

## **Elementary General Music**

### **Grade Three**

The grade three music curriculum is divided into three major units. These include: "Singing and Learning America's Patriotic Songs and Their History," "Learning to Read Notes on the Treble Clef Staff/ Play Three-Note Pieces on the Recorder," and "Discovering by Sight and Sound the Instruments of the Orchestra." While learning and singing America's patriotic songs, students will continue developing from previous years' concepts of singing, including singing with accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound, clear diction and correct posture in proper head voice. Students will also be able to sing in a group, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. Students will be able to read notes on the treble clef staff and play three notes (B-A-G) on the recorder and various rhythm patterns while reading from staff notation. Finally, students will be able to identify by sight the instruments of the orchestra. They will also begin to be able to identify instruments by sound (this skill will continue to be developed in later years) and form an educated decision as to if they would like to begin lessons on a band/string instrument in grade four and, if so, which instrument they would like to play.

### **Elementary General Music Course Objectives**

#### **Grade Three**

##### **Students will be able to:**

1. Sing by memory, describe and explain the historical and musical significance of America's patriotic songs.
2. Continue to recognize that people in America create(d) and sing songs that are meaningful to them.
3. Define a patriotic song as a song that shows love, honor and respect for one's country.
4. Continue to recognize that singing, movement and instrument playing are means of personal expression.
5. Will be able to sing, alone and with others, six-note melodic patterns (sol-mi-la-low do-high do, re) and simple songs maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound, clear diction and correct posture.
6. Continue to recognize visually the staff, G clef/treble clef and letter names of notes on the staff.

7. Sing simple Sol-Mi-La-low do-high do, re melodies by sight when reading from the treble clef staff.
8. Continue to sing in a proper head voice.
9. Continue to recognize aurally and sing the major scale using solfege syllables, ascending and descending.
10. Continue to sing expressively with appropriate dynamics, phrasing and interpretation.
11. Continue to sing from memory a variety of songs.
12. Continue to sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a teacher or conductor.
13. Continue to demonstrate and respond to the steady beat through clapping, marching, and instrument playing.
14. Echo clap and improvise four-beat rhythm patterns which incorporate quarter notes, quarter rests, eighth notes, half notes and half rests, dotted half notes, whole notes, whole rests.
15. Visually recognize the quarter note, quarter rest, eighth notes, half note, half rest, dotted half note, whole note, whole rest.
16. Continue to perceive, describe and respond to musical opposites, including fast and slow (tempo), high and low (pitch), happy and sad (mode) and loud and quiet (dynamics) when singing, listening or moving to music.
17. Continue to respond through purposeful movement to selected music characteristics or to specific music occurrences while singing or listening to music in meters of two, three and four.
18. Continue to understand what it is to be a good listener of music.
19. Identify specific listening selections including: Paul Dukas' "The Sorcerer's Apprentice;" Ludwig van Beethoven's "Fifth Symphony," "Ninth Symphony," "Für Elise."
20. Continue to understand that a composer is one who creates and writes music and will question and answer, "Who created this and why?", "What is the composer trying to say?", "How does this music make me feel?"
21. Continue to use appropriate terminology in describing music, musical instruments and voices.
22. Identify by sight and sound band and orchestral instruments from the woodwind, brass, string, percussion and keyboard families.
23. Continue to classify orchestral instruments as woodwinds, brass, strings, percussion or keyboard.
24. Continue to identify the sounds of some instruments including hand-held classroom instruments, and band/orchestral instruments.
25. Continue to listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and or geographical content.
26. Continue to demonstrate that there are proper and respectful ways to play classroom musical instruments.

27. Continue to identify and play miscellaneous hand-held classroom instruments such as drums, triangles, tambourines, maracas, sand blocks, wood blocks, rhythm sticks and boom whackers.
28. Demonstrate proper posture when singing and playing the recorder.
29. Play on the recorder notes B-A G while reading from the treble clef staff.
30. Continue to play appropriately the major scale, simple melodies and bordun/ostinato patterns on xylophones and metallophones.
31. Continue to describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal and performance settings.