

**Third Grade Standards**

**Music**

**Course Overview:** Third grade music meets two-three times a week for 45 minutes each class. Through playful activities and games children are given an opportunity to explore many forms of music. These activities may include: singing in groups and by themselves, playing simple melodic and rhythmic instruments (shakers, rhythm sticks, drums, glockenspiels, jingle bells, tambourines, etc.), reading simple, yet progressively more advanced notation, exploring different musical styles by listening, moving to and describing them. The children will also perform in the elementary winter and spring programs.

**Unit 1 Pitch Explorations (18 weeks)**

**Description:** In this unit students will distinguish between higher and lower pitches, identify upward and downward pitch movement, vocal and instrumental tone colors, and identify between piano and forte. Students will also learn to read, notate and sing *low so, low la, do, re, mi, so and la*. We will use several different activities to achieve these unit objectives such as learning and listening to songs with and without words, movement exploration, and playing instruments. During this unit students will also learn how to sing independently on pitch, in rhythm, with appropriate timbre, diction, and posture. Students should also be able to sing expressively with proper dynamics, phrasing, and interpretation. Singing will be done as an entire class with some solo singing for each child. Every child will be able to find his/her voice in a fun safe way through classroom songs and games.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
2. The students will identify a variety of vocal timbres including heavy, light, men's, women's, children's, singing, speaking, whispering, and shouting. MUS.F.4.5
3. The students will identify the sounds of a variety of instruments. MUS.F.4.5
4. The students will echo short melodic patterns. MUS.C.4.5
5. The students will play easy melodic patterns expressively on classroom instruments. MUS.B.4.2, MUS.B.4.3
6. The students will improvise answers in the same style to given melodic questions. (upward/downward, solfege) MUS.C.4.1
7. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
8. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
9. The students will read simple melodic notation including *low so, low la, do, re, mi, so, la*. MUS E.4.2
10. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality, and keeping a steady tempo. MUS.A.4.1
11. The students will sing expressively with appropriate dynamics and phrasing. MUS.A.2
12. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
13. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
14. The students will sing ostinati and partner songs. MUS.A.4.4
15. The students will play on pitch and maintain a steady tempo. MUS.B.4.1
16. The students will play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
17. The students will create and arrange music to accompany readings and dramatizations. MUS.D.4.1
18. The students will use a variety of sound sources when composing music. MUS.D.4.3
19. The students will play independent instrumental parts while other students sing or play contrasting parts. MUS.B.4.6

**Unit 2 Rhythmic Exploration (18 weeks)**

**Description:** In this unit the students will learn the difference between equal and unequal meters, play rhythmic ostinati, and use un-pitched instruments. The students will be able to decipher between steady beat and rhythm and be able to identify strong and weak beats. The students will develop their understanding of quarter notes, eighth notes, quarter rests, and half notes. In addition they will be introduced to dotted quarter notes and rests as well as the unequal *ta-ti* feeling. We will use several different strategies to achieve these unit objectives such as movement exploration, playing instruments to accompany simple songs, and creating visual representations.

**Standards**

1. The students will play in rhythm and maintain a steady tempo. MUS.B.4.1
2. The students will play easy rhythmic patterns expressively on classroom instruments. MUS.B.4.2
3. The students will echo short rhythmic patterns. MUS.B.4.4
4. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
5. The students will play in different meters and maintain a steady tempo. MUS.B.4.1
6. The students will read simple rhythmic notation patterns in duple meter and triple meters. MUS.E.4.1
7. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
8. The students will create and arrange music to accompany readings and dramatizations in different tempos. MUS.D.4.1
9. The students will read simple notation patterns with quarter notes, eighth notes, half notes, and quarter rests. MUS.E.4.1
10. The students will play easy rhythmic patterns expressively on classroom instruments. MUS.B.4.2
11. The students will play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
12. The students will use a variety of sound sources when composing music. MUS.D.4.3
13. The students will play independent instrumental parts while other students sing or play contrasting parts. MUS.B.4.6

**Unit 3 Expressive Movement (18 weeks)**

**Description:** In this unit students will choose movements to accompany music showing the different concepts we are learning. As third graders the students will perform organized folk and group dances as well. Students will move to help aid their learning of quarter, eighth, and half note beats, equal and unequal meter, steady beat, and fast/slow. We will use several different manipulatives like ribbon sticks, balls, and paper plates.

**Standards**

1. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.G.4.2
2. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
3. The students will identify phrases and sections of music that are the same, similar, and/or different and move appropriately. MUS.F.4.1, MUS.F.4.6
4. The students will respond through purposeful movement to show quarter, eighth, and half note beats and changing meters. MUS.E.4.1, MUS.F.4.6
5. The students will participate in group dances demonstrating several musical concepts. MUS.I.4.1
6. The students will respond through purposeful movement to match musical cues. MUS.F.4.1
7. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
8. The students will read simple melodic patterns with *low so, low la, do, re, mi, so* and *la.* MUS*.*E.4.4
9. The students will read simple notation patterns with quarter notes, eighth notes, half notes, quarter rests, and dotted rhythms. MUS.E.4.1
10. The students will read simple rhythmic notation patterns in duple meter and triple meters. MUS.E.4.1, MUS.E.4.4
11. The students will identify and understand music symbols correctly when performing. MUS.E.4.3

**Unit 4 Creating and Notating (4 Weeks)**

**Description:** In this unit students will create music to accompany readings and classroom songs. Students will be given simple guidelines to help them create simple 4-beat phrases using quarter notes, eighth notes, quarter rests, and half notes. We will use a variety of sound sources such as classroom instruments, body percussion, and movements. In addition, students will have the opportunity to sing and play ostinato patterns.

**Standards**

1. The students will play on pitch, in rhythm, and maintain a steady tempo. MUS.B.4.1
2. The students will play easy rhythmic and melodic patterns expressively on classroom instruments. MUS.B.4.2
3. The students will play a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
4. The students will echo short rhythmic and melodic patterns.MUS.B.4.4
5. The students will create and arrange music to accompany readings and dramatizations. MUS.D.4.1
6. The students will use a variety of sound sources when composing and arranging music. MUS.D.4.3
7. The students will create and arrange short songs and instrumental pieces within specified guidelines. MUS.D.4.2

**Unit 5 Listening and Evaluating (9 Weeks)**

**Description:** Students will listen to music from many different genres, styles, and cultures. Students will develop listening skills by distinguishing between verse and refrain, dynamic and tone color changes, and phrase lengths. I will help them to express the feeling of the music and the musical concepts they hear. The students will demonstrate their understanding through conversation, pictures, and movement.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
2. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
3. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
4. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.1.4.1
5. The students will identify simple forms (AB, ABA, verse/refrain). MUS.F.4.2
6. The students will use appropriate terminology to explain music performances.
7. The students will identify the sounds of a variety of instruments while listening to musical examples. MUS.F.4.7
8. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while singing. MUS.F.4.6
9. The students will devise criteria for evaluating performances. MUS.G.4.1
10. The students will evaluate the quality of their own performance and offer constructive suggestions for improvements. MUS.G.4.3

**Unit 6 Concert Preparation (8 Weeks)**

**Description:** In this unit the students will prepare two concerts (winter and spring). Each unit will last approximately three weeks. The students will prepare three songs to showcase their talents in singing, possible instrumentation, and choreography.

**Standards**

1. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality, and keeping a steady tempo. MUS.A.4.1
2. The students will sing expressively with appropriate dynamics and phrasing. MSU.A.4.2
3. The students will sing a varied repertoire of songs representing different genres and cultures. MUS.A.4.3
4. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
5. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1
6. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while singing. MUS.F.4.6
7. The students will devise criteria for evaluating performances. MUS.G.4.1
8. The students will evaluate the quality of my own performance and offer constructive suggestions for improvements. MUS.G.4.3