



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA: General Music **COURSES/GRADE LEVEL(S): 3rd Grade**

Children of this age are active, imaginative, and enjoy being challenged in their learning environment. Attention span is increasing and students are able to focus on a particular activity for more extended periods of time. By the time they have reached third grade, many students easily sing on pitch, although continued practice in this area is necessary to maintain a healthy and pleasing quality. Tonal and rhythmic memory continues to improve, and students are increasingly aware of accurate musical performance in themselves and others. Many students are in the beginning stages of becoming independent singers and will benefit from additional instruction in the musical ensembles that are available to them both in and out of school. Third grade students enjoy working both by themselves and in groups, and are ready to participate in activities that require focus, critical and creative thinking, and problem solving skills.

Third grade music also includes a five-week unit on learning to play recorders. Learning to play recorders includes proper playing position, breath control, tonguing technique and reinforces note and rhythm reading. This instrumental experience combines together the musical elements students have learned: pitch, rhythm, melody, and form.

I. Course Overview

First, Second, and Third Graders receive music instruction for one 40 minute period per week. Activities include singing, dancing, playing instruments, and the development of basic skills in the rudiments of music theory. Students will continue their work in the basics of musicianship, including: development of appropriate singing voice, reading and writing of melodic and rhythmic notation, study of form, meter, dynamics, and other relevant musical concepts. In addition, students in all grades experience many types of music (American folk music, world music, classical and contemporary styles) through listening, moving and playing. Movement is an integral part of the curriculum, reinforcing many important musical concepts. Critical and creative thinking is valued and encouraged in all grade levels.

Students in Grade Three are also encouraged to participate in one of the performing groups available to all interested students: Chorus, Tone Chime Ensemble, and/or String Ensemble. These ensembles are a wonderful way for students to gain additional musical experience and the special feeling of accomplishment that comes with being part of a performing group.

The broad objectives of the music program of Chatham elementary schools are as follows:

- To awaken aesthetic values in students and develop a lasting appreciation of music.
- To provide a rich, varied program where each pupil has an opportunity to develop his/her own musical abilities and talents.
- To familiarize students with the language of music notation, symbols, and terminology.
- To develop an awareness and appreciation of current music trends and innovations as well as styles and composers of the past.
- To become more knowledgeable consumers and performers of music by developing the skills needed to evaluate music literature.

II. Units of Study



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- 1.1 Music: The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in Music.
1.1.5.B.1, 1.1.5.B.2
- 1.2 Music: History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
1.2.5.A.2, 1.2.5.A.3
- 1.3 Music: Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in Music.
1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4
- 1.4 Music: Aesthetic Responses (A) & Critique Methodologies (B):** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to musical works.
1.4.5.A.1, 1.4.5.A.2, 1.4.5.B.2, 1.4.5.B.4
- 9.1 21st Century Life & Career Skills: Critical Thinking and Problem Solving (A); Creativity and Innovation (B); Collaboration, Teamwork and Leadership (C); Cross-Cultural Understanding and Interpersonal Communication (D); Communication and Media Fluency (E); Accountability, Productivity, and Ethics (F):** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **9.1.4.A.1, 9.1.4.A.2, 9.1.4.A.3, 9.1.4.A.5, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.2, 9.1.4.E.1, 9.1.4.E.3, 9.1.4.E.4, 9.1.4.F.2, 9.1.4.F.3**

III. Learning Objectives



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1.1 Music: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in Music. **1.1.5.B.1, 1.1.5.B.2**

Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.

The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

Complex scores may include compound meters and the grand staff.

Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.

1.2 Music: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. **1.2.5.A.2, 1.2.5.A.3**

Music from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works

The function and purpose of music-making across cultures is a reflection of societal values and beliefs.

Art and culture reflect and affect each other.

Characteristic approaches to content, form, style, and design define musical genres..

Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

1.3 Music: Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in Music.

1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4

Improvisation is a foundational skill for music composition.

Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.

Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.

Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.

The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

Complex scores may include compound meters and the grand staff.

Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.

Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills.

Individual voice ranges change with time.

Works of music may be organized according to the functions and artistic purposes (e.g., genres, mediums, messages, themes).

1.4 Music: Aesthetic Responses (A) & Critique Methodologies (B): All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to musical works.

1.4.5.A.1, 1.4.5.A.2, 1.4.5.B.2, 1.4.5.B.4

Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.

Active listening with focus, intent, and understanding is an important component of full appreciation of the performing arts and the foundation for language development.

9.1 21st Century Life & Career Skills: Critical Thinking and Problem Solving (A); Creativity and Innovation (B); Collaboration, Teamwork and Leadership (C); Cross-Cultural Understanding



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and Interpersonal Communication (D); Communication and Media Fluency (E); Accountability, Productivity, and Ethics (F): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **9.1.4.A.1, 9.1.4.A.2, 9.1.4.A.3, 9.1.4.A.5, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.2, 9.1.4.E.1, 9.1.4.E.3, 9.1.4.E.4, 9.1.4.F.2, 9.1.4.F.3**

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)



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1.1 Music: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in Music.

1.1.5.B.1, 1.1.5.B.2

- *How do the basic elements of Pitch, Rhythm, Expression, Form, and Timbre contribute to musical unity?
- *What is the difference between a round and a partner song?
- *When “do” is on a line or space, where are re, mi, sol, la and (high) do?
- *What is the musical alphabet?
- *What is a chord?
- *Can students name each note/rest and how many beats they are worth?
- *Can students explain how a dot changes the value of a note?
- *What do the numbers in a time signature tell us?
- *What is the order of dynamic markings from softest to loudest or loudest to softest?
- *What is the order of tempo markings from slowest to fastest or fastest to slowest?
- *Which category of musical elements determines how music makes you feel?
- *What are the four categories of classroom instruments?
- *What characteristics make brass and woodwind instruments unique to their family and why are some instruments difficult to categorize?
- *How does moving to music help you understand form?

1.2 Music: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.5.A.2, 1.2.5.A.3

- *Can students name major composers reviewed in class and recall information discussed about their compositional style?
- *How do composers use pitch, rhythm, expression, form, and timbre to create their compositions?
- *What are the purposes for music in different cultures?
- *How have changes in technology influenced music?
- *Have students developed an appreciation for diverse musical genres?
- *Do students respect the musical taste of peers and other world cultures?

1.3 Music: Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in Music.

1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4

- *Can students describe what an audience member’s behavior should look and sound like?
- *Can students describe what a performer’s behavior should look and sound like?
- *What are the elements of positive participation in classroom activities?
- *Why is it important for ensembles to work as a team?
- *What is the difference between a solo, duet, trio, quartet or chorus performance?
- *Can students demonstrate the order of dynamic markings from softest to loudest?
- *Can students demonstrate the order of tempo markings from slowest to fastest?
- *Can students define the musical elements that determine how music makes you feel?

1.4 Music: Aesthetic Responses (A) & Critique Methodologies (B): All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to musical works.

1.4.5.A.1, 1.4.5.A.2, 1.4.5.B.2, 1.4.5.B.4

- *What comes to mind when listening to this music? How does the music make you feel?
- *Which musical elements determine how music makes you feel?
- *What are the elements of positive participation during active listening?

Unit 6: Recorder

Music: 1.1 The Creative Process; 1.3 Performance; 1.4 (A,B) Aesthetic Responses & Critique Methodologies

21st Century Life & Career Skills: Critical Thinking and Problem Solving;

Collaboration, Teamwork, and Leadership; Accountability, Productivity, and Ethics

- *What is the correct playing position for the recorder and why?
- What is the syllable used when using the proper tonguing technique?**
- *Can you identify and play B, A, and G on the music staff?
- *How can you tell if music has 2, 3 or 4 beats per measure?

V. Key Performance and Benchmark Tasks



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1.1 Music: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in Music. **1.1.5.B.1, 1.1.5.B.2**

Identify and perform notes on the treble music staff
Pitch matching during singing games
Speaking/playing simple rhythm patterns
Accompany songs using classroom instruments
Rehearsal/Concert performance
Accurate performance of ostinatos, rounds, partner songs, and unison repertoire.
Accuracy in pronunciation of foreign language terms

1.2 Music: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. **1.2.5.A.2, 1.2.5.A.3**

Analyze elements of music through listening maps (textbook and digital)
Compare and contrast compositions of various composers/genres
Rehearsal/Concert performance
Accurate memorized performance of ostinatos, rounds, partner songs, and unison repertoire

1.3 Music: Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in Music. **1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4**

Demonstrate ability to sing with appropriate dynamics and tempos.
Describe expressive and characteristic elements of music.
Vocal exploration (head vs. chest voice) and echo singing
Rehearsal/Concert performance

1.4 Music: Aesthetic Responses (A) & Critique Methodologies (B): All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to musical works. **1.4.5.A.1, 1.4.5.A.2, 1.4.5.B.2, 1.4.5.B.4**

Analyze expressive elements of music through active listening and movement
Compare and contrast compositions of various composers/genres
Describe mood(s) of various compositions
Rehearsal/Concert performance

9.1 21st Century Life & Career Skills: Critical Thinking and Problem Solving (A); Creativity and Innovation (B); Collaboration, Teamwork and Leadership (C); Cross-Cultural Understanding and Interpersonal Communication (D); Communication and Media Fluency (E); Accountability, Productivity, and Ethics (F): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **9.1.4.A.1, 9.1.4.A.2, 9.1.4.A.3, 9.1.4.A.5, 9.1.4.B.1, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.2, 9.1.4.E.1, 9.1.4.E.3, 9.1.4.E.4, 9.1.4.F.2, 9.1.4.F.3**

Self-discipline for maintaining rehearsal/performance etiquette
Demonstrate ability to employ principles of rehearsal/performance etiquette in ensemble activities, including care for classroom materials.
Evaluate concert performance and audience behavior

Unit 6: Recorder

Music: The Creative Process; Performance; Aesthetic Responses & Critique Methodologies
21st Century Life & Career Skills: Critical Thinking and Problem Solving;
Collaboration, Teamwork, and Leadership; Accountability, Productivity, and Ethics

Read and play songs on recorders using B, A, and G
Holding and playing the recorder with the correct fingerings, notes and rhythms.

VI. Instructional Materials

Textbook series (including but not limited to):



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Share the Music, Game Plan, Making Music, Music Connection, Spotlight on Music

Singing games and folk songs

Concert repertoire from a variety of cultures and composers

Classroom instruments

SMARTBoard

Software applications (Groovy Music, Silver Burdett Animated Listening Maps, etc.)

Online resources (performance examples, websites, etc.)

Teacher-designed activities

Teacher-designed reflective activities

Curwen hand sign charts

Books and media about composers of various time periods

Media relating to instrumental and choral music

Guide questions designed to lead reflective opportunities

Recorders

Grade-level appropriate repertoire (published and teacher-designed)

Ed Sueta and other recorder method books