
Third Grade General Music

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Third Grade General Music

Prerequisite:

- Must be a third grade student

This class meets one day a week. Third Grade General Music students will continue to explore the basic elements and vocabulary of music. As a result of their studies, students will be able to perform on pitch and in rhythm, while using their voices and various classroom instruments.

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Year-at-a-glance

Subject: General Music	Grade Level: Third Grade	Date Completed: 1/17/2019
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1st Quarter

Topic	Resources	Standards
<p>Students sing independently, on pitch and in rhythm, with appropriate diction, and posture while maintaining a steady tempo.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing; Learning Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>Singing Tongue Twisters A-Z</i> Brian Kane Jazz Path Publishing</p> <p>Various sheet music</p>	<p>State Standards: 9.1.3.A 9.1.3.B 9.1.3.G 9.1.3.J 9.2.3.G 9.2.3.K</p> <p>National Music Standards: MU: Pr4.1.3a MU: Pr4.3.3a MU: Pr5.1.3a MU: Pr6.1.3a MU: Re8.1.3a</p>

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<p>Identify, perform and move to music that celebrates events.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing; Learning Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>Singing Tongue Twisters A-Z</i> Brian Kane Jazz Path Publishing</p>	<p>State Standards: 9.1.3.I 9.2.3.A 9.2.3.K</p> <p>National Standards: MU: Pr4.2.2a MU: Pr4.2.3b MU: Pr6.1.3a MU: Re7.2.3a</p>
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<p>Students sing expressively, with appropriate dynamics, phrasing and interpretation.</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing; Learning Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>Singing Tongue Twisters A-Z</i> Brian Kane Jazz Path Publishing</p>	<p>State Standards: 9.1.3.A 9.1.3.B</p> <p>National Standards: MU: Pr.4.3.3a MU: Pr6.1.3a MU: Re8.1.3a</p>
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2nd Quarter

Topic	Resources	Standards
Students use standard symbols to read meter, rhythm, pitch and dynamics in simple patterns.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.3.A 9.1.3.B National Standards: MU: Cr2.1.3b MU: Pr4.2.3b
Students use a system (such as, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.3.A 9.1.3.B National Standards: Cr1.1.3b Pr4.2.3b

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3rd Quarter

Topic	Resources	Standards
<p>Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices.</p>	<p><i>Silver-Burdett Making Music Teacher’s Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing; Learning Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p>	<p>State Standards: 9.1.3.A 9.1.3.K</p> <p>National Standards: MU: Pr4.2.Ka</p>

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4th Quarter

Topic	Resources	Standards
Students identify simple music forms when presented aurally and visually.	<i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set	State Standards: 9.1.3.A National Standards: MU: PrB4.2.3a MU: Pr4.2.3b MU: Re7.2.3a

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Students sing independently, on pitch and in rhythm, with appropriate diction, and posture while maintaining a steady tempo.</p>	<p>Essential Knowledge/Skills: It is important for students to be able to create, recreate, rehearse and perform music independently</p> <p>Vocabulary: Beat Melody Tempo</p>	<p><i>Silver-Burdett Making Music Teacher’s Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation of Movement</p>	<p>6 days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, compose and arrange, improvise 9.1.3.G Recognize the function of rehearsals and practice sessions. 9.1.3.J Know and use traditional and contemporary technologies for producing and exhibiting works in the arts or the works of others. 9.2.3.G Relate works in the arts to geographic regions. 9.2.3.K Identify, explain and analyze traditions as they relate to works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. MU: Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). MU: Pr5.1.3a Apply teacher provided collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. MU: Pr6.1.3a Perform music with expression and technical accuracy. MU: Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent.</p>				

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<p>Identify, perform and move to music that celebrates events.</p>	<p>Essential Knowledge/Skills: Music is used as a means to celebrate events in people’s lives.</p> <p>Vocabulary: Ballad Style Steady Beat</p>	<p><i>Silver-Burdett Making Music Teacher’s Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p> <p><i>I Sing, You Sing: Holiday Songs</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation of Movement</p>	<p>5 days</p>
<p>PA Academic Standards: Music 9.1.3. I Identify arts events that take place in schools and communities. 9.2.3.A Explain the historical, cultural, and social context of an individual work in the arts. 9.2.3.K Identify, explain, and analyze traditions as they relate to works in the arts.</p> <p>National Core Arts Standards: Music MU: Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. MU: Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. MU: Pr6.1.3a Perform music with expression and technical accuracy. MU: Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p>				

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<p>Students sing expressively, with appropriate dynamics, phrasing and interpretation.</p>	<p>Essential Knowledge/Skills: Musical volume levels and phrasing are used to convey certain expressions.</p> <p>Vocabulary: Accent Dynamics Phrase Refrain Staccato Verse</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p> <p><i>I Sing, You Sing</i> Sally K Albrecht and Jay Althouse Alfred Publishing, Inc.</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p>	<p>5 days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, compose and arrange, improvise</p> <p>National Core Arts Standards: Music MU: Pr.4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo.) MU: Pr6.1.3a Perform music with expression and technical accuracy. MU: Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p>				

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<p>Students use standard symbols to read meter, rhythm, pitch and dynamics in simple patterns.</p>	<p>Essential Knowledge/Skills: Music is comprised of patterns of notes and symbols that can be arranged in various forms.</p> <p>Vocabulary: Bar Lines Crescendo Decrescendo Measure Meter Notes Rests Rhythm</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation</p>	<p>5 days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, compose and arrange, improvise</p> <p>National Core Arts Standards: Music MU: Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. MU: Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>				

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<p>Students use a system (such as, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.</p>	<p>Essential Knowledge/Skills: Musical notation can represent short, long, high and low sounds. Music notation can be used to share rhythms and melodies.</p> <p>Vocabulary: Treble Clef Octave Solfege</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Performance</p> <p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation</p>	<p>5 days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, play an instrument, read and notate music, compose and arrange, improvise</p> <p>National Core Arts Standards: Music Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p>				

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<p>Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices.</p>	<p>Essential Knowledge/Skills: Different groups of voices and/or instruments have different sounds.</p> <p>Vocabulary: Timbre Texture Brass Woodwinds Strings Percussion</p>	<p><i>Silver-Burdett Making Music Teacher’s Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation</p>	<p>5 days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre. 9.1.3.K Know and use traditional and contemporary technologies for further knowledge and understanding in the humanities.</p> <p>National Core Arts Standards: Music MU: Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/sift, same/different) in a variety of music selected for performance.</p>				

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<p>Students identify simple music forms when presented aurally and visually.</p>	<p>Essential Knowledge/Skills: Music contains a blueprint that serves as basis for songs.</p> <p>Vocabulary: ABA Form Call and Response Canon Coda Form Introduction</p>	<p><i>Silver-Burdett Making Music Teacher's Edition</i> Scott Foresman Pearson Education, Inc. Silver Burdett Accompanying CD set</p>	<p>Teacher Evaluated Auditory Questioning</p> <p>Teacher Evaluated Observation</p>	<p>5 days</p>
<p>PA Academic Standards: Music 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre.</p> <p>National Core Arts Standards: Music MU: Pr.4.2.3a Demonstrate understanding of the structure in music selected for performance. MU: Pr.4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. MU: Re 7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p>				