

**Mendham Borough Public Schools  
Mendham, New Jersey**

**Curriculum and Instruction**

**Course of Study**

**Music: Grade 3**

**August 23, 2016**

**I. RATIONAL, DESCRIPTION AND PURPOSE**

The making of music is a thoughtful practice involving formal and informal knowledge. It requires the development and practice of sensory skills, the manipulation and translation of complex symbols systems, and an understanding of the component parts and the “whole” within the composition. The continuum and practice of thoughtful synthesis, expressiveness, dynamics, movement, and flow, are essential to success in music as well as in virtually all aspects of a person’s life.

Learning experiences provided in Mendham Borough music program are based on essential understandings, processes and skills, which are aligned with both national and state standards. In grades K-4, students focus on basic elements and principles, personal feelings about and responses to various types of music, strategies for analyzing form and quality, and the relationship of music to other disciplines as well as to historical, societal, and cultural phenomena. The students also create and perform age-appropriate musical pieces. School wide choral concerts are an integral part of the program as well.

**II. DISTRICT OBJECTIVES**

The district adopts the objectives for Music Education established by the National Council for the Arts according to the developmental needs of our students.

**Content Standard # 1:** Singing, alone and with others, a varied repertoire of music

Achievement Standard:

- Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- Students sing expressively, with appropriate dynamics, phrasing, and interpretation

- Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Students sing ostinatos, partner songs, and rounds
- Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

**Content Standard #2:** Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard:

- Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- Students perform expressively a varied repertoire of music representing diverse genres and styles
- Students echo short rhythms and melodic patterns
- Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Students perform independent instrumental parts while other students sing or play contrasting parts

**Content Standard # 3:** Improvising melodies, variations, and accompaniments

Achievement Standard:

- Students improvise "answers" in the same style to given rhythmic and melodic phrases
- Students improvise simple rhythmic and melodic ostinato accompaniments
- Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

**Content Standard # 4:** Composing and arranging music within specified guidelines

Achievement Standard:

- Students create and arrange music to accompany readings or dramatizations
- Students create and arrange short songs and instrumental pieces within specified guidelines
- Students use a variety of sound sources when composing

**Content Standard # 5:** Reading and notating music

Achievement Standard:

- Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
- Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

**Content Standard # 6:** Listening to, analyzing, and describing music

Achievement Standard:

- Students identify simple music forms when presented aurally
- Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- 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
- Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

**Content Standard # 7:** Evaluating music and music performances

Achievement Standard:

- Students devise criteria for evaluating performances and compositions
- Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles

**Content Standard # 8:** Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:

- Students identify similarities and differences in the meanings of common terms used in the various arts
- Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

**Content Standard # 9:** Understanding music in relation to history and culture

Achievement Standard:

- Students identify by genre or style aural examples of music from various historical periods and cultures
- Students describe in simple terms how elements of music are used in music examples from various cultures of the world
- Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- Students identify and describe roles of musicians in various music settings and cultures
- Students demonstrate audience behavior appropriate for the context and style of music performed

**III. ALIGNMENT TO STANDARDS**

Music Education instruction aligns with the following **2014 New Jersey Student Learning Standards:**

**NJCCCS 1.1 The Creative Process**

- All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**NJCCCS 1.2 History of the Arts and Culture**

- All students will understand the role, development, and influence of the arts throughout history and across cultures.

**NJCCCS 1.3 Performance**

- All students will synthesize skills, media, methods and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**NJCCCS 1.4 Aesthetic Response & 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.

#### **IV. INSTRUCTIONAL TECHNIQUES**

Music Education instruction incorporates a variety of techniques to meet the continuum of learners' interest and readiness. Differentiation is the key to each student's success. Each student will work at his/her level of skill readiness to complete the assignment. Assistance and modification will be offered to those in need and challenges to take the project to a higher, more detailed level will be offered to advanced learners. Instructional objectives, strategies and materials emphasize relevance, authenticity and student-centered learning.

All lessons are prepared using the Understanding by Design/Backward design model so that students have a clear understanding of what is expected. Instruction will include the following strategies:

- Observe, analyze and discuss music
- Discuss prior knowledge about the lesson content
- Observe a teacher demonstration of techniques
- See visual representations of required tasks
- Have an understanding of all expectations
- Have access to instruments needed for class work
- Experiment and explore techniques
- Take risks
- Work collaboratively with peers to share ideas, concepts and discoveries
- Engage in frequent student-teacher conferencing to gauge understanding and re-direct and guide learning as necessary
- Self-assess and reflect upon learning process
- Critique performances

## V. ASSESSMENT

Standards, curriculum, instruction, and assessment will work together to produce a mutually reinforcing system of unified expectations. The assessment will assess students' knowledge, attitudes, and performance in that it affirms and articulates the content. It will be a way of judging each student's knowledge and take into account their unique capacity to learn about music. The assessment will include opportunities for students to use critical judgment. The assessment should examine and report on developing abilities. Each student is honored at his/her degree of readiness and the following tools will be employed:

- Rubric to define and assess:
  - Formative (process)
  - Summative (product)
  - Authentic (application)
- Written and oral teacher- assessment
- Critique: Describe, Analyze, Interpret, Judge
- Portfolio collection of work to assess growth over time

## VI. CONTENT, SCOPE, AND SEQUENCE, LEARNING OUTCOMES

Building upon knowledge and skills gained in preceding grades, the following desired results will guide staff in the selection of appropriate assessment evidence, and ultimately in the creation and implementation of a learning plan which uses that evidence to determine attainment of the desired results.

Grade level benchmarks in third grade Music Education are built into the following standards:

### **STANDARD 1.1 (THE CREATIVE PROCESS)**

As part of The Creative Process, students will know

- Listening to, reading and/or writing music prepares them to make music
- Elements of music (i.e. meter, rhythm, intervals, melodic progressions) are the building blocks for creating music

As part of The Creative Process, students will understand

- Careful listening to music helps one learn about music.

As part of The Creative Process, students will be able to

- Listen and describe additional musical characteristics in Italian terms (allegro/andante/adagio, forte/mezzo forte, mezzo piano/piano, crescendo/decrescendo, staccato/legato, duple/triple meter)
- Identify characteristics of instruments that are not in the orchestra
- Read and identify additional rhythms and rhythm patterns to include dotted half notes and whole notes
- Read and write duple meters. (2/4, 4/4)
- Respond and read triple meter (3/4)
- Read absolute pitches of the treble clef (first line E G A B)
- Apply rhythm and note reading skills to improvise 2- 4 measure songs

### **STANDARD 1.2 (HISTORY OF THE ARTS AND CULTURE)**

As part of the History of the Arts and Culture, students will know

- That music and culture affect each other
- Music genres (i.e., blues, marches, waltzes) have special characteristics

As part of the History of the Arts and Culture, students will understand

- Music from diverse cultures and historical eras has distinct characteristics and common themes.

As part of the History of the Arts and Culture, students will be able to

- Identify music's role in different cultures (i.e., Polynesia)
- Play games/sing songs from different cultures and explain why the song is used and/or the game is played
- Describe how certain elements of music (i.e., rhythm, pitch, tempo, dynamics, form) are used in musical pieces representing a variety of cultures
- Discuss the roles of musicians in various cultures
- Discuss characteristics of Baroque music (i.e., Bach)

### **STANDARD 1.3 (PERFORMING)**

As part of Performing, students will know

- Music scores are made up of staves, systems, clefs, and meters
- Individual voices can change over time, proper singing improves your voice, and singing in parts requires listening
- Music has form that you can use to improvise and write music
- Reading music notation and markings/symbols helps you decide how to perform a piece of music

As part of Performing, students will understand

- Great music requires skills and discipline to turn notions into a quality product.
- Improvisation can create music.

As part of Performing, students will be able to

- Sing patterns of grade-level pitches through solfege and hand signs
- Echo vocally short melodies using grade-level pitches
- Sing songs in different meters
- Sing expressively, with correct posture and proper breathing
- Read, sing and play grade-level appropriate songs from staff notation on the treble clef
- Sing songs in groups while matching the dynamics and phrasing of the conductor's cues
- Sing in groups while listening and blending the timbre of his/her voice with the voices of others
- Sing and play 2-4 measure songs with correct pitch and rhythm
- Sight-sing melodic phrases and songs using combinations of pitches (do re mi, do mi sol, etc.)
- Sing rounds and partner songs
- Play age-appropriate finger positions on the recorder with correct fingering, posture, and breath support
- Improvise a one-measure rhythmic and/or melodic variation for a familiar melody
- Improvise a 4-beat melody for a given rhythm using grade level pitches
- Write a 2-4 measure melody for the recorder using GAB on the treble clef when given a simple rhythm
- Identify simple markings in written music (i.e., tempo, piano, forte, repeat, da capo al fine)

#### **STANDARD 1.4 (AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES)**

As part of Aesthetic Responses & Critique Methodologies, students will know

Aesthetic Response

- Music can be classified into different categories (i.e., Baroque, Program, Folk)
- One can identify and name sections (i.e., introduction, interlude, bridge, A, B, coda) of a musical composition
- One can make a judgment about a piece of music if they understand the musical genre and form

#### Critique Methods

- Looking for specific elements when they evaluate music/performances provides them with a deeper understanding of that music/performance
- They can evaluate music using various assessment criteria including rubrics and word banks
- Music has its own terminologies
- Can judge how good a performer/performance is by understanding how the artist applies technique
- Artists and audiences can agree or disagree about a musical work or performance

As part of Aesthetic Responses & Critique Methodologies, students will understand

- Active listening is an important component of full appreciation of music.

As part of Aesthetic Responses & Critique Methodologies, students will be able to

- Identify a piece of music by the category in which it belongs (jazz, classical, pop)
- Identify simple parts of a piece of music (introduction, coda, verse refrain)
- Explain why he/she likes or dislikes a piece of music or a style of music by referring to specific elements (instrumentation, articulation, dynamics, form, pitch, rhythm, tempo, etc.)
- Evaluate a performance using guidelines provided by the teacher and his/her own reactions
- Respect the musical tastes of classmates and teacher even if different from his/her own