and with others, a varied repertoire of music  
Students
  - a. perform independently on pitch, in rhythm, with appropriate dynamics and timbre, maintaining a steady tempo
  - b. perform easy rhythmic, melodic, and chordal patterns accurately
  - c. perform music of different styles and genres expressively
  - d. echo short rhythm and melodic patterns
  - e. perform in a groups with appropriate blend/dynamics and respond to conductor cues
  - f. perform independent part while others perform contrasting part.
3. Improvising melodies, variations, and accompaniments  
Students
  - a. improvise “answers” in same style to rhythmic and melodic phrases
  - b. improvise simple rhythmic and melodic ostinato accompaniments
  - c. improvise rhythmic/melodic variations/embellishments on familiar melodies
  - d. improvise short songs using a variety of sound sources

4. Composing and arranging music within specified guidelines
  - Students
  - a. create/arrange music to accompany dramatizations and readings
  - b. create/arrange short songs within specified guidelines
  - c. compose using a variety of sound sources
5. Reading and notating music
  - Students
  - a. read whole, half, dotted half, quarter, and eighth notes/rests in 2/4, 3/4, 4/4 meter signatures
  - b. use a system to read pitch notation in major keys (treble clef)
  - c. identify and interpret dynamic, tempo, and articulation markings when performing
  - d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by teacher
6. Listening to, analyzing, and describing music
  - Students
  - a. identify simple music forms (presented aurally)
  - b. move to, answer questions about, and describe music of different styles and cultures (presented aurally)
  - c. use appropriate terminology in discussions about musical events
  - d. identify sounds of different instruments and voices
  - e. respond through movement while listening to music
7. Evaluating music and music performances
  - Students
  - a. develop criteria for evaluating performances and compositions
  - b. use appropriate music terminology to explain their personal preference for specific musical works and styles
8. Understanding relationships between music, the other arts, and disciplines outside the arts
  - Students
  - a. compare/contrast vocabulary used in the various arts
  - b. identify the ways in which principles and subject matter of other disciplines are interrelated to those of music
9. Understanding music in relation to history and culture
  - Students
  - a. identify by genre/style music from various historical periods and cultures (presented aurally)
  - b. describe in simple terms the use of musical elements in music of other cultures
  - c. identify how and why music is used in a variety of ways in their daily life
  - d. identify and describe roles of musicians in various settings and cultures
  - e. demonstrate appropriate audience behavior for style of music being performed

#### RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
  - A. Elements and principles in each Art Form
  - B. Demonstration of Dance, Music, Theatre and Visual Arts
  - C. Vocabulary Within each Art Form

- G. Function and Analysis of Rehearsals and Practice Sessions
- 9.3 Critical Response
- F. Comparisons

**PERFORMANCE ASSESSMENTS:**

Students will demonstrate achievement of the standards by:

1. Playing and reading prepared recorder pieces. NMCS 2a, b, c, e, f; 5a, b
2. Singing a familiar song in tune. Student chooses one song from a list provided by the teacher. NMCS 1a
3. Identifying AB/ABA form in a listening exercise. NMCS 6a
4. Moving appropriately to music. NMCS 6e

**DESCRIPTION OF COURSE:**

This is a general music course focusing on developing basic music skills, building on skills learned previously, and acquiring knowledge of the elements of music.

**TITLES OF UNITS:**

1. Melody
2. Rhythm
3. Recorder
4. Expression
5. Form

**SAMPLE INSTRUCTIONAL STRATEGIES:**

1. Performing
2. Listening
3. Describing
4. Moving
5. Creating

**MATERIALS:**

1. Music texts: The Music Connection, Silver-Burdett Ginn, 1995  
The Music Book; Holt, Rinehart & Winston, 1984
2. Recordings
3. Audio visual equipment
4. Teacher made materials
5. Classroom instruments
6. Recorder

**METHODS OF ASSISTANCE AND ENRICHMENT:**

1. String program
2. Assemblies
3. Coordination with classroom teachers and special education teachers to meet student needs
4. Use of Alfred Music Theory computer program

#### PORTFOLIO DEVELOPMENT:

1. Worksheets
2. Tests

#### METHODS OF EVALUATION:

1. Individual and/or small group performances (established rubrics will be given out in advance)
2. Teacher-made and/or textbook tests

#### INTEGRATED ACTIVITIES:

Discussion of song origins, composers, styles, song themes, lyrics, historic context, social context.

1. Concepts
  - music reading – treble clef
  - vocal and instrumental methods
2. Communication
  - interpretation of music
  - expressing themselves through music
3. Thinking/Problem Solving
  - sight-read a recorder piece
  - recognize repetition
4. Application of Knowledge
  - performance skill
  - memorization
  - phrasing
5. Interpersonal Skills
  - ensemble practice
  - blending and balancing music (decision making)