

# Third Grade: Music Curriculum

## Unit: Recorders

Time: September-December

### Essential Questions

- Can I play the recorder using the correct practices?
- Will I be able to name a note from the music staff as well as know the correct fingering?
- Can I create my own melody on a staff and then play it?
- Am I capable of correctly playing the concert pieces for an audience?

### Enduring Understandings

- I can play the recorder using all proper playing techniques.
- I am able to name the notes by their placement on the staff and demonstrate the proper fingerings.
- I can create an original melody and then play it.
- I am capable of correctly playing the concert music for an audience.

### Practices

Select, Analyze, Interpret, Present, Evaluate

## Standards:

1.3.A.5.Pr4a- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.  
 1.3A.5.Pr4b- Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance  
 1.3A.5.Pr4c - Analyze selected music by reading and performing standard notation  
 1.3A.5.Pr4d- Explain how context informs performances  
 1.3A.5.Pr4e - Convey creators intent through the performers' interpretive decisions of expanded expressive qualities (dynamics, etc.)  
 1.3A.5.Pr5a - Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance  
 1.3A.5.Pr5b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time  
 1.3A.5.Pr6a- Perform music, alone or with other with expression, technical accuracy, and appropriate interpretation  
 1.3A.5.Pr6b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time  
 1.3A.5.Re8a- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music  
 1.3A.5.Re9a- Demonstrate and explain how the expressive qualities (e.g. dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent  
 1.3A.5.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

### Benchmark Assessment(s)

- SWBAT demonstrate technical skills: Posture and holding position, forming the embouchure, and tonguing. The teacher will use visual and auditory assessments. **(1.3A.5.Pr5a, 1.3A.5.Pr5b)**
- SWBAT identify of music notes on lines and spaces of the treble staff, especially B, A, G, & C, to be assessed through recorder playing and written exercises. **1.3A.5.Pr5c**

### Other Assessments

- ✓ Exercises from the "Recorder Karate" workbook

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- SWBAT improvise short melodies using the notes B, A, G, & C by creating original compositions in the designated exercises. Visual and auditory assessments will be utilized. **1.3A.5.Pr4c**
- SWBAT perform two to three recorder songs in a concert demonstrating technical skills, music reading, musical styles, and performance etiquette. The teacher will use a video recording of the performance to assess the students **1.3A.5.Pr5a, 1.3A.5.Pr5b, 1.3A.5.Pr4b/c/e**

## Materials

- Recorder Karate method book
- Soprano Recorders

## SUGGESTED ACTIVITIES

- Use the exercises in the *Recorder Karate* method book to gradually introduce more notes and more challenging rhythms.
- Show & demonstrate visual pictures on correct posture and embouchure.
- Use written exercises and *Note Name Bingo* for practice with note names
- Use the “challenge” exercises in the *Recorder Apprentice* book as assessments and keep track of student progress on a posted progress chart.

## REINFORCEMENT

- Hand over hand assistance with finger positions on the recorder
- Written or visual assignments on differentiating between notes on the line and notes in the space

## ENRICHMENT

- Learning additional notes and fingerings such as D, F#, and E
- Playing C in two different octaves

## Suggested Websites

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## Suggested Materials

- Recorder Karate method book Teacher’s Edition with accompaniment CD
- Projector
- Smartboard
- Note Name Bingo
- Stations reinforcing note names/rhythms

## Cross-Curricular Connections

CR/LL/KS: 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process

SEL- Recognize the skills needed to establish and achieve personal and educational goals

ELA-SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

# Third Grade: Music Curriculum

**Unit:** Musical Concepts

**Time:** December- March

**Standards:**

## Essential Questions

- What do the dynamic markings mean?
- Can you identify the form in the music as either AB or ABA?
- Does the melody move up, down, in steps, in skips, and/or repeated notes?
- What is the tempo of the music?

**Practices:** Plan, Make, Evaluate, Refine, Select, Analyze, Interpret, Rehearse

## Enduring Understandings

- I can recognize and identify dynamic markings as ff, f, mf, mp, p, pp, crescendo, and decrescendo.
- I can identify the form in the music.
- I can tell whether the music is moving up, down, in skips, stepwise, or in repeated notes
- I can identify the tempo as fast, medium, or slow.

1.3A.5.Cr2a- Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context

1.3A.5.Cr2b- Use standard and/or iconic notations and/or recording technology to document personal rhythmic, melodic, and tow-chord harmonic idas

1.3A.5.Cr3a- Evaluate, refine, and document revisions o personal music, applying collaboratively developed criteria, showing improvement over time, and explaining rationale for change

1.3A.5.Cr3b- Present to others final versions of personally and collaboratively create music that demonstrate craftsmanship. Explain connection to expressive intent

1.3A.5.Pr4a- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr4b- Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance

1.3A.5.Pr4c - Analyze selected music y reading and performing standard notation

1.3A.5.Pr4d- Explain how context informs performances

1.3A.5.Pr4e- Covey creator's intents through the performers' interpretive decisions of expanded expressive qualities

1.3A.5.Pr5b - Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time

1.3A.5.Pr6a- Performmusic, alone or with others, with expression, technical accuracy and appropriate interpretation

1.3A.5.Re8a- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music

1.3A.5.Reg9a- Demonstrate and explain how the expressive qualities (e.g. dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent

1.3A.5.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

# Third Grade: Music Curriculum

## Benchmark Assessment(s)

- SWBAT: Identify musical elements such as rhythm, timbre, dynamics, form, and melody.
  1. (Dynamics) Identify dynamics and dynamic markings as ff, f, mf, mp, p, pp, crescendo, and decrescendo in listening activities as well as demonstrate it in the voice. The teacher will audibly assess if the student is using the voice correctly. **1.3A.5.Pr5b/e**
  2. (Form) Identify the forms of AB and ABA. **1.3A.5.Pr4b**  
(Melody) Identify upward/downward, step/leap, and repeated note patterns in a melody. **1.3A.5.Pr5b**
  3. (Tempo) Identify the tempo of music by listening to the beat given before each *Recorder Apprentice* exercise as well as watching the conductor (teacher). Visual and auditory assessment should be used. **1.3A.5.Pr5b**

## Other Assessments

- ✓ Demonstrating these elements of music while playing the recorder
- ✓ Dress Rehearsals and Performances

## Materials

- Spotlight on Music Grade 3

## SUGGESTED ACTIVITIES

- Dynamics:
  - Sing known songs getting louder and softer with the teacher using visual cues
  - Perform movements to show changes in dynamics.
- Form:
  - Perform contrasting movements to show the contrasting movements to show the contrasting sections of an ABA song.
  - Perform contrasting rhythms to show the sections of AB form.
- Melodic Direction:
  - Perform on a mallet instrument phrases with notes that move up, move down, and repeat.
  - Students move to show melodic contour.
- Tempo:
  - Show tempo changes by creating and performing a rhythm ostinato accompaniment to recorded music.

## REINFORCEMENT

- Simplify a dynamics lesson to just loud (f) and soft (p)
- Experience changing tempos of known songs

## ENRICHMENT

- Introduce tempo vocabulary such as andante, adagio, largo, and presto
- Identify a more challenging song form

## Suggested Websites

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## Suggested Materials

- Spotlight on Music Grade 3

# Third Grade: Music Curriculum

- Classroom Instruments

## **Cross-Curricular Connections**

21<sup>st</sup> Century Skills- CRP2. Apply appropriate academic and technical skills.

CR/LL/KS: 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process

SEL- Recognize the skills needed to establish and achieve personal and educational goals

ELA- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

# Third Grade: Music Curriculum

**Unit:** Instrument Families

**Time:** March-June

**Standards:**

## Essential Questions

- Can I name the instruments of the orchestra?
- What are the four instrument families?
- Can I identify an instrument by sound only?
- Can I group instruments into families by physical characteristics?

## Enduring Understandings

- I know the names of the instruments of the orchestra.
- I can name the four instrument families.
- I can identify an instrument by hearing its sound.
- I know which family an instrument belongs to by its physical characteristics.

1.3A.5.Pr4e - Convey creators intent through the performers' interpretive decisions of expanded expressive qualities (dynamics, etc.)  
 1.3A.5.Pr6a- Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation  
 1.3A.5.Re8a- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music  
 1.3A.5.Re9a- Demonstrate and explain how the expressive qualities (e.g. dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent  
 1.3A.5.Cn10a- Demonstrate how interest, knowledge and skills related to personal choices and intent when creating, performing and responding to music..  
 1.3A.5.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

## Practices:

Select, Analyze, Interpret, Evaluate

## Benchmark Assessment(s)

- SWBAT recognize that instruments have individual distinctive sounds-timbre by listening to different instruments being played or by listening to recordings of different instruments. The teacher can use different activities with listening examples, such as Instrument Bingo, as assessments. **1.3A.5.Pr4e**
- SWBAT identify the four instrument families and differentiate characteristics between instruments in the string, brass, woodwind, and string families by sound and/or physical characteristics. An instrument family grouping worksheet can be used for an assessment. **1.3A.5.Pr4e**

## Other Assessments

- ✓ Instrument Bingo

## Materials

- Instrument Bingo
- BrainPop

# Third Grade: Music Curriculum

## SUGGESTED ACTIVITIES

- Utilize the interactive website presented by Carnegie Hall: “The Young Person’s Guide to the Orchestra Listening Adventure”. (website below)
- Play Instrument Bingo
- Use the Mimio/Smartboard to place pictures of the instruments in categories such as scraped, struck, and shaken.
- Attend the presentation by the 4<sup>th</sup> grade band where all of the instruments are demonstrated by family and type for the audience.

## REINFORCEMENT

- Utilize a modified worksheet assignment with 1 instrument choice per family.
- Differentiate between two instruments only in a listening example

## ENRICHMENT

- Challenge students to categorize other instruments not found in the orchestra such as a saxophone or instruments from eastern countries

## Suggested Websites

- <http://listeningadventures.carnegiehall.org>
- <https://www.brainpop.com/games/sortifymusicalinstruments>
- <http://lessonplanspage.com/musicfourcornersmusicalinstrumentfamilygamek3-htm>
- <http://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3>

## Suggested Materials

- Instrument Bingo
- Mimio/Smartboard

## Cross-Curricular Connections

CR/LL/KS: 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process

CRP11. Use technology to enhance productivity.

SEL- Recognize the skills needed to establish and achieve personal and educational goals

ELA- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

# Third Grade: Music Curriculum

## Unit: Performance

Time: September -  
March Concert

### Essential Questions

- How do I sing with my “head” voice?
- How should I sit or stand when I’m singing?
- When should I take a breath during a song?
- What did I do well during the concert and what can I improve?

### Practices:

Select, Analyze, Interpret, Rehearse, Evaluate,  
Refine

### Enduring Understandings

- I can sing a variety of songs using a pure tone (not yelling or shouting).
- I can sit or stand tall while singing.
- I know to breathe at the end of a phrase when singing.
- I can critique our concert with positive comments and constructive criticism.

## Standards:

1.3.A.5.Pr4a- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students’ technical skill.  
1.3.A.5.Pr4b- Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance  
1.3.A.5.Pr4c - Analyze selected music y reading and performing standard notation  
1.3.A.5.Pr4d- Explain how context informs performances  
1.3.A.5.Pr4e - Convey creators intent through the performers’ interpretive decisions of expanded expressive qualities (dynamics, etc.)  
1.3.A.5.Pr5b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time  
1.3.A.5.Pr6a- Perform music, alone or with other with expression, technical accuracy, and appropriate interpretation  
1.3.A.5.Pr6b- Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time  
1.3.A.5.Re7a- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts  
1.3.A.5.Re7b- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e. social, cultural, historical)  
1.3.A.5.Re8a- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music  
1.3.A.5.Re9a- Demonstrate and explain how the expressive qualities (e.g. dynamics, tempo, timbre, articulation) are used in performers’ and personal interpretations to reflect expressive intent  
1.3.A.5.Cn10a- Demonstrate how interest, knowledge and skills related to personal choices and intent when creating, performing and responding to music..  
1.3.A.5.Cn11a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life



# Third Grade: Music Curriculum

## Benchmark Assessment(s)

- SWBAT demonstrate ability to perform on pitch using correct posture and proper breathing techniques for phrasing and tone production. **1.3A.5.Pr4a-e**
- SWBAT read and perform music from a score containing D.C., D.S., fine, coda, first and second endings. **1.3A.5.Pr4e**
- SWBAT participate in a large group musical performance using singing and movement to demonstrate a cumulative performance of concepts learned during music class. **1.3A.5.Pr5a, 1.3A.5.Pr5b**
- SWBAT apply the principles of positive critique, basic arts elements, and the theme in works, in giving and receiving responses to video performances, school performances, and recordings of personal performances **1.3A.5.Pr6a, 1.3A.5.Pr6b**

## Other Assessments

- ✓ Teacher observation
- ✓ Dress Rehearsals and Performances

## Materials

- Spotlight on Music Grade 3
- Knowlton Township Elementary School Music Library & Accompanying mp3 or CD.

## SUGGESTED ACTIVITIES

- Sing known songs getting louder and softer with the teacher using visual cues.
- Learn and read new songs containing D.C., D.S., fine, coda, first and second endings.
- Find silences in a song and then breathe during those silences.
- Practice and Perform for an audience
- After completion of the concert, watch the video recording of the performance. Critique the performance by naming what was performed well and what could be improved for 4th grade.

## REINFORCEMENT

- The teacher can demonstrate proper and improper vocal techniques as examples

## ENRICHMENT

- Offer solo opportunities in class and in concerts

## Suggested Websites

## Suggested Materials

- Spotlight on Music Teacher Edition Grade 3
- Video camera
- KTES Music Library

## Cross-Curricular Connections

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CR/LL/KS: 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process

SEL- Recognize the skills needed to establish and achieve personal and educational goals

L/A- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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