

CURRICULUM MAP

Course Title: Music – 3rd Grade

UNIT/ORGANIZING PRINCIPLE:

Music Literacy

PACING:

UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p>1) Sings alone and with others, a varied repertoire of music.</p> <p>2) Performs on instruments, alone and with others, a varied repertoire.</p> <p>3) Improvises melodies variations and accompaniment</p>	<p>Student’s perspective:</p> <p>I can recognize music in 4/4 time signature.</p> <p>I can define and demonstrate the following elements of music: timbre, dynamics, tempo and melody.</p> <p>I can recognize eighth note s and eighth note rests.</p> <p>I can demonstrate, while performing, adagio and largo tempos.</p> <p>I can name the notes from middle C to A on the treble clef staff.</p>	<p>1. Sings on pitch and in rhythm Sings with appropriate timbre for their age level.</p> <p>Performs with clear diction and proper posture.</p> <p>Maintains a steady tempo for the duration of the song.</p> <p>Sings expressively, with appropriate dynamics, phrasing and</p>	<p>Quarter notes</p> <p>8th notes</p> <p>Whole Notes</p> <p>Rests</p> <p>Half notes</p> <p>16th notes</p> <p>Tempo</p> <p>Rhythm</p> <p>Pitch</p> <p>Dynamics</p> <p>“Musical road</p>	<p>Identify crescendo, decrescendo, fermata, rounds</p> <p>Identify Star spangled Banner as National Anthem</p> <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance.</p> <p>Identify roles of composer, conductor</p>

<p>4) Composes and arranges music within specified guidelines.</p>	<p>I can recognize music that is major and minor. (aurally)</p>	<p>interpretation.</p>	<p>signs” Solfege</p>	<p>Identify timbre of different musical instruments.</p>
<p>5) Reads and notates music.</p>	<p>I can define the following music elements: ABA, repeat signs, verse/chorus.</p>	<p>Maintains and develops positive singing habits. (proper diction and vowel placements).</p>	<p>Composer</p> <p>Conductor</p>	<p>Analyze forms AB, ABA, verse/refrain</p>
<p>6) Listening to, analyzing, describing and responding to music.</p>	<p>I can recognize woodwind instruments and describe how the sound is made.</p>	<p>Responds to cues of a conductor when singing as part of a group. Demonstrates the appropriate response to basic conducting patterns (2, 3 and 4).</p>	<p>Orchestra</p> <p>Strings</p> <p>Woodwinds</p> <p>Brass</p> <p>Percussion</p> <p>Improvise</p>	<p>Identify Scott Joplin as a composer from Missouri</p> <p>Identify diction, phrasing, musical ensembles and variations.</p>
<p>7) Evaluating music and music performances</p>	<p>I can sing alone and with others a varied repertoire of music.</p>	<p>Follows cut-offs and cues in a piece of music.</p>	<p>Jazz</p>	<p>Identify standard pitch notation in treble clef one ledger line above and below clef.</p>
<p>8) Understands the relationship between music, history and culture</p>	<p>I can describe similar and different characteristics of Native American, and Traditional Appalachian using music terminology.</p> <p>I can demonstrate the ability to improvise simple melodies with voice, recorder and barred instruments.</p> <p>I can demonstrate the ability</p>	<p>Differentiates between genres of music styles. Demonstrates knowledge of musical styles (Jazz, Classical, Folk Songs, Multi-Cultural).</p>		<p>Identify standar symbols for dynamics, tempo, and articulations.</p> <p>Identify secular, sacred, opera, and ballet music</p> <p>Identify SATB form.</p>

	<p>to perform with blend and balance in an ensemble. I can sing music of the Colonial American period.</p> <p>I can clap and count easy rhythmic patterns using whole, half, quarter notes and rests.</p> <p>Teachers' perspective:</p> <p>Identify and demonstrate quarter notes, 8th notes, quarter rests, half notes, and 16th notes.</p> <p>Identify and perform melodies with do-re-mi-so-la, low la, low so.</p> <p>Identify and perform reat signs and musical endings.</p> <p>Match pitch vocally and with piano.</p> <p>Follow conductor's cues: soft, loud, start, stop.</p> <p>Students perform in area music performances.</p>	<p>2. Performs on pitch, in rhythm, with appropriate dynamics and tempo.</p> <p>Recognizes dynamic markings in music and responds accordingly to them. (i.e. : f, p, ff, pp, mf, mp). Follows tempo markings in music. (i.e. largo, andante, allegro).</p> <p>Performs rhythmic, melodic and chordal, patterns on classroom instruments.</p> <p>Performs appropriate rhythm on pitched and non-pitched instruments. (i.e. drum, maraca,</p>		<p>Celebrate music/culture of:</p> <p>African American history Spanish (5 May) Irish (St. Patricks' Day) Easter Thanksgiving Kwanza Christmas Hanukkah Veteran's Day</p> <p>Compose jingle music/lullabies</p> <p>Study music of Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary Periods.</p>
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		<p>claves). Performs written melodic patterns on pitched instruments. (i.e.: Orff Instruments, keyboards, bells).</p> <p>Knows a varied repertoire of music. Demonstrates ability to sight-read music from a variety of genres.</p> <p>Performs in groups Listens to other performers to create a unified sound.</p> <p>Learns scales and simple melodies and chords. Demonstrates C scale and chord ability on keyboards and Orff instruments.</p>		
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		<p>Performs independent instrumental parts Performs an accompaniment part independently as a class accompaniment</p> <p>3. Improvise simple rhythmic and melodic patterns using a variety of classroom instruments. Improvise melodically using a pentatonic scale appropriate for the piece of music.</p> <p>Improvise rhythmically using quarter and eighth notes. Improvise short instrumental pieces using a</p>		
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		<p>variety of sound sources.</p> <p>4. Create original lyrics, introductions and codas. Will create a four-measure introduction and coda, given a set of musical notes and rhythmic values.</p> <p>Create the text of a four-line song with the use of rhyming words in lines two and four.</p> <p>5. Read and write rhythmic and melodic patterns using standard symbol notations. Recognition and usage of quarter, eighth, half, sixteenth and whole notes and</p>		
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		<p>their equivalent rests.</p> <p>Use symbols and terms for dynamics, tempo and articulations.</p> <p>Recognize, perform and notate the following rhythmic symbols: quarter note, half note, whole note, eighth note, half rest, whole rest, quarter rest and eighth rest.</p> <p>Recognize, perform and notate the following dynamic symbols: f, mf, mp, p, ff, pp, >, <.</p> <p>6. Identify simple musical forms.</p> <p>Differentiate</p>		
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		<p>between AB, ABA and Rondo forms.</p> <p>Identify and classify the sounds of a variety of instruments. Identification of instrumental and appropriate classification. (i.e. brass, woodwinds, strings, percussion and keyboard)</p> <p>7. Knows appropriate terminology used to explain music. Describes basic components of music using musical terminology. (i.e. harmony, form, tone colors.)</p> <p>Identifies sounds</p>		
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		<p>of a variety of instruments. Recognizes tone color of different instruments.</p> <p>Knows music of various styles representing diverse cultures. Demonstrates knowledge of multi-cultural songs from South America, Asia, Africa and Europe.</p> <p>Demonstrates and applies knowledge of musical styles. (i.e. ballet, blues, classical, country, folk, jazz, march, musical, multi-cultural, opera, rock, rap and spirituals).</p> <p>Knows appropriate terminology used</p>		
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		<p>to explain music, music notation, musical instruments, voice and musical performances.</p> <p>8. Identify and describe roles of musicians in various musical settings and cultures.</p> <p>Describe current job opportunities in the field of music world round and how they relate to our lives.</p> <p>Identify ways other subjects relate to music.</p> <p>Relate music to other subjects such as: art, social studies, language arts and math.</p> <p>Discovery of the similarities in</p>		
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		subjects and how they have worked simultaneously throughout history.		
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