

## **PERFORMING ARTS DEPARTMENT**

## **GRADE 3 CLASSROOM MUSIC**

### **Contact Information**

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### **The Department's Educational Philosophy**

Education in the Arts plays a major role in three general areas of education. Students gain knowledge of events and historical movements that shaped society. The arts help to develop critical and creative thinking skills. The arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

### **Guiding Principles**

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning and present a sequence of experiences.

## **GRADE 3 CLASSROOM MUSIC**

**Course Frequency:** One 45-minute meeting per week

**Credits Offered:** None

**Prerequisites:** None

### **Background to the Curriculum**

The curriculum must allow for full appreciation of the student and student learning styles, allow both subjective and objective assessment of learning, and present a sequence of experiences.

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

The competency should provide for a musically educated person. A musically educated person can be defined as one who has the ability to perceive, assimilate, and sort musical stimuli intelligently and to participate independently in a musical experience. This individual usually finds ways to use music functionally in his life, either as an active participant or as an intellectually active listener.

In music, as in any other academic discipline, the students will have differing interests and aptitudes, which will affect the level of competency that they will achieve.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening, and creating music.

Ultimately, positive learning should result in the student's ability to:

- a. Perform music alone and with others.
- b. Improvise and create music.
- c. Use the vocabulary and notation of music.
- d. Respond to music with aesthetic judgments.
- e. Continue the music-learning experience independently.
- f. Perform and/or respond to music of ever-widening variety.
- g. Continue musical participation out of school as both a performer and a consumer.

### **Core Topics/Questions/Concepts/Skills**

The APS Music Department offers a sequential model of musical learning to its students. Throughout the students' experience in the elementary music classroom, musical knowledge is added to and built upon.

The essential skills in music are developed with six main processes in mind: singing, playing instruments, moving, reading, listening and creating music.

Singing: Students will learn songs by rote; simple transition from rote to standard notation; more complicated rounds, canons and descants; sing songs with expression and in tune.

Playing: Students will review playing techniques of all previous rhythmic and melodic instruments; add new materials as needed coordinated with Orff-Kodaly; introduce recorder: simple ostinato; improvisation.

Moving: Students will use singing games; dance (in response to music in pattern form); improvisation using all body movements; dramatizations.

Music Reading: Students will use scale with syllables and/or numbers; whole diatonic and pentatonic scale with hand signs as per Orff-Kodaly; more complex music notation; formal change from rote to note; Threshold to Music Experience Charts.

Listening: Students will identify musical aspects of sound (all contrasts); hearing melody and rhythm; tone color of orchestral instruments; form; mood; music of great composers.

Creating: Students will create body movement to music and rhythm; accompaniments using rhythm and melodic instruments; dances; additional verses to songs; dramatizations of songs, moods, stories, etc.

### **Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, <i>where applicable</i></u></b>
1] Singing: Students will learn songs by rote; simple transition from rote to standard notation; more complicated rounds, canons and descants; sing songs with expression and in tune.	Standard 1 – Singing
2] Playing: Students will review playing techniques of all previous rhythmic and melodic instruments; add new materials as needed coordinated with Orff-Kodaly; introduce recorder: simple ostinato; improvisation.	Standard 3 – Playing Instruments
3] Moving: Students will use singing games; dance (in response to music in pattern form); improvisation using all body movements; dramatizations.	Standard 5 – Critical Response
4] Music reading: Students will use scale with syllables and/or numbers; whole diatonic and pentatonic scale with hand signs as per Orff-Kodaly; more complex music notation; formal change from rote to note; Threshold to Music Experience Charts.	Standard 2 – Reading and Notation

<p>5] Listening: Students will identify musical aspects of sound (all contrasts); hearing melody and rhythm; tone color of orchestral instruments; form; mood; music of great composers.</p>	<p>Standard 5 – Critical Response</p>
<p>6] Creating: Students will create body movement to music and rhythm; accompaniments using rhythm and melodic instruments; dances; additional verses to songs; dramatizations of songs, moods, stories, etc.</p>	<p>Standard 4 – Improvisation and Composition</p>

**Assessment**

Subjective measures of student achievement can be obtained from observing student performance techniques, watching student satisfaction upon successful completion of performance, and listening to the musical product itself.

**Benchmarks for the Grade 3 Music Curriculum:**

Singing: Students will sing to a difficulty level 2 as determined by the MA Arts Curriculum Framework. Level 2 – easy; may include changes of tempo, key, and meter; modest ranges.

Playing: Show competency on an instrument, including percussion, Orff-Schulwerk, recorder through the ability to use steady tempo, proper technique and pitch to a level of difficulty of 1. Level 1 – very easy; easy keys, meters, rhythms; limited ranges.

Moving: Through movement, students are able to demonstrate expressiveness, form, meter and rhythm.

Music Reading: Students will read musical notation vocally and instrumentally and in increasingly complex melodic and rhythmic patterns.

Listening: Students will consider a variety of musical styles and idioms from a variety of cultures as a resource for personal listening.

Creating: Students will show understanding by organizing creative thoughts of melodies, accompaniments, rhythms and other musical concepts as learned; e.g., form, rhythm, melody, harmony, etc.

**Materials and Resources**

- Music integrated into the Social Studies curriculum: Immigration, Massachusetts and Mills
- Some other curriculum areas that are school-specific as requested by certain teachers include: Iditerod Race, French language, Electricity, the fifty states, fractions
- Wide variety of songs with various educational value, discussions of future uses of Music in our lives, well-known composers, units and/or activities from teacher requests
- Orff-Kodaly materials