



Music (Grade 3)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Music](#). Students in Third grade participate in two 30-minute music classes each week. Students experience music through singing, playing classroom instruments, listening, folk dancing, and reading notation. The curriculum includes the following musical concepts; steady beat, rhythm, tempo, dynamics, melody and form. The Kodaly approach is used to teach rhythm and pitch. Students are introduced to their first experience with a classroom melody instrument, the mountain dulcimer. The students typically perform in one concert per year.

Essential Understandings:

1. Singing or playing an instrument requires fundamental skills for developing a foundation of personal expression, communication, and fulfillment. (A.4.1, A.4.2, A.4.3, A.4.4, A.4.5, B.4.1, B.4.2, B.4.3, B.4.4, B.4.5, B.4.6)
2. Musical creativity and personal expression are demonstrated through improvisation, composition, arrangement, movement or interpretation. (C.4.1, C.4.2, D.4.1, D.4.3)
3. Reading and understanding the language of musical notation develops a foundation for musical literacy. (E.4.1, E.4.2, E.4.3)
4. Music is appreciated and understood through analysis, description and evaluation of the musical elements. (F.4.1, F.4.2, F.4.3, F.4.5, F.4.6, G.4.3)
5. Music connects us to cultures, history, and other arts in our global society. (H.4.2, I.4.1, I.4.2, I.4.4)

Unit	Description of Unit and Learning Targets
Performance <ul style="list-style-type: none">• What are the correct techniques for playing classroom instruments?• How do we improve our sing voice?• How does the conductor lead the music?• How do we choose music for the concert?	<p>This unit provides opportunities for the students to continue practicing the skills needed to sing and play classroom instruments with increasing accuracy. This unit is ongoing throughout the school year.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I sing independently on pitch, with good posture and diction.• I can sing with expression by using dynamics and phrasing.• I can sing songs from memory.• I can sing rounds, partner songs, and ostinatos.• I can sing in a group and match my voice to others while following the directions of the conductor.• I can play classroom instruments on pitch, in rhythm, with dynamics, and keep a steady beat.• I can play rhythm and melody patterns on classroom instruments.• I can use expression while playing a classroom instrument.• I can echo rhythm and melody on a classroom instrument.• I can follow the conductor while playing a classroom instrument.• I can play an instrument while other are singing.
Creativity <ul style="list-style-type: none">• How do I improvise using rhythm and melody?• How do we use different instruments and sound to help tell a story or create mood?	<p>This unit encompasses skills needed to continue developing personal expression and creativity with the voice, classroom instruments, and movement/dance. This unit is ongoing throughout the year.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can improvise answers to rhythmic questions.• I can improvise an ostinato on a classroom instrument.

<ul style="list-style-type: none"> • How do we create actions and movement that fit the music? • How do composers create mood? • How/why do we use different tempos and dynamics? 	<ul style="list-style-type: none"> • I can create music to help tell a story. • I can use different classroom instruments to create music.
<p>Literacy</p> <ul style="list-style-type: none"> • How do students demonstrate an understanding of notated music, both melodic and rhythmic? 	<p>This unit continues to develop the skills needed to read and understand music notation, music symbols, and music vocabulary. Students play and sing the C and D major scales notated on the treble clef staff and work with the solfege hand signs when learning melodies or ostinatos. Students continue to build on rhythm reading skill using the Kodaly method. This unit is ongoing throughout the school year.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can read whole, half, quarter, and eighth notes, and rests in 3/4 and 4/4 time signatures. • I can use solfege to read pitch notation in C and D major on the treble clef staff. • I can identify music term and symbols that are used in the music we are learning.
<p>Response</p> <ul style="list-style-type: none"> • How does music make me feel? • How do different instruments help to create mood. • How do students demonstrate the ability to analyze, describe and evaluate the music that they are learning. 	<p>This unit exposes students to musical experiences that require them to express feelings and understand how music creates different moods through the use of the musical elements. Students will also have opportunities to experience live performances throughout the year.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can identify phrases and sections in the music that are the same, similar, and different. • I can identify simple forms in music. • I can talk about what I hear in different kinds of music and how the music makes me feel. • I can identify the different instruments that I hear in the music and the different kind of voices. • I can move and dance to the music in a way that fits with the tempo, dynamics, and beat. • I can evaluate my performance and the performance of others.
<p>Connection</p> <ul style="list-style-type: none"> • How do we use music in our celebrations and holidays? • How does music help us learn to read, do math and learn about history? • How is music used in the other arts? 	<p>This unit will provide opportunities for students to relate musical experiences to other subject areas and other arts. We will also explore music that relate to the world around us (culture).</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can find relationships between music and other subjects I have in school. • I can demonstrate audience behavior appropriate for the style of music being performed. • I can listen to music from other cultures and times in history and describe what I hear. • I can describe how music can be used in daily life.