

Third Grade General Music Units

September: Music Elements	October: Music Elements	November: Music Elements	December: Composition	January: Performance
<p style="text-align: center;">Music Elements</p> <ul style="list-style-type: none"> • Rhythmic Notation and Values • Musical Rests • Dotted Rhythms • Dynamic and Tempo Markings <p style="text-align: center;">Performance</p> <ul style="list-style-type: none"> • <u>Special Celebrations:</u> (Song and activities) Welcome Back Song Constitution Day Song 	<p style="text-align: center;">Music Elements</p> <ul style="list-style-type: none"> • Meter • Bar Lines/Fine • Measure completion • Musical tied notes <p style="text-align: center;">Performance</p> <ul style="list-style-type: none"> • <u>Special Celebrations:</u> (Song and activities) Columbus Day Song Johnny Appleseed/Va. Reel Halloween Songs/Musical Haunted House Red Ribbon Songs Character Ed Songs 	<p style="text-align: center;">Music Elements</p> <ul style="list-style-type: none"> • Melodic Notation Treble Clef notes Staff Lines and spaces Ledger lines D & C (Decode games, notable stories, sight singing exercises, treble clef song) <p style="text-align: center;">Performance</p> <ul style="list-style-type: none"> • Transfer music reading skills onto diatonic bells <p style="text-align: center;"><u>Special Celebrations:</u> (Song and activities) Election Day songs Veterans Day Songs Thanksgiving Songs Character Ed Song</p>	<p style="text-align: center;">Composition</p> <p style="text-align: center;">Using music skills students will:</p> <ul style="list-style-type: none"> • Compose 6 measure original composition • Add lyrics to their composition • Add dynamic and tempo markings to composition <p style="text-align: center;">Performance</p> <ul style="list-style-type: none"> • Perform original composition <p style="text-align: center;"><u>Special Celebrations</u></p> <p style="text-align: center;">Holiday Songs</p> <ul style="list-style-type: none"> • Kwanzaa • Las Posadas • Hanukkah • Christmas 	<p style="text-align: center;">Steel Drums</p> <ul style="list-style-type: none"> • Transfer musical skills to the steel drum. • Ensemble & Individual Practice (Incorporating all music Elements studied) <p style="text-align: center;"><u>Special Celebrations</u> Snow Day Song Month of the Year Song Martin Luther King Medley Grandma's Chicken Soup Character Ed Song Chinese New Year</p>

February: Performance	March: Music In Our Schools Celebration!	April: Instrumental Families	May: Instrumental Families	June: Performance/Evaluation
<p>Multi Cultural Unit</p> <ul style="list-style-type: none"> • Steel Drum Performance <p><u>Special Celebrations:</u> (Songs and Activities)</p> <ul style="list-style-type: none"> • President’s Day Songs • Black History Month Songs • Valentines Songs • Character Ed Song 	<p>Performance</p> <ul style="list-style-type: none"> • Steel Drum Rehearsal • Solo rehearsals • Essay: “What Music Means to Me” • PTO Dessert Buffet Performance • Evaluate performance 	<p>Instrumental Families</p> <ul style="list-style-type: none"> • Instruments from around the world • Four Instrumental Families • Brass and Woodwinds (Demonstration, parts, method of tone production, uses, listening examples etc) <p><u>Special Celebrations:</u> (Songs and Activities) Easter Songs Earth Day Songs Character Ed Song</p>	<p>Instrumental Families (Continued)</p> <ul style="list-style-type: none"> • Percussion Family (Pitched and Non pitched) • String Family (Demo, parts, method of tone production, sound, uses, listening examples etc. <p><u>Special Celebrations:</u> (Songs & Activities) Mother’s Day Cinco De Mayo Memorial Day Character Ed Song</p>	<p>Instrumental Families</p> <ul style="list-style-type: none"> • Jeopardy Game between third grade classes (Drilling facts about the instruments.) • Mr. Turner visit • Band Instrument Sign-up <p><u>Special Celebrations:</u> (Songs and Activities) Instrument Family Rap Author Day Songs Flag Day Songs (Patriotic) Character Ed Song</p>

Essential Questions:

1. How does music embrace, enhance and support all other subject areas?
2. What makes one piece of music sound different from another?
3. What basic music elements are essential to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standard 1,2,3,& 4	<ul style="list-style-type: none"> -What do we call a person who writes music? -What is a musical composition? -What factors might affect a composer’s writings? -What are the two main parts of any composition? -What do we mean by Melody? -What do we mean by Rhythm? -Is there a step by step process when composing a song? -What is a melody line? -How can you “Pick Out” a melody line? What is a mono tone? -What are lyrics? -Do all songs have to have lyrics? -What is meter/time signature? -How do you know how many beats to put in each measure? -What is a musical staff? -What does a treble clef tell the musician? -How does a composer know how to divide up a staff in terms of meter and measures? --What does the term fine mean? -What is the purpose of dynamics? -What is the purpose of tempo markings? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify a person who writes music as a composer. -Identify factors which might affect a composers writing, such as mood, current events, physical well being etc. -Identify Melody and Rhythm as the main two parts of any composition. -Pick out a melody line on the bells and write it out on a treble clef staff. (Adding interest with melodic jumps and skips rather than mono tones) -Add rhythms to a melody line, using the correct number of beats in each measure- -Compose a 6 measure composition using correct melodic and rhythmic notation on a treble clef staff. -Add dynamics and tempo markings to their original composition. -Add lyrics to original piece *Extra credit. Lyrics must be matched up to rhythms syllabically. 	<ul style="list-style-type: none"> -Song “Composer’s Rap” -Demonstrate how easy it is to make up a melody line and rhythm and words. Students will gather around piano with teacher and will brainstorm various melody lines and rhythms. Adding lyrics as you go! -Class will discuss factors which may determine what kind of song a composer may write. -Students will follow a step by step process in the composition of an original six measure song. -Pick out Melody line on bells -Write melody line on staff paper -Establish a meter/time signature -Add rhythmic notation, placing The correct number of beats in Each measure of music. Add Bar lines to staff. -Add dynamic markings -Add tempo markings -*Add lyrics Match words to Rhythms syllabically <p>-Students will perform original compositions for classmates using the diatonic bells and vocals if lyrics are used.</p>	<ul style="list-style-type: none"> -Students ability to compose a six measure composition using their knowledge of meter, melodic notation, dynamics, tempo and measure completion. -Students ability to perform their six measure composition for their classmates reading from their original musical score. (Demonstrating their music reading as well as music composing skills!) Instruments used: Diatonic bells and vocals

Connections to Text (Resources) Silver Burdette, “The Music Connection” Series, Examples of compositions, staff paper, diatonic bells

Key Vocabulary: Melody, Melodic Line, Rhythm, fine, staff, treble clef, meter, time signature, fine, measure, bar lines, dynamics, tempo markings, lyrics, melodic jumps, skips

Topic: Grade 3: Dynamics

Essential Questions:

1. What do people hear when they listen to music?
2. How can music affect your mood?
3. How can we use music to tell a story?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	<ul style="list-style-type: none"> -What are musical dynamics? -What is the difference between loud and soft sounds? What is the difference between very loud and harsh sounds? -How can we use dynamics to make a song interesting? -What is the difference between gradually getting louder and suddenly louder? -What is the term and symbol for gradually louder and gradually softer? -What are the musical term/symbols for the following dynamics: Soft=Piano (P) Loud=Forte (F) Pianissimo=Very soft (pp) Fortissimo= Very loud (ff) Crescendo=Grad. Louder < Decrescendo=Grad. Softer > -Can you demonstrate each of the dynamics in a musical performance? -Where would the use of crescendos and decrescendos come in handy? -Where might a sforzando marking be appropriate? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Understand the purpose of dynamics in Music. -Identify the following dynamics by symbol, name and definition: (Piano, Pianissimo, Forte, Fortissimo, Crescendo, Decrescendo and sforzando) -Demonstrate each of the dynamics in a vocal or instrumental performance. -Compose a sound piece incorporating all the dynamics covered. -Read and interrupt dynamic markings in a musical score. --Perform dynamic markings in a written musical score. -Identify dynamic changes in a listening exercise. Aural Dictation -Perform dynamic markings on bells and steel drums. Perform dynamic markings while ready a vocal score. 	<ul style="list-style-type: none"> -Dynamic Singing Games -Create original sound pieces using dynamic contrast. -Aural Dictation/Listening Exercises - Read & Perform written dynamic marking in a vocal score. -Read & Perform written dynamic marking in a bell band /steel drum ensemble. -Direct people to objects in the classroom through the use of dynamics. Loud =Hot Soft –Cold. Crescendo as they get closer etc. 	<p>Students can identify, demonstrate and incorporate dynamics in their musical performances.</p> <p>Students will create original sound pieces using dynamic contrast.</p> <p>Students will be able to recognize dynamic changes in a listening example.</p> <p>Students will perform/demonstrate different dynamic markings in bell and steel drums.</p> <p>Students will perform/demonstrate different dynamic markings while reading from a vocal score. (Singing)</p>

Connections to Text (Resources) Silver Burdette, “The Music Connection” Level 3, Vocal music scores, Instrumental music scores, General Music Methods/Resources, Music Magazines.

Time: On Going

Key Vocabulary: Crescendo, Decrescendo, Piano, Pianissimo, Fortissimo, Sforzando, Contrast, Dynamics, Symbols: P, pp, F, FF, <, >, SFZ

Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3, & 4	<ul style="list-style-type: none"> -What makes a good performance? -What are the main elements of a good performance? -What is meant by good stage presence? -What is stage fright? -How might a performer control his/her nerves when performing? -Why should a performer dress appropriately for a concert? -What is appropriate attire for a concert? -What happens when things don't go as planned during a performance? -What makes a good audience? -Why should the audience members remove hats during a performance? -When is the proper time to use the bathrooms etc during a performance? -What do you listen for during a performance? -What musical factors make a performance interesting? Exciting ? Boring? -What is the appropriate response if you like a performance? -What do you the listener hear and see in performances? - After viewing a performance, What did you think of the performance? -What is meant by constructive criticism? -What could the performer do to improve his/her performance? -What did you like about the performance? What did you dislike? -How would you critique our last chorus performance? What did we do well? What could we have done better? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Recognize the elements of a good performance. -Understand the meaning of good stage presence. -Draw upon personal tools which can help when stage fright occurs. -Understand the importance of appropriate concert attire for performances. -Formulate a plan of action if a problem occurs during performance? -Discuss problems that may occur and how to handle the problems during a performance. -To discuss proper audience etiquette and problems that we see at our concerts here at Deposit. -Understand why proper concert etiquette is so important? -Evaluate examples of good and bad performances. -Use knowledge of the musical elements and performance tools when evaluating musical performances. <p>Ex. The performance was boring because the performer looked bored, there were no dynamics used, rhythms used were all whole notes etc.</p> <ul style="list-style-type: none"> -Use knowledge of the musical elements and performance tools to critique our own Spring Concert. <p>List strengths and weaknesses, what could we do to improve?</p>	<ul style="list-style-type: none"> -Class discussion -Examples of good performances and bad performances. Compare the differences. -Examples of proper concert attire and unacceptable concert attire. Discuss how dress and stage presence set the tone for the performance. Discuss things that you see at a concert which are disruptive to the performer on stage --Audience etiquette -Role play: What to do if you mess up....Ways to handle stage fright....Good stage presence. -Have students enact examples of good and bad performances for classmates: Discussion -View taped performances both good and bad -Discuss performances and what worked and why? What didn't work and why? -Watch video of our own concerts and discuss ways to improve and things that went well. 	<p>Students ability to recognize the factors which make for a good performance vs. a bad performance.</p> <ul style="list-style-type: none"> -Students ability to recognize the importance of good stage presence and appropriate attire during a performance -Students ability to understand why audience etiquette is so important during a performance. <p>Students ability to critique a performance using their knowledge of music skills and performance tools.</p> <p>Students ability to watch a video of a Deposit concert and discuss what worked and what did not.</p> <ul style="list-style-type: none"> -Students ability to analyze a performance and come up with suggestions for improvement

Connections to Text (Resources) Silver Burdette, "The Music Connection" Series, Concert tapes, Various performance videos,

Connections to Technology: DVD's, CDs and Video tapes of performances and concerts

Key Vocabulary: Stage Fright, Stage Presence, etiquette, audience, performer, attire, critique, constructive criticism, analysis.

Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
<p>Standards 1,2,3 & 4</p>	<p>What is a family? Why are instruments divided into families? -What are the four instrumental families? -What instruments make up each of the four families? -What makes each family of instruments unique? -Does the appearance of the instrument determine its family? -How does each instrument produce a sound? -What instruments produce high pitched sound? -What instruments produce low pitched sound? -Does the size of the instrument determine pitch? -Can you identify instruments by their sound? -What is the one thing all instruments have in common? -What is vibration? What is sound? How is sound produced? -How is a sound produced on a brass instrument? -What is the purpose of the valves on a brass instrument? -What is a mouth piece? What are the two different types of brass mouthpieces? -How does a brass player change pitch? -How does tightening and loosening your lips change pitch? -How does the use of more or less air affect the pitch? -What brass instrument uses a slide instead of valves? -How is a sound produced on a woodwind instrument? -What is a split air column? -What does the term "Buzz your lips" mean? -What is a woodwind reed made out of? -Name two types of reeds? Why is a flute and piccolo part of the woodwind family when they do not use a reed and are made out of metal/brass materials? -What is the difference between an orchestra and a concert band? -What woodwind instrument is used in Jazz and Concert Band ensembles but not used in the orchestra? -How is sound produced on a string</p>	<p>-Students will be able to: - Identify a family as "Any class or group of related things." -Identify the four instrumental families. (Brass, Woodwind, String and Percussion) -Identify the members of each family. -Identify the characteristics which make the instruments related and why they are grouped in a specific family. -Understand that sound is vibration. -Identify how each instrument produces sound. -Identify how sound/pitch can be altered /change on each instrument. -Identify high and low pitch. -Identify basic parts of each instrument. -Understand that the size of the instrument does determine the pitch as well as other factors. -Identify each instrument in terms of family, method of sound production, sound and appearance. -Identify the two types of brass mouth pieces. -Identify the trombone as the only brass without valves and that uses a slide. -Identify the two types of woodwind reeds. -Understand the principle of "Split air column" in terms of sound production. -Understand the principle of a vibrating string and how pitch changes with a change in the length and width of the string. -Understand the principle of "Buzzing" of the lips to produce vibration and sound on a brass instrument. -Identify the saxophone as the one member of the band and jazz ensemble that is not a member of the orchestra. -Identify the differences between the Concert band and an orchestra. -Identify a fret on a guitar and its purpose. -Identify the parts of the string bow? -Identify the piano as a member of both the string and percussion families. -Identify the two categories of percussion</p>	<p>-Demonstration of instruments a. Assembly b. Parts c. Sound production d. Altering sound/pitch e. family members -Video library Silver Burdett Series "Music Magic" - Instrument Posters -Instrumental Bingo -Jeopardy Fact Game -Worksheets -Puzzles -Coloring activities /Instrumental families -Sound demonstrations Glasses of water Vibrating string Plastic straw/reed -Listening examples -Picking an Instrument that is right for YOU! activities. -Practice technique demo</p>	<p>-Students ability to identify an instrument in terms of: -Appearance -Family -Method of tone Production -Parts -Pitch alteration - Sound -Uses -Characteristics -Students ability to select an instrument which best fits his/her needs. -Students ability to recognize that playing an instrument requires practice and dedication.</p>

	<p>instrument? -How can pitch be altered on a string instrument? -What is a fret? -What is the purpose of the bow? -Do all string instruments use a bow? -What materials are used to make a bow? -What is the difference between a violin and a fiddle? -What is the purpose of rosin? -Which families does the piano belong to? Why? -How is sound produced on a piano? -What are the two categories of percussion instruments? -What do we mean by pitched and non-pitched percussion? -Which instruments are considered to be pitched percussion? -Which instruments are considered to be non-pitched percussion instruments? - How is sound produced on a percussion instrument? -What materials were used to make drum heads? -Why are timpani drums, (kettle drums) considered pitched percussion? -What are percussion mallets? -How is a steel drum tuned/made? -What musical elements does one need to know in order to play an instrument? -What might you consider when selecting an instrument? -How much time should be devoted for practice? -How do you practice at home?</p>	<p>instruments. -Explain how drum heads have evolved over the years and how the materials have changed. -Explain how steel drums are made and how each is tuned. -Make an intelligent decision when selecting an instrument in fourth grade. -Identify and use good practice techniques.</p>		
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<p>Connections to Text (Resources) Silver Burdett “Music Magic” Video series, Instruments, Posters, Games, Worksheets , examples of music for each instrument.</p>
<p>Connections to Technology: Listening examples of instrumental performances, Videos</p>
<p>Key Vocabulary: Vibration, pitch, families, instrumental families, brass, woodwinds, percussion, strings, mouth pieces. Reeds. Split air column, valve, slide, fret, trumpet, cornet, French horn, trombone, tuba, baritone, piccolo, flute, clarinet, oboe, saxophone, English horn, bassoon, violin, viola, cello, string bass, guitar, bango, fiddle, piano, mallet, drums, bongos, timpani, cymbals, moraccas, tambourine, castanets, gong, triangle, claves, steel drums, bells, xylophone.</p>

Topic: Grade 3 : Melody

Time: On-Going

Essential Questions:

- 1. What basic music elements are essential to music?**
- 2. What makes a great musician?**
- 3. What musical tools (skills) should a musician have in his/her tool box?**
- 4. How does music embrace, enhance and support all other subject areas?**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	<ul style="list-style-type: none">-What is it that you remember about a song you hear on the radio?-What is a musical jingle?-What is its main purpose?-What is a monotone voice?-Why would a monotone not make a good teacher?-How do notes move?-What is a melody?-What is a treble clef?-What is another name for treble clef and why?-What is the purpose of the music staff?-What are the lines and space notes on the treble clef staff?-What if solfege?-How can we use the hand signs to show Pitch relationships.-What instruments/voices use the treble clef staff?-What letters make up the music alphabet? <p style="text-align: right;">Kodaly</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">-Identify a melody line-Identify a monotone voice.-Write an original advertisement jingle with a melody line. <p>-Aurally and visually identify upward and downward tonal patterns.</p> <p>-Aurally and visually identify Steps, leaps and repeated tones</p> <ul style="list-style-type: none">-Identify the treble clef sign-Understand why it is also called The g clef. <p>-Identify instruments and vocal parts which read the treble clef.</p> <ul style="list-style-type: none">-Read the notes of the treble clef Staff.-Use Kodaly hand signs as they sing basic melody lines-Transfer their treble clef note Reading skills to the diatonic Bells.	<ul style="list-style-type: none">-Write a basic advertisement Jingle using note reading Skills.-Aural Dictation-Sing with recordings-Sing with the piano.-Shape Contour of song in the air.-Composing original melodies Using diatonic bells.-Write the melody line for original compositions on staff paper.-Sight Reading exercises-Transfer note reading skills to the diatonic bells.-Participation in Bell Band Ensemble.-Do Re Mi Song- Use Kodaly hand signs while singing-Treble clef instrument Demonstration.-Decode work game using treble clef notes.-Notable stories.-Write musical stories Using melodic notation to write stories etc. (Using the musical alphabet.). Ex. Musical Valentines	<ul style="list-style-type: none">-Students ability to Identify upward And downward tonal patterns.-Students ability to sing a melody line.-Students ability to Convey the contour of a song on paper or thru movement.-Students ability to create an original melody, notating it on staff paper and performing it on bells.-Students ability to read notes on the treble clef staff .-Students ability to Use Kodaly hand Signs while singing basic melody line.-Students ability to transfer note reading skills to the diatonic bells.-Students participation as a member of the bell band ensemble.

Connections to Text (Resources) Various Music Supplemental Methods, Silver Burdett, “The Music Connection” Series

Connections to Technology: Diatonic Bells, CD Listening Examples, Piano, DVDs

Key Vocabulary: Staff, Lines, Spaces, Treble clef, G Clef, Jingle, composition, music alphabet, leaps, melody, melodic patterns, contour, monotone.

Topic: Grade 3: Music History/Culture	Time: On-Going
Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? How does music affect emotions? Why is music considered a “Universal Language?”	

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	<ul style="list-style-type: none"> -What is culture? -What is tradition? -How are traditions passed on? -What part does music play in different cultures and traditions? -How is music a sort of vehicle which has helped to preserve traditions and various cultures through the years. -How can we use music to help us understand and learn about different cultures and traditions? -What holidays do people celebrate in different parts of the world? -How do cultures around the world compare and contrast? -What types of instruments are used in the music of different cultures? -How does music reflect the culture and traditions of a people around the world. -Why can music be considered a “Universal Language?” 	<ul style="list-style-type: none"> -Understand that culture is the entire way of life of a particular people, including its customs, religions, ideas, inventions, tools etc. -Understand how traditions and practices were passed from one generation to the next. -Understand that music is a vehicle in which we can preserve and pass down traditions and culture to future generations. -Explore different experiences, beliefs, motives and tradition of people living in diverse settings -Participate in activities, songs and dances which represent various cultures and traditions. -Observe different types of instruments used around the world. -Understand that music does not need words to convey an emotion, feeling or idea. -Understand that changes of key, tempo, dynamics, harmony and articulations change the feeling of a piece of music? -Understand that words are used to convey an idea or thought in a piece of music, but the music affects how we feel. -Understand the history and development of the steel drum. -Perform in a steel drum band 	<ul style="list-style-type: none"> -The Music Connection” Series -Classroom discussion -Activities, games, songs and dances representing different cultures, events and holidays. Examples: <ul style="list-style-type: none"> Halloween Veterans’s Day Thanksgiving Christmas Around the World New Years Boxing Day Martin Luther King Jr. (Black History, Slavery, Under ground Railroad) Chinese New Year Valentine’s Day St. Patrick’s Day Cinco De Mayo Flag Day -Singing and listening to songs from various countries. -Singing in a foreign language. <ul style="list-style-type: none"> Hebrew, Chinese and Spanish -Music Makers Series Videos (Demonstration of instruments used in different types of music and from other countries) -Participation in a Steel Drum Ensemble 	<ul style="list-style-type: none"> -Students ability to Understand the meaning of the terms, culture and tradition. -Students ability to understand the important role music plays in the preservation and passing down of traditions and culture to future generations. -Student participation in songs, dances and activities representing various cultures and traditions. -Students ability to sing songs in foreign languages. -Students ability to recognize that it’s the music itself that affects emotion and feelings and that the language/words are added to help tell a story. -Students ability to recognize instruments used in the music of other countries and cultures. Student’s ability to perform as a member of a steel drum band.

Connections to Text (Resources) The Music Connection Series, choral music, Videos and DVDs,
Connections to Technology: DVDs and Video Tapes , CDs , Listening Examples
Key Vocabulary: Traditions, Culture, holidays, Kwanzaa, piñata, fiesta, Mariachi Band, immigrant, African American, African American Spiritual, Cinco de Mayo, Boxing Day, Chanukah, Dreidle, Drinkin’ Gourd, North star, Big Dipper, Underground railroad, freedom, Civil Rights, Veteran, Mexico, Israel, Canada, Spain, Slavery,

Topic: Grade 3: Performance

Essential Questions: How does music embrace, enhance and support all other subject areas? What makes one piece of music sound different from another? What basic music elements are essential to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	<ul style="list-style-type: none"> -What does the term “Performance” mean? -What tools/skills does the musician need to use during a performance? -What helps to make a great performance? -Why is the following statement not necessarily correct? “Practice makes perfect!” -What are some of the things a good rehearsal/practice should include? -Why is sight reading so important? -What role does an audience play? -What is a dress rehearsal? -What happens if something goes wrong during a performance? -What is an ensemble? What does it mean to be a member of an ensemble? What are the responsibilities of an ensemble member? -How can we make sure we start and finish a song all at the same time? -What is the role of the conductor? -What are conducting patterns? -What do the conducting patterns mean? -How is sound produced on a diatonic bell? -What is harmony? -How can we produce harmony on the diatonic bells? -What is a musical round? -How is sound produced? Vibration? -What is the difference between harsh versus loud sounds? -What are the four families of instruments? What instruments make up each family? -What is the main difference between the four instrumental families? -What instrument would you like to play next school year? -Why would you like to play a specific instrument? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use their musical skills during a Performance. -Note Reading (Treble Clef) -Ledger Line Note Reading -Meter -Rhythmic Notation and Values -Dynamics -Tempo Markings -Sight Reading Skills <p>--Use good practice and rehearsal techniques/tools when practicing independently or rehearsing within an ensemble setting.</p> <ul style="list-style-type: none"> -Experience a Dress Rehearsal and will understand its importance and purpose. -Perform as a member of a bell ensemble. -Understand the character traits of a good ensemble member. <p>(Dependable, considerate, conscientious, loyal, prepared, hard working, etc.)</p> <ul style="list-style-type: none"> -React and follow a conductor and conducting patterns. <ul style="list-style-type: none"> -Perform as a member of a bell Ensemble and Steel Drum Ensemble.. -Read and perform a two part bell arrangement. -Participate in a musical singing round. <ul style="list-style-type: none"> -Identify instruments in terms of family, method of tone production, instrumental parts, types of music played and sound/timbre, -Intelligently select an instrument to study over the summer/next school year. 	<ul style="list-style-type: none"> -On Going review of music elements. Rhythm Value Games Treble clef Decode the word Game Sight Reading Exercises Complete the musical measure drill Meter Madness Drill Notable Stories <p>Various Performance Opportunities:</p> <ul style="list-style-type: none"> -Vocal/Singing in music class -Bell Band Ensemble -Steel Drum Band Ensemble -Character Education Singing Group -Score Reading Skills - Sight Reading Skills -Conducting Skill Practice -Mini Musicals/Skits -Individual/home practice <p>-Choral Singing</p> <ul style="list-style-type: none"> -Introduction to the instrumental Families. Student’s knowledge Of the instruments and families Will help the students select a band instrument to study for the following school year. Demonstration of instruments, DVD’s, Sound production experiments and demonstrations 	<p>Students will demonstrate their performance skills by doing just that...performing!</p> <p>-Participation and enjoyment in musical ensembles and musical activities.</p> <p>-Students ability to read written music, interpret the music , and transfer that knowledge to an instrument or vocal performance.</p> <p>-Students ability to sing in unison .</p> <p>-Students ability experience vocal harmony while singing a round.</p>

Connections to Text (Resources) Choral Music, Vocal Technique Methods, Bell Band Methods, Steel Drum Band Methods, Solo Music, Sight Reading exercise Material, CD Library, DVD’s and Videos, Piano. Time: On Going

Connections to Technology: Listening Examples, Instrument Demonstrations , DVD’s and Videos

Key Vocabulary:Harmony, Performance, harsh, loud, Woodwinds, Brasses, Strings, Percussion, embrasure, vibration, round, conductor, dress rehearsal, practice, audience, timbre, sight reading, harmony/unison.

Topic: Grade 3: Rhythm

Essential Questions:

1. How does music embrace, enhance and support all other subject areas?
2. What makes one piece of music sound different from another?
3. What basic music elements are essential to music?
4. What is the job of an orchestra/band conductor? What does he/she have to know/do when conducting a large ensemble?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1,2,3 & 4	<p>What is a beat? What is the purpose of meter? What does a meter tell you? What is a music measure? What is a bar line? Why must a musician know how to count rhythms? What do music and math have in common? What does a dot do to the value of a note it follows?</p> <p>What is the purpose/job of the Conductor?</p> <p>What is the purpose of a Musical tie? What is the difference between a strong and weak beat.</p> <p>What is a rhythmic Accompaniment?</p> <p>How does changing meter effect movement/dance steps?</p> <p>What is Tempo?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate meter in 2, & 4 through performance & movement. -Compose a 4 measure rhythmic piece. -Count and perform rhythmic notation. -Explain dotted rhythms -Identify rhythmic notation in terms of name, symbol and value. -Identify rhythmic rest notation in terms of name, symbol and value. -Demonstrate conducting patterns for 2 & 4, meter. -Identify and perform musical tied Rhythms. -Identify strong and weak beats -Perform rhythmic accompaniment For singing and dancing. <ul style="list-style-type: none"> -Change movement and dance steps to fit changing meter. -Identify style of music by meter.(Ex. Waltz in 3) <ul style="list-style-type: none"> -Identify changing tempos. -Identify tempo terms and symbols In a music score. (Andante, Largo, Presto and Allegro) 	<ul style="list-style-type: none"> -Measure Completion Exercises - Rhythmic Notation/Value Drill -Aural Rhythmic Dictation Exercises -Rhythmic Math Games -Count/Clap written rhythms -Use Drum Sticks and Pads -Participate in rhythmic ensemble -Reading rhythmic Scores <p>-Conducting practice</p> <p>-Sight reading examples</p> <p>-Percussion ensemble</p> <p>-Listening Exercises</p> <p>-Dance movements Exercises</p> <p>-Movement and Listening exercises</p>	<ul style="list-style-type: none"> -Original Rhythmic Composition -Worksheets -Performance -Sight Singing -Reading Vocal Score <p>-Conduct Patterns</p> <p>-Perform written rhythmic notation on diatonic bell.</p> <p>-Percussion Ensemble</p> <p>-Recognize meter changes through movement and dance.</p> <p>-Recognize tempo changes, symbols and terms..</p>

Connections to Text (Resources) Vocal Music , Bell Band Ensemble Methods, Silver Burdett: “The Music connection” Series

Time: Continuous

Connections to Technology: VCR and CD player

Key Vocabulary:Beat, meter, measure, bar line, quarter note, half note, whole note, dotted rhythms, rests, musical tie, strong/weak beat, accompaniment, conductor, musical style, tempo, Largo , Allegro , Andante and Presto.

Topic: Grade 3: Tempo

Essential Questions:

1. What do people hear when they listen to music?
2. What makes music interesting?
3. How can music affect our mood/how we feel?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1,2,3 & 4	<ul style="list-style-type: none"> -What does the term tempo mean? -What is the difference between speed and tempo? -Why are most musical terms in a different language? -Why do we use symbols and abbreviations for many tempo markings in a score? -Why is it important for composers to use tempo markings in their compositions? -Where do tempo markings usually appear in a score? -What are the musical terms for gradually getting faster and gradually getting slower? (Accelerando and Ritardando) -What do the abbreviations Accel. And Rit. stand for? -What does the term” A Tempo” mean? When would we use this term? -What do the following terms mean: Allegro, Largo, Presto, Lento, Allegretto and Andante mean? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Recognize fast and slow tempos. -Understand that speed and tempo are the same thing. -Understand that most of our musical terms are in German, French, Latin and Italian because early music was written by composers in Europe not in America. -Read and interpret tempo markings as well as abbreviations and symbols. -Demonstrate through performance a ritardando , an accelerando and an a tempo. -Understand why certain tempo markings are necessary in a musical score. -Understand how to use certain tempo markings in a performance. -Recognize and correctly perform the following tempo markings in a piece of music: Allegro, Largo, Presto, Andante, Lento, Allegretto, a tempo, accelerando, ritardando. (Performance medium: Steel Drums, Bell Band and Voice) -Participate in various dances which will incorporate each of the tempos studied. 	<p>Various Tempo Singing/Movement Songs and Activities</p> <p>Study the lives and music of famous composers. “Beethoven Lives Upstairs” Video “Strauss, The King of Three Quarter Time” “Rossini’s Ghost” Video</p> <p>Listen to different styles of music in terms of tempo</p> <p>Teach various dances styles experimenting with different changing tempos.</p> <p>Sing songs with changing tempo markings.</p> <p>Dramatize stories with tempo changes</p> <p>Perform songs using /practicing various tempos on bells and steel drums.</p>	<p>Student’s ability to:</p> <ul style="list-style-type: none"> -Recognize changes in tempo -Demonstrate through performance various tempos studied. -Participate in dances which incorporate changing tempos. - Understand tempo abbreviations and symbols when reading a musical score. -Perform an accelerando, ritardando and a tempo.

Connections to Text (Resources) Silver Burdett, “The Music Connection” Level 3, Literature, Various General Music Methods, Music Magazines, Vocal Music, Steel Drum Music, Bell Band Music, Sight Reading methods, Music Magazines **Time: On Going**

Connections to Technology: DVDs, Videos, Cassette Tapes, Listening Examples

Key Vocabulary: Allegro, Largo, Presto, Lento, Allegretto, Andante, Accelerando, Ritarde, Ritardando, a tempo, score, speed, tempo and composers