

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Music**  
**Grade 3**

<b>Marking Period 1:</b>	<b>Marking Period 2:</b>	<b>Marking Period 3:</b>	<b>Marking Period 4:</b>
<p><b><u>Melody</u></b> <b>Objectives:</b></p> <p>Expand vocal range.</p> <p>Read and play simple melodies on the recorder.</p> <p><b><u>Tone Color</u></b> <b>Objectives:</b></p> <p>Identify wind instrument tone colors.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Improve vocal range by singing various patriotic songs and the national anthem.</p> <p>Identify various wind instruments based on their tone color.</p>	<p><b><u>Tone Color</u></b> <b>Objectives:</b></p> <p>Play counter melodies on the recorder.</p> <p><b><u>Melody</u></b> <b>Objectives:</b></p> <p>Read and play more difficult melodies on the recorder.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>‘Jolly Saint Nick’: Student partners play melody and harmony parts.</p> <p><b><u>Rhythm</u></b> <b>Objectives:</b></p> <p>Correctly identify and play eighth, quarter, half, and whole notes and rests on a chosen instrument.</p> <p>Write an eight-measure piece of music in 4/4 time signature using eighth, quarter, half, and</p>	<p><b><u>Expression</u></b> <b>Objectives:</b></p> <p>Begin expressive playing through breath control, tempo, and dynamics.</p> <p>Determine how tempo, dynamics, and tone color affect the general mood of a piece.</p> <p>Understand codas and various forms.</p> <p>Play counter melodies on the recorder.</p> <p><b><u>Form</u></b> <b>Objectives:</b></p> <p>Understand codas and various forms.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Students choose one piece to play in two styles on the recorder.</p>	<p><b><u>Melody</u></b> <b>Objectives:</b></p> <p>Create original melodies.</p> <p>Critique each other’s playing styles.</p> <p>Compare pieces in terms of harmony and no harmony.</p> <p><b>Lessons, Activities, &amp; Student Products:</b></p> <p>Students create melodies using set tempos and scales.</p> <p>Use all eight notes to play ‘America’ on the recorder.</p> <p>Students critique each other’s playing styles.</p>

	<p>whole notes.</p> <p>‘The Cowboys and Indians Game.’ Students face off by adding up note values in their head as quickly as possible.</p>	<p>Utilize codas to complete various songs.</p> <p>Correctly play counter melody part over piano melody to ‘Jingle Bells.’</p>	
<p><b>Essential Questions:</b></p> <p>How do certain wind instruments sound?</p> <p>Why do they sound that way?</p> <p>How do they produce sound?</p> <p>What is correct technique when playing a wind instrument?</p>	<p><b>Essential Questions:</b></p> <p>What is a counter melody?</p> <p>When are counter melodies and harmonies used?</p> <p>What is the importance of being able to read and write musical notation?</p>	<p><b>Essential Questions:</b></p> <p>How do tempo, dynamics, and tone color affect the general mood of a piece?</p> <p>What is a coda?</p>	<p><b>Essential Questions:</b></p> <p>How are melodies created?</p> <p>How does somebody critique music?</p> <p>What is the purpose of harmony?</p>
<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>	<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>	<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>	<p><b>Materials:</b></p> <p>Wind Instruments Manuscript paper Music CDs</p>
<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation Recorders</p>	<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation Recorders</p>	<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation Recorders</p>	<p><b>Assessment:</b></p> <p>Teacher Observation Performance Rubric Project Based Assessment Manuscript paper/Music Notation Recorders</p>

<p><b>NJCCCS:</b></p> <p><b><u>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p><b><u>1.3.5.B.1</u> Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u>, and <u>compound meter</u>.</b></p> <p><b><u>1.3.5.B.2</u> Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</b></p> <p><b><u>1.1The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b><u>1.1.5.B.1</u> Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.</b></p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b><u>1.1.5.B.1</u> Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.</b></p> <p><b><u>1.1.5.B.2</u> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</b></p> <p><b><u>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p><b><u>1.3.5.B.1</u> Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u>, and <u>compound meter</u>.</b></p>	<p><b>NJCCCS:</b></p> <p><b><u>1.2History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</u></b></p> <p><b><u>1.2.5.A.2</u> Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</b></p> <p><b><u>1.2.5.A.3</u> Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</b></p> <p><b><u>1.3 Performance - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</u></b></p> <p><b><u>1.3.5.B.1</u> Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u>,</b></p>	<p><b>NJCCCS:</b></p> <p><b><u>1.4Aesthetic Responses &amp; Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</u></b></p> <p><b><u>1.4.5.A.1</u> Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</b></p> <p><b><u>1.4.5.A.2</u> Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points</b></p>
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