Course Title: General Music

Subject: Visual & Performing Arts

Grade Level: 3

Duration: Two 40 minutes classes per six day cycle

Prerequisite: none

Elective or Required: required

Visual & Performing Arts Mission Statement:

The Glen Ridge Public Schools are dedicated to offering every student access to a balanced, comprehensive, cohesive, and sequential program of study in the performing arts. An education in the arts is an essential part of the academic curriculum for the achievement of both social and personal growth. Performance, as part of the core curriculum, ensures the development of imagination, expression, critiquing and performing skills, confidence and self-esteem in students. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. The performing arts contribute to the growth of students into life-long learners, by nurturing their abilities and interests, developing their diversified thinking, cultivating their multiple intelligences, and enriching their lives. An interdisciplinary approach to the performing arts ensures all students experience and understand how those arts relate to history and culture.

Course Description:
Third grade general music provides students with a variety of musical experiences and activities. The course develops the following skills: singing, listening, reading and writing music, playing classroom instruments, learning to play the recorder, and identifying instruments and their families. The course provides opportunities for growth in understanding the following musical elements: rhythm, melody, form, tempo, dynamics, timbre or tone color, harmony, and style. Skills that were introduced in prior years of general music will be developed to a higher level. Students will participate in a grade-wide musical performance.

Author: Erica Schwerin-Walsh
3rd grade general music

Topic/Unit: Singing

Approximate # Of Weeks: 9 weeks

Essential Questions:
What is good singing?
How can we apply the elements of music through singing?
How do I sing in my head voice?
How do we create harmony when singing?

Upon completion of this unit students will be able to:

● Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique (1.3.2.B.2)
● Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. (1.3.2.B.4)
● Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues. (1.3.2.B.7)

Interdisciplinary Standards

● Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.

● STANDARD 9.1 21st-Century Life and Career Skills: 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.

Activities:

● Students will sing alone and with others
● Sing rounds and describe how they create harmony
● Matching pitch exercises
● Explore vocal timbres
● Understands how a conductor conveys expressive elements to an ensemble
● Echo singing or call and response singing
● Learn songs by rote and with music books
• Articulate words clearly using proper diction, using correct posture, breathing techniques and expressive singing
• Sing songs based on the seasons and holidays
• Recognize the direction of the melody
• Understand Verse-Refrain and solo-chorus sections
• Prepare and present a 3rd grade musical showcase
• Piano singing games
• Recognize groups of duet, trio, quartet, and chorus
• Work on songs with pentatonic pitch patterns
• Major vs minor
• Activities analyzing step, skip, and repeats

Enrichment Activities:
• 3rd and 4th grade chorus
• RAS Talent Show
• RAS Musical

Methods of Assessments/Evaluation:
• Smartboard
• Teacher observation
• Thumbs up/thumbs down
• Rubrics
• Self-assessments
• Error analysis

Resources:
• Silver Burdett’s Making Music Series
• Teaching Kids to Sing by Ken Phillips
• 120 Singing Games and Dances for Elementary School by Lois Chomsky
• 150 Rounds for Singing and Teaching by Bolkavek and Johnson
• Teacher selected songs
• Piano/CD’s

Online Resources:
• Teacher webpage
• Google Classroom
• youtube.com
• Google Apps for Education
• thesingingclassroom.com
• thepracticeroom.net
• voxtrain.com
• incredibox.com
Topic/Unit: Instruments of the Orchestra

Approximate # Of Weeks: 9 weeks

Essential Questions:
How can I categorize instruments into different groupings? How is sound produced on different instruments? How does choice of instrument affect the mood or style of the song?

Upon completion of this unit students will be able to:
- Categorize families of instruments and identify their associated musical properties (1.1.2.B.4)
- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. (1.4.5.B.1)
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theater, and visual art.

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Activities:
- Learn to categorize instruments by families
- Explore timbres of instrument families
- Discussions of how the sound is produced on the various instruments and how this helps categorize instruments
- Discussions of size to pitch relationship
- Examining pictures of the main instruments of the orchestra by family
- Listening to and discussing audio clips
- Watching and discussing video clips
- Playing musical games involving identification of instruments
- Read Peter and the Wolf, discuss the instruments used and how they match their respective characters, and watch a video of the story
Enrichment Activities:
- 3rd and 4th grade chorus
- RAS Talent Show
- RAS Musical

Methods of Assessments/Evaluation:
- Smartboard
- Online quizzes
- Thumbs up/thumbs down
- Rubrics
- Projects

Resources:
- Silver Burdett’s Making Music Series
- Instruments from the storage room to show/play
- Music Baseball game
- Instrument Bingo

Online Resources:
- Teacher webpage
- Google Classroom
- youtube.com
- nypphilkids.org
- dsokids.com
- sfskids.org
- artsedge.kennedy-center.org
- classicsforkids.com
Topic/Unit: Playing Recorder

Approximate # Of Weeks: 9 weeks

Essential Questions:
How do I hold the recorder? How do we produce a sound on the recorder with proper tone? What skills are involved in reading music and playing an instrument simultaneously? What are some beneficial ways to practice?

Upon completion of this unit students will be able to:
- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo (1.3.2.B.1)
- Identify the elements of music in response to aural prompts and printed music notational systems. (1.1.5.B.1)
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (1.4.5.B.2)

Interdisciplinary Standards
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Activities:
- Learn to play simple songs on recorder.
- Demonstration and student practice on how to hold instrument
- Demonstration and student practice of using proper breath support
- Demonstration and student practice of playing individual notes (learned in this order: B, A, G, C, and D)
- Demonstration and student practice of articulating the notes
- Echo playing
- Teacher lecture/students discussion on how to read the music in their recorder books and identify notations used (quarter notes and rests, ties, repeat signs, etc.)
- Playing notes and melodies from recorder book
- Playing in two part harmony
- Playing along with audio examples
- Blend sound with other recorder players
Enrichment Activities:
- 3rd and 4th grade chorus
- RAS Talent Show
- RAS Musical

Methods of Assessments/Evaluation:
- Teacher observation
- Smartboard
- Thumbs up/thumbs down
- Rubrics
- Self-assessments
- Error analysis

Resources:
- Silver Burdett’s Making Music Series
- Best in Class Recorder Method by Pearson
- Recorder Karate

Online Resources:
- Teacher webpage
- Google Classroom
- youtube.com
- Recorder Karate
- nyphilkids.org
- dsokids.com
- sfskids.org
- themusicinteractive.com
- musick8kids.com
Topic/Unit: Music Literacy

Approximate # Of Weeks: 9 weeks

Essential Questions:
How do you read music?
How do you notate music?
What is music? How is music analyzed and understood?

Upon completion of this unit students will be able to:

- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores (1.1.2.B.1)
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. (1.1.2.B.2)
- Identify and categorize sound sources by common traits (e.g. scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. (1.1.2.B.3)
- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.1)
- Identify the elements of music in response to aural prompts and printed music notational systems (1.1.5.B.1)
- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions and differentiate basic structures. (1.1.5.B.2)

Interdisciplinary Standards

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- Standard 9.1 21st-Century Life and Career Skills
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Activities:

- Identify loud vs. soft
- Identify basic forms in music
- Beat vs Rhythm activities
Discussions of rhythm values including whole note/rest, half note/rest, quarter note/rest, eighth note/rest and sixteenth note/rest
Discussions of how to read and write in simple meter (4/4, 3/4 and 2/4)
Discussions of the notes of the treble clef staff and melodic direction
Musical games
Echo Clapping
Smartboard Interactive Now Series
Students will be able to distinguish between beat and rhythm. They will pat the steady beat and use body percussion and non-pitched instruments to perform rhythmic patterns. Students may also be introduced to Solfège and Curwin hand signs.
Individual or group written work

Enrichment Activities:
- 3rd and 4th grade chorus
- RAS Talent Show
- RAS Musical

Methods of Assessments/Evaluation:
- Teacher observation
- Thumbs up/thumbs down
- Rubrics
- self-assessments
- error analysis
- online tests/quizzes
- smartboard
- whiteboards
- song writing

Resources:
- Silver Burdett’s Making Music Series
- Interactive Now Series by Anderson and Thomas

Online Resources:
- Teacher webpage
- Google Classroom
- Google Apps for Education
- musictheory.net
- teoria.com
- musictechteacher.com
- noteflight.com