

## **Subject Area: General Music - Grade Level: Three**

**Mission Statement:** It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

**Elba Standards:** In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solving abilities;
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

### **New York State Standards: New York State Standards:**

- 1) Creating, performing and participating in the arts.
- 2) Knowing and using arts materials and resources.
- 2) Responding to and analyzing works of art.
- 4) Understanding the cultural dimensions and contributions of the arts.

### **National Standards for Music Education:**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

### **Performance Indicators:**

1A Create short pieces consisting of sounds from a variety of traditional sound sources.

1B Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo and dynamics; perform the music expressively; and sing or play simple repeated patterns with familiar songs.

1C Read simple standard notation in performance and follow vocal score.

2A Use classroom and nontraditional instruments performing and creating music.

2E Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.

2F Discuss ways that music is used by various members of the community

3A Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others'.

3B Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.

3C Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration and timbre.

3E Describe their understandings of particular pieces of music and how they relate to their surroundings.

4A Identify when listening and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.

<b>Assessment:</b>	<b>Acceptable Performance Level</b>
Participation in classroom activities	2, 3 or 4 on demonstrated work
Participation in Winter Concert	2, 3 or 4 on report cards at 20/40 week intervals
Participation in Spring Concert	

**Scope:** Grade three students will continue to develop an awareness of: classroom instruments using proper performance techniques; singing voice

to create, express and experience music concepts; knowledge of musical elements and principles through a variety of hands on musical activities.

<b>Content Sequence</b>	<b>Performance Indicators</b>	<b>Performance Level</b>
Melodic Rhythm – poem w/rhythm	1A, 1B	2 - Developing
Duration – long/short	3B	2 - Developing
Rhythm games – “bingo” - sequential subtraction	2A	2 - Developing
Mallet technique – 2 mallet exercises	1A, 2A	2 - Developing
Music reading – staff Diatonic scale; songs	1C	2 - Developing
Vocal technique – breath support, diction	1B, 3B	2 - Developing
Singing voice – 5 note warm-ups; pitch matching	1B, 3C	2 - Developing
Concert preparation – learn/memorize songs to be performed; choreography	1B, 3E	2 - Developing
Concert performance - self critique	1B, 2E, 3A	2 - Developing
Beat – primary and secondary beats; meter	2A, 3B	2 - Developing
Rhythm Games – quarter and eighth note values; notation; meter	1A, 1C ,3B	2 - Developing
Measures; barlines	1C, 2A	2 - Developing
Recorder instruction – breath support; tonguing; fingering	1A, 1B, 2A,	2 - Developing
Recorder instruction– fingering for notes “B”, “A” and “G”	2A	2 - Developing

Play/echo melodic patterns by ear	1B, 3B,	2 - Developing
Repeat signs	2A	2 - Developing
Musical alphabet – circle of pitch letters	3B	2 - Developing
Staff - lines/spaces (acronym)	3B, 3C	2 - Developing
3 note melodic examples – play, hear, sing, do fingering	1A, 1C	2 - Developing
Recorder fingering – notes “C” and “D”	1C, 2A, 3B	2 - Developing
Tied note values	3C	2 - Developing
Folk songs – sing and play; duets/solo	1B, 2A	2 - Developing
Fermata; slurring phrases	1B, 2A, 3C	2 - Developing
Rhythm – eighth note values; combined eighth/quarter notes	1B, 2A, 3B	2 - Developing
Spring Concert Performance – playing and singing skills; song preparation; appropriate behavior	1B, 2E	2 - Developing
Singing skill development – rounds; folk sounds; solo/duet	1B, 4A	2 - Developing

**Methodology:** Concepts and skills developed through modeling of appropriate techniques. Students shall experience music through singing, playing of instruments, hand and body movements as appropriate for skills being developed. Additional instruction in vocal techniques to improve singing skills. Recorder instruction as a pre-band instrument in preparation for participation in the beginning band program.

