

# Grade 3 Music



## Elemental Music Theory

### Course Curriculum

#### Power Objectives

**P.O. #1: Play and sing a varied repertoire of music with proper technique (P.O. #1 Proficiency Rubric)**

#### Academic Vocabulary

- ☐ meter
- ☐ double
- ☐ triple
- ☐ staff
- ☐ bar lines
- ☐ treble clef
- ☐ time signature
- ☐ repeat sign
- ☐ d.s. al fine
- ☐ d.s. al coda

- ☐ first & second endings
- ☐ melody
- ☐ harmony
- ☐ pitch
- ☐ musical alphabet
- ☐ scale
- ☐ octave
- ☐ notation
- ☐ extended pentatonic in C, F, and G do
- ☐ genre

- ☐ solfa syllables
- ☐ octaves
- ☐ rhythm
- ☐ half note
- ☐ quarter note
- ☐ eighth note
- ☐ quarter rest
- ☐ technique
- ☐ form
- ☐ binary form

#### Enduring Understandings

*Students understand that...*

- Music is organized sound. Understanding how it is organized can help us to become more sensitive and more appreciative listeners and performers.
- Singing, playing, and moving are fundamental and universal forms of expression that require active listening skills and correct physical production.
- Learning to read and notate music helps musicians comprehend and express the universal language of music.
- Knowledge and understanding of music notation are essential to music literacy.
- Improvisation and composition enable musicians to express original music ideas.

# Essential Questions

- How is sound organized to make music?
- Why and how do people create music?
- What is musical notation for?
- Why do I need to say rhythm and melody syllables?
- Why do I need to play instruments a certain way?
- Why do I need to learn how to read and write music?
- How do I make up my own music?
- What is the difference between improvisation and composition?
- What kind of decisions do composers need to make?
- How is music a universal language?
- How can I be an active listener when hearing a performance?