

MUSIC

LENGTH OF TIME: 45 minutes, once a 6-day cycle

GRADE LEVEL: 3

COURSE STANDARDS:

Students will:

1. Demonstrate steady beat independently and with a song. (NMCS RE 7.2.3a; 6e; PA Std 9.1.a, b)
2. Sing in tune within his/her register. (NMCS PR 6.1.3a; PA Std 9.1.a, b, c)
3. Perform rhythmic patterns including
(NMCS PR 4.2.3b, CR 1.1.3b; PA Std 9.1.a, b, c)
4. Perform double and triple meter. (NMCS PR 4.2.3b, CR 1.1.3b; PA Std 9.1.a, b, c)
5. Identify AB and ABA form. (NMCS PR 4.2.3a; PA Std 9.1.a, b, c, 9.3.f)
6. Read treble clef notes. (middle C to top of staff). (NMCS PR 4.2.3b; PA Std 9.1.a, b, c)
7. Expand the use of singing voice Do Re, Mi So La Do. (NMCS PR 6.1.4a; PA Std. p.1.3b)
8. Develop recorder skills. (NMCS PR 5.1.3b; PA Std 9.1.a, b, c, g)
9. Distinguish legato from staccato (NMCS PR 4.2.3b, RE 8.1.3a)
10. Identify steps, leaps and repeated notes (NMCS PR 4.2.3b)
11. Perform two-part harmony (NMCS PR 6.1.3a)

NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (K-4)

<https://nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>

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.
2. Singing a familiar song in tune. Student chooses one song from a list provided by the teacher.
3. Identifying AB/ABA form in a listening exercise.
4. Moving appropriately to music.

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
7. On-line Resources

METHODS OF ASSISTANCE AND ENRICHMENT:

1. String program
2. Assemblies
3. Coordination with classroom teachers and special education teachers to meet student needs

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)