



3rd Grade Music YSWPCS

- Curricular Strand

Melody

Objectives

1. Aurally differentiate higher or lower sound, and steps, skips and repeated notes.
2. Visually identify, demonstrate, sing, and notate melodic patterns individually, in small groups and large groups in the key of D Major or F (la-based) minor or higher:
 - 1) Sol Mi
 - 2) Sol Mi La
 - 3) Sol Mi La Do
 - 4) So Mi La Do Re
 - 5) Sol Mi La Do Re Do' Sol, La,All of the above will be taught first through song material or neutral syllables.
3. Visually identify the staff.
4. Visually identify the treble clef.
5. Visually identify and play on the soprano recorder:
(C' A D' B G)
6. Demonstrate correct fingering technique and proper tone production of the soprano recorder.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

PA 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.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Aurally differentiate higher or lower sound, and steps, skips and repeated notes.
2. Visually identify, demonstrate, sing, and notate melodic patterns individually, in small groups and large groups in the key of D Major or F (1a-based) minor or higher:

1) Sol Mi

2) Sol Mi La

3) Sol Mi La Do

4) So Mi La Do Re

5) Sol Mi La Do Re Do' Sol, La,

All of the above will be taught first through song material or neutral syllables.

3. Visually identify the staff.

4. Visually identify the treble clef.

5. Visually identify and play on the soprano recorder:

(C' A D' B G)

6. Demonstrate correct fingering technique and proper tone production of the soprano recorder.

Written Assessment

Students write missing solfege notes on a five line staff.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Unpitched Percussion

Body Percussion Visual

Kodaly Hand Sign Cards

Sol-Mi-La Flash Cards

Mi-Re-Do Flash Cards

Solfege Ladder Visual

Recordings

Rhythm Flash Cards (Four Beat Patterns)

Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Rhythm

Objectives

1. Demonstrate steady beat.
2. Respond to the cues of a conductor.
3. Differentiate beat from rhythm.
4. First, aurally interpret and orally replicate, then visually identify, demonstrate, and notate:

Duple

1. Quarter Note:Du
2. Eighth Notes:Du-De
3. Quarter Rest:arms extended, palms up
4. Half Note:Du
5. Half Rest:arms extended, palms up
6. Sixteenth Notes:Du-Ta-De-Ta
7. Dotted Half Note:Du
8. Whole Note:Du
9. Whole Rest:arms extended, palms up four times
10. Paired Sixteenth Notes:Du-De-Ta
11. Paired Sixteenth Notes:Du-Ta-De

Triple

1. Dotted Quarter Note:Du
2. Three Eighth Notes:Du-Da-Di
3. Dotted quarter rest:arms extended, palms up
4. Dotted Half Note:Du
5. Dotted Half Rest:arms extended, palms up
6. Quarter/Eighth Note Patterns:Du-De
6. Visually identify bar line, measure, and unpitched symbols.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

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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.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)**Observational Assessment**

Students can...

1. Demonstrate steady beat.
2. Respond to the cues of a conductor.
3. Differentiate beat from rhythm.
4. First, aurally interpret and orally replicate, then visually identify, demonstrate, and notate:

Duple

1. Quarter Note:Du
2. Eighth Notes:Du-De
3. Quarter Rest:arms extended, palms up
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7. Dotted Half Note:Du
8. Whole Note:Du
9. Whole Rest:arms extended, palms up four times
10. Paired Sixteenth Notes:Du-De-Ta

11. Paired Sixteenth Notes:Du-Ta-De

Triple

1. Dotted Quarter Note:Du
2. Three Eighth Notes:Du-Da-Di
3. Dotted quarter rest:arms extended, palms up
4. Dotted Half Note:Du
5. Dotted Half Rest:arms extended, palms up
6. Quarter/Eighth Note Patterns:Du-De
7. Visually identify bar line, measure, and unpitched symbols.

Written Assessment

Students are given a musical note, and they identify how many beats it receives.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Unpitched Percussion

Body Percussion Visual

Kodaly Hand Sign Cards

Sol-Mi-La Flash Cards

Mi-Re-Do Flash Cards

Solfege Ladder Visual

Recordings

Rhythm Flash Cards (Four Beat Patterns)

Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Harmony

Objectives

1. Sing and hear songs with varying tonalities.
2. Speak and play simple ostinati.
3. Sing root melodies of songs using tonic and dominant in major and minor on a neutral syllable.
4. Sing and play partner songs, rounds, and canons.
5. Play simple two-part harmony on the soprano recorder.

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Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

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Assessment(s)**Observational Assessment**

Students can...

1. Sing and hear songs with varying tonalities.
2. Speak and play simple ostinati.
3. Sing root melodies of songs using tonic and dominant in major and minor on a neutral syllable.
4. Sing and play partner songs, rounds, and canons.
5. Play simple two-part harmony on the soprano recorder.

Written Assessment

Students identify major and minor tonalities by ear.

Related Materials

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Form

Objectives

1. Aurally and visually demonstrate phrase length.
2. Aurally and visually demonstrate phrases that are the same and different.
3. Aurally and visually demonstrate AB form.
4. Aurally and visually demonstrate ABA form.
5. Aurally and visually identify and demonstrate repeat sign.
6. Aurally and visually identify canon and rondo.

7. Visually identify the double bar line, D.C. al fine, Fine, and first and second endings.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

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Assessment(s)

Observational Assessment

Students can...

1. Aurally and visually demonstrate phrase length.
2. Aurally and visually demonstrate phrases that are the same and different.
3. Aurally and visually demonstrate AB form.
4. Aurally and visually demonstrate ABA form.
5. Aurally and visually identify and demonstrate repeat sign.
6. Aurally and visually identify canon and rondo.
7. Visually identify the double bar line, D.C. al fine, Fine, and first and second endings.

Written Assessment

Students write definitions for Introduction, Interlude, and Coda.

Related Materials

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Tone Color

Objectives

1. Demonstrate whispering, speaking, singing, and calling voice.
2. Play various pitched and unpitched classroom instruments.
3. Visually and aurally identify the families of the orchestra.

National Standards for Music Ed.

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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.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Demonstrate whispering, speaking, singing, and calling voice.
2. Play various pitched and unpitched classroom instruments.
3. Visually and aurally identify the families of the orchestra.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Unpitched Percussion

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Expressive Elements

Objectives

1. Discriminate and respond to loud and soft through movement, playing, singing, and discussion.
2. Discriminate and respond to fast and slow through movement, playing, singing, and discussion.
3. Participate in developmentally appropriate melodic, rhythmic, and movement improvisation.
4. Visually and aurally identify and demonstrate forte and piano.
5. Visually and aurally identify and demonstrate crescendo and decrescendo.
6. Visually and aurally identify and demonstrate accent.

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Assessment(s)

Observational Assessment

Students can...

1. Discriminate and respond to loud and soft through movement, playing, singing, and discussion.
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4. Visually and aurally identify and demonstrate forte and piano.
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History and Culture

Objectives

1. Identify varying uses of music in daily life.
2. Participate in folk songs and dances from the United States of America and other cultures.
3. Hear and move to music of many historical periods.

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9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Identify varying uses of music in daily life.
2. Participate in folk songs and dances from the United States of America and other cultures.
3. Hear and move to music of many historical periods.

Related Materials

Piano

Seating Chart

Rules Posted

Markers

Marker Board

Unpitched Percussion

Body Percussion Visual

Kodaly Hand Sign Cards

Sol-Mi-La Flash Cards

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Solfege Ladder Visual

Recordings

Rhythm Flash Cards (Four Beat Patterns)

Technology Integration

Recording Through Sound System

Projector to Show Visuals

- Curricular Strand

Aesthetic and Critical Response

Objectives

1. Describe responses to recorded and/or live performances.
2. Evaluate performances heard/seen in terms of quality and expectation.

National Standards for Music Ed.

Singing, alone and with others, a varied repertoire of music.

Performing on instruments, alone and with others, a varied repertoire of music.

Improvising melodies, variations, and accompaniments.

Reading and notating music.

Listening to, analyzing, and describing music.

Understanding music in relation to history and culture.

OCDEL Standards

N/A

PA Common Core Standards for Reading and Writing in History and Social Studies

N/A

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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.

9.1.3.J:

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Assessment(s)

Observational Assessment

Students can...

1. Describe responses to recorded and/or live performances.
2. Evaluate performances heard/seen in terms of quality and expectation.

Related Materials

Technology Integration

Recording Through Sound System

Projector to Show Visuals