

Grade 3 Music Curriculum Maps

Unit of Study: Families of Instruments

Unit of Study: Songs of Different Holidays/Patriotic Songs

Unit of Study: Recorder

Unit of Study: Recorders (Part 2)

Unit of Study: Harmony

Unit of Study: Folk Songs

Grade: 3 Subject: Music	Unit of Study: Families of Instruments
Big Idea/Rationale	Examine by sight and sound the 4 families of instruments
Enduring Understanding (Mastery Objective)	Examining the elements of music helps one to understand the music we hear and perform
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can the students name the 4 families of instruments? • Can the student name most instruments from each family by sight? • Can students identify instruments by sound?
Content (Subject Matter)	<ul style="list-style-type: none"> • Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. • 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
Materials and Resources	<ul style="list-style-type: none"> • Posters • CDs • Instrument bingo
Notes	

Grade: 3 Subject: Music	Unit of Study: Songs of Different Holidays/Patriotic Songs
Big Idea/Rationale	Music has a large and important role in holidays and cultures Patriotic music is important for all citizens
Enduring Understanding (Mastery Objective)	The arts have always been a part of culture and society and can tell us a lot about a culture or society
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students perform various songs and dances of various cultures and holidays? • What does the song or dance tell us about that country or holiday? • Which holidays require patriotic songs?
Content (Subject Matter)	<ul style="list-style-type: none"> • Songs to recognize fall holidays (Halloween, Thanksgiving, Christmas, Chanukah) • Songs to recognize changing seasons • Standard patriotic songs (America, God Bless America, National Anthem)
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. • 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. • 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).
Materials and Resources	<ul style="list-style-type: none"> • CDs • YouTube • Audio Clips • Various sheet music • Orff instruments
Notes	

Grade: 3 Subject: Music	Unit of Study: Recorder
Big Idea/Rationale	Apply note and rhythm reading skills to playing an instrument
Enduring Understanding (Mastery Objective)	Every student should have the opportunity to perform, create, and listen to music with understanding
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How many notes can be played on a recorder? • What are the names of the lines and spaces on the staff? • What is the importance of learning the proper playing technique of the recorder? • How can you make a quality sound on the recorder? • Can you match the note names and finger positions on the recorder?
Content (Subject Matter)	<ul style="list-style-type: none"> • Playing recorders • Read and perform standard notation • Playing from written notation
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. • 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter • 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety
Materials and Resources	<ul style="list-style-type: none"> • Recorders • Recorder Fun Book • Worksheets
Notes	

Grade: 3 Subject: Music	Unit of Study: Recorders (Part 2)
Big Idea/Rationale	<ul style="list-style-type: none"> • Prepare for concert • Read rhythms • Read notes • Play unison and harmonies
Enduring Understanding (Mastery Objective)	Examining the elements of music helps one to understand the music we hear and perform
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students read written notes from D4 to E5 include F#4? • Can students play a duet or round together? • Can students play with accompaniment? • Can students read notes without labels? • Will students be able to play a concert?
Content (Subject Matter)	<ul style="list-style-type: none"> • Note and rhythm reading • Fingering for recorder • Concert behavior
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. • 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter • 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre • 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety

Materials and Resources	<ul style="list-style-type: none">• Various recorder methods books• Recorder• YouTube• CD accompaniment where available
Notes	

Grade: 3 Subject: Music	Unit of Study: Harmony
Big Idea/Rationale	<ul style="list-style-type: none"> • Identify interval of a third • Create a chord using a third • Sing in thirds
Enduring Understanding (Mastery Objective)	Examining the elements of music helps one to understand the music we hear and perform
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Can students identify harmony heard in music examples? • Can students perform harmony? • Can students identify the interval of a third in listening examples? • Can students sing in thirds?
Content (Subject Matter)	<ul style="list-style-type: none"> • Relationship of notes to each other • Sound produced by adding every other note (thirds) • Examples of harmony in vocal and instrumental music
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems • 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures • 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter • 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre • 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. • 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension
Materials and Resources	<ul style="list-style-type: none"> • YouTube • CD accompaniment where available
Notes	

Grade: 3 Subject: Music	Unit of Study: Folk Songs
Big Idea/Rationale	Identify the American experience in story and song.
Enduring Understanding (Mastery Objective)	A nation or people's culture can be understood through its folk songs
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What experiences can be put into music? • Who wrote American folk songs? • What influences can we find? • Are there different songs for each region of the country?
Content (Subject Matter)	Folk songs and American History
Skills/ Benchmarks (CCSS Standards)	<ul style="list-style-type: none"> • 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. • 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. • 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. • 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. • 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. • 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
Materials and Resources	<ul style="list-style-type: none"> • CD's • Various American folk song book
Notes	