

Curriculum Map

Course: Music

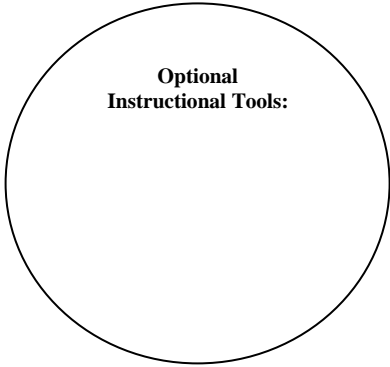
Topic: American Music

Subject(s): General Music

Grade(s): 3rd grade

Days: 5 days, 40 minutes each once per class

Key Learning(s): American music is important to our heritage.



Unit Essential Question(s): How is American music important to our heritage?

Concept: Patriotic Music National Standard(s): 1, 6, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4	Concept: Folk Music National Standard(s): 9 State Standard(s): 9.2	Concept: Cowboy Songs National Standard(s): 8,9 State Standard(s): 9.2
Lesson Essential Questions: How do we recognize patriotic music? How do we behave when we hear patriotic music?	Lesson Essential Questions: Why is folk music important to our American heritage?	Lesson Essential Questions: What do we learn about our heritage through cowboy songs?
Vocabulary: American, patriotic, respect, flag, anthem	Vocabulary: Folk, heritage	Vocabulary: Call and response

Attached Document(s):

Additional Info:

Song material:

- “This Land is Your Land” World of Music, 3rd grade teacher’s manual p. 4, CD1
- “America” World of Music, 3rd grade teacher’s manual p. 188, CD6
- “Variations on ‘America’” World of Music, 4th grade teacher’s manual, p. 211, CD6, listening guide 8
- “Star Spangled Banner” audio recording
- American folk music
- Cowboy song/poem suggestions:
 - “Home on the Range” World of Music, 3rd grade teacher’s manual p. 18, CD 1
 - “My Home’s in Montana” World of Music, 3rd grade teacher’s manual p. 20, CD1
 - “Night Herding Song” World of Music, 3rd grade teacher’s manual p. 22, CD1
 - “Old Texas” World of Music, 4th grade teacher’s manual p. 46, CD2
 - “Old Chilsholm Trail”
 - “Goodbye Old Paint”
 - Poem, “The Cowboy’s Life” World of Music, 4th grade teacher’s manual p. 47
 - Poem, “Open Range” World of Music, 3rd grade teacher’s manual p. 19
- Art Music Examples:
 - Aaron Copland, “Billy the Kid”, “Rodeo” (excerpts), recordings

Children’s Books: (many quality options)

- “The Star Spangled Banner” by Pete Spier
- “The American Flag” by Tamara L. Britton
- “The Flag We Love” by Pam Munoz Ryan
- “Our Flag: a Book to Begin On” by Leslie Waller
- “The Pledge of Allegiance” by Marc Tyler Nobleman
- “American Tall Tales” by Mary Pope Osbourn
- “A treasury of American folklore : stories, ballads, and traditions of the people” edited by B.A. Botkin

Curriculum Map

Course: Music

Topic: Creating

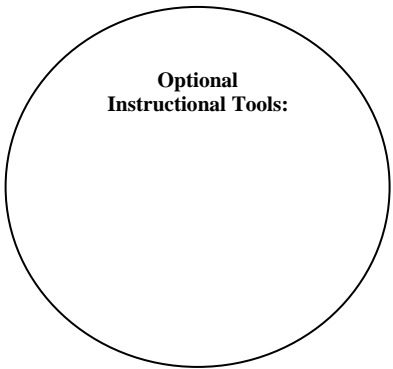
Subject(s): General Music

Grade(s): 3rd grade

Days: 10 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Create and perform a music composition.



Unit Essential Question(s): How can we perform to music?

<p>Concept: Sound Effects in Stories, Poems and Songs National Standard(s): 2 State Standard(s): 9.1</p>	<p>Concept: Rhythmic Composition National Standard(s): 4, 5 State Standard(s): 9.1</p>	<p>Concept: Melodic Composition National Standard(s): 4, 5 State Standard(s): 9.1</p>
<p>Lesson Essential Questions: **Review from 2nd grade.</p>	<p>Lesson Essential Questions: **Review “Rhythmic Composition” from 2nd grade. In a group, can you write a rhythm composition with two parts?</p>	<p>Lesson Essential Questions: **Review “Melodic Composition” from 2nd grade. In a group, can you write a melodic composition with a drone accompaniment?</p>
<p>Vocabulary: Strike, shake, scrape, wood block, striker, jingle bells, tambourines, hand drum, guiro, finger cymbals, wind chimes, maracas, orff instruments, mallets</p>	<p>Vocabulary: Steady beat, rhythm, quarter note, quarter rest, eighth notes in pairs, half note</p>	<p>Vocabulary: Steady beat, rhythm, quarter note, quarter rest, eighth notes in pairs, half note, do, re, mi, sol, la</p>

<p>Concept: Improvising Rhythms National Standard(s): 3 State Standard(s): 9.1</p>	<p>Concept: Improvising Melodies National Standard(s): 3 State Standard(s): 9.1</p>	
<p>Lesson Essential Questions: Can you improvise a 4 beat answer to a 4 beat question using known rhythms?</p>	<p>Lesson Essential Questions: Can you improvise a melody using known solfege given specific parameters?</p>	
<p>Vocabulary: Question/answer, improvise</p>	<p>Vocabulary: improvise</p>	

Attached Document(s):

- 2 Part Rhythm Composition
- 2 Part Melodic Composition-ABA Form

Additional Info:
Suggested Materials:

- Folk songs
- Composed songs
- Children’s Literature
- Poetry
- Teacher created materials

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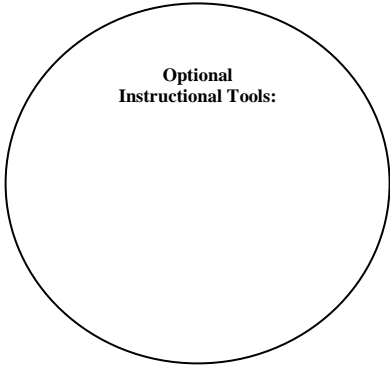
Topic: Elements of Music

Subject(s): General Music

Grade(s): 3rd grade

Days: 36 classes, 40 minute each once per week

Key Learning(s): Music is comprised of many elements.



Unit Essential Question(s): How can we make music sound interesting?

<p>Concept: Rhythm-Steady Beat National Standard(s): 5, 6 State Standard(s): 9.1, 9.3, 9.4</p>	<p>Concept: Rhythm-Rhythm of the Words National Standard(s): 6 State Standard(s): 9.3, 9.4</p>	<p>Concept: Notation National Standard(s): 6 State Standard(s): 9.3, 9.4</p>
<p>Lesson Essential Questions: **Review “Steady Beat” lessons from 2nd grade.</p> <p>How many beats do you feel in a group?</p> <p>Can you describe the grouping of beats using the words weak and strong?</p>	<p>Lesson Essential Questions: **Review “Rhythm of the Words” from 2nd grade</p>	<p>Lesson Essential Questions: **Review “Notation” from 2nd grade.</p> <p>How is rhythm used in music?</p> <p>How many sounds is a (insert music note/rest)?</p> <p>How many beats in a (insert music note/rest)?</p> <p>What is the music staff?</p> <p>What is the relationship with do and mi?</p> <ul style="list-style-type: none"> • Also...do and sol, do and la, do and re, re and mi, re and sol, re and la, sol and re <p>Can you sing a song using standard music notation in solfege?</p> <p>What is a treble clef/G clef?</p> <p>What are the letter names of the notes in the music alphabet?</p> <p>What are the letter names of the notes on the music staff?</p> <p>What are the letter names of the notes above the music staff?</p> <p>What are the letter names of the notes below the music staff?</p>
<p>Vocabulary: Steady, beat, quarter note, strong, weak, accent, measure, barline, double barline, time signature, meter in 2, meter in 3</p>	<p>Vocabulary: Rhythm, sound, silence, long, short</p>	<p>Vocabulary: Quarter note, quarter rest, two eighth notes in pairs, half note, line, space, pitch, high, low, going up, going down, solfege, do, re, mi, sol, la, measure, barline, double barline, repeat sign, time signature, meter in 2, meter in 3, dotted half note</p>

Concept: Timbre-Singing Voice National Standard(s): 1 State Standard(s): 9.1	Concept: Form-AB, ABA, Call and Response National Standard(s): 6 State Standard(s): 9.3, 9.4	Concept: Melody National Standard(s): 1 State Standard(s): 9.1
Lesson Essential Questions: **Review "Singing Voice" from 2 nd grade. How does a man's voice sound different from a woman or child's voice?	Lesson Essential Questions: **Review "Form" from 2 nd grade. Can you identify and label phrases in a song using letters? Can you identify the "call" and "response" in a song?	Lesson Essential Questions: **Review "Melody" from 2 nd grade.
Vocabulary: Sing, song, child, man, woman	Vocabulary: Phrase, same, similar, different, question, answer, AB, ABA, call and response	Vocabulary: Melody, pitch, high, low, going up, going down, steps, skips, repeated notes

Concept: Texture National Standard(s): 6 State Standard(s): 9.3, 9.4	Concept: Expression National Standard(s): 7 State Standard(s): 9.3, 9.4	Concept: Harmony National Standard(s): 2 State Standard(s): 9.1
Lesson Essential Questions: How do we layer sounds in music?	Lesson Essential Questions: **Review "Expression" from 2 nd grade. What is the term for getting louder? What is the term for getting quieter?	Lesson Essential Questions: **Review "Harmony-Rhythmic Ostinato" from 2 nd grade. Can you sing the first part in a 2 part round? Can you sing the second part in a 2 part round? Can you play a simple level moving drone on an orff instrument? Can you sing a song and play a simple level moving drone on an orff instrument?
Vocabulary: Melody, accompaniment, ostinato, rounds/canons	Vocabulary: loud, quiet, dynamics, piano, forte, crescendo, decrescendo, tempo, tempo markings, mood	Vocabulary: Ostinato, drone, broken drone, level moving drone, round/canon, unison

Attached Document(s): <ul style="list-style-type: none"> • 3rd Grade Rhythm Assessment #1 • 3rd Grade Rhythm Assessment #2 • 3rd Grade Melodic Assessment #1 • 3rd Grade Melodic Assessment #2

Additional Info: Suggested Materials: <ul style="list-style-type: none"> • Poetry • Folk songs • Composed music • Art music/ "Classical" music • Patriotic music • Unpitched percussion instruments • Orff instrumentarium • Teacher made visuals • Children's books • Art music/ "Classical" music

Curriculum Map

Course: Music

Topic: Families of Instruments

Subject(s): Music
Grade(s): 3rd grade

Days: 5 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): Different instruments make different sounds. These differences are due to what they are made of and how they are played.

Optional Instructional Tools:

Unit Essential Question(s): How are instruments different?

Concept: Orchestral Instrument Families National Standard(s): 6 State Standard(s): 9.3, 9.4	Concept: Brass Family National Standard(s): 6 State Standard(s): 9.3,9.4	Concept: Orff Instruments National Standard(s): 6 State Standard(s): 9.3, 9.4
Lesson Essential Questions: **Review from 2 nd grade.	Lesson Essential Questions: What are the different instruments of the brass family? How are the different ways the brass family instruments are played?	Lesson Essential Questions: **Review from 2 nd grade. What is the name of the barred instrument that is very small and has metal bars? What are the three sizes of xylophones and metallophones?
Vocabulary: Orchestra, string, woodwind, brass, percussion	Vocabulary: Trumpet, trombone, baritone, tuba	Vocabulary: Xylophone, metallophone, glockenspiel, soprano, alto, bass

Attached Document(s):

Additional Info:

Suggested Materials:

- Unpitched percussion instruments: wood block, triangle, hand drum, guiro, jingle bells, wind chimes
- Traditional instruments of the orchestra
- Audio recordings

This is a list of children's books that may enhance this unit:

- *Meet the Orchestra*, William W. Suggs
- *Meet the Orchestra*, A. Hayes, K. Thompson
- *Zin! Zin! Zin! A Violin*, Lloyd Moss
- *Berlioz the Bear*, Jan Brett
- *Max Found Two Sticks*, Brian Pinkney
- *The Deaf Musicians*, P. Seeger, P. DuBois Jacobs

DVDs

- "Amazing Music Series Volume 3: Families of the Orchestra"

Websites:

- BrainPop Jr.—www.brainpopjr.com currently has an instruments video online
- www.classicsforkids.com
- www.dsokids.com
- www.sfskids.org
- www.nyphilkids.org

Curriculum Map

Course: Music

Topic: Musical Masterpieces

Subject(s): General Music

Grade(s): 3rd grade

Days: 6 classes, 40 minute each once per week

Key Learning(s): Composers write music to tell stories and communicate emotions.

Optional Instructional Tools:

Unit Essential Question(s): How have composers used music to communicate ideas and feelings.

<p>Concept: Feelings National Standard(s): 7 State Standard(s): 9.3, 9.4</p>	<p>Concept: Musical Stories National Standard(s): 7 State Standard(s): 9.3, 9.4</p>	<p>Concept: Aaron Copland, composer</p>
<p>Lesson Essential Questions: How do composers use music to make us feel emotions?</p>	<p>Lesson Essential Questions: How do composers use music to tell stories?</p>	<p>Lesson Essential Questions: How do composers get inspiration for their music? How is Copland's music connected to American culture?</p>
<p>Vocabulary: Feelings, happy, sad, scared, like, dislike, loud, quiet, crescendo, decrescendo, tempo, fast, slow</p>	<p>Vocabulary: Composer, instruments, loud, quiet, fast, slow, opera, ballet</p>	<p>Vocabulary: Composer, culture, ballet, film music</p>

Attached Document(s):

Additional Info:

Some important pieces that should be covered in elementary grades include, but are not limited to:

- Carnival of the Animals
- Peter and the Wolf
- The Sorcerer's Apprentice
- Peer Gynt Suite
- The Nutcracker Suite
- Hansel and Gretel
- Aaron Copland, "Billy the Kid", "Rodeo", "Appalachian Spring"

Suggested materials:

- Children's books
 - "The Nutcracker" w/Tchaikovsky's "Nutcracker Suite"
 - Carnival of the Animals
 - "I'm going on a Bear Hunt" w/Grieg's "In the Hall of the Mountain King"
 - "Come Along Daisy" w/Grieg's "Norwegian Dance"
 - "The Story of the Orchestra" book and CD
- DVDs
 - "Peter Ustinov Reads the Orchestra" (specifically mood in music)
 - "Amazing Music Series Vol. 1: Emotions in Music"
 - "Hansel and Gretel"
 - "Peter and the Wolf"
 - "The Sorcerer's Apprentice"
 - "Peer Gynt"
 - "The Nutcracker Ballet" (Royal Ballet, New York City Ballet or San Francisco Ballet)
 - "Hansel and Gretel"

Curriculum Map

Course: Music

Topic: Skills and Techniques

Subject(s): General Music

Grade(s): 3rd grade

Days: 10 classes, 40 minute each once per week

**Once introduced, this unit will be practiced for the remainder of the school year.

Key Learning(s): The students will sing alone and with others.

**Optional
Instructional Tools:**

Unit Essential Question(s): Can a student sing a simple song on pitch in a group setting/individually?

<p>Concept: Singing Voice-Using the head voice. National Standard(s): 1 State Standard(s): 9.1</p>	<p>Concept: Orff Instruments National Standard(s): 2 State Standard(s): 9.1</p>	<p>Concept: Soprano Recorder National Standard(s): 2 State Standard(s): 9.1</p>
<p>Lesson Essential Questions: **Review "Singing Voice" from 2nd grade. Can you make your singing voice sound like mine? (range of an octave, C-C)</p>	<p>Lesson Essential Questions: **Review "Orff Instruments" from 2nd grade.</p>	<p>Lesson Essential Questions: What is a soprano recorder? How much air do we use when playing the soprano recorder/ Which hand goes on top? Which hand goes on the bottom? How do you describe the sound that we should make on the soprano recorder? What is the fingering for _____? <ul style="list-style-type: none"> • B, A, G Can you play the following notes within a simple song on the soprano recorder with good tone? <ul style="list-style-type: none"> • B, A, G </p>
<p>Vocabulary: Sing, echo, same, different, call and response, question and answer</p>	<p>Vocabulary: Mallet, orff instruments, xylophone, metallophone, glockenspiel, bar</p>	<p>Vocabulary: Soprano recorder, tonguing</p>

Attached Document(s):

Additional Info:

Suggested Materials:

- Folk songs
- Composed songs
- Teacher created visuals
- Orff instrumentarium and mallets
- "The Book of Pitch Exploration" by John Feierabend

3rd Grade Vocabulary and Definitions

Accent: a single tone or chord louder than those around it

Accompaniment: music that supports the sounds of the featured performer(s)

Ballet: a dramatic performance which includes dance (classical ballet) and music, often with scenery and costumes, combined to tell a story through movement

Beat: a repeating pulse that can be felt in some music

Call and Response: A musical form with a portion of a melody (call) followed by an answering portion (response). The response may imitate the call or it may be a separate melody that repeats each time.

Canon: a follow the leader process in which all sing/play the same melody but start at different times; also called a round

Composer: a person who makes up pieces of music by putting sounds together in his or her own way.

Crescendo: a gradual and steady increase in loudness

Culture: the behaviors and beliefs characteristic of a particular social, ethnic or age group

Decrescendo: a gradual and steady decrease in loudness

Dynamics: the loudness or quietness of sound

Echo: to repeat or imitate

Folk Song: a song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next

Heritage: something that comes or belongs to one by reason of birth

Improvise: to perform a rhythmic or melodic piece of music with little or no preparation

Measure: a grouping of beats set off by bar lines

Melody: a line of single pitches that moves higher, lower, or repeats

Meter: the way the beats of music are grouped, often in sets of two or in sets of three

Opera: a musical play in which all parts are sung to instrumental accompaniment

Orchestra: a balanced group of instruments consisting of strings, woodwinds, brass, and percussion

Ostinato: a rhythm or melody pattern that repeats

National Anthem: a song formally adopted as the song to represent a country

Patriotic: feeling, expressing, or inspired by love for one's country

Phrase: a musical "sentence"

Pitch: the highness or lowness of a tone

Repeated Tones: two or more tones in a row that have the same sound

Rhythm: 1. the way the words go in a song or rhyme

2. a group of long and short sounds

Round: a follow the leader process in which all sing/play the same melody but start at different times; also called a canon

Skip: to move from one tone to another and there was one

Solo: music for a single singer or player, often with an accompaniment

Steady: stays the same; does not get faster or slower

Step: to move from one tone to another without skipping tones in between

Strong Beat: the first beat in a measure

Tempo: the speed of the beat in music

Unison: the performance of musical parts at the same pitch or at the octave