

# SMCPS Course Syllabus

<b>Course:</b>	Music (General) - Grade 3	<b>Course Number:</b>	
<b>Dates Covered:</b>	2019-2020	<b>Course Duration:</b>	Year Long
<b>Text Resources:</b> used throughout the course	Including, but not limited to the following: Silver-Burdett Making Music		
<b>Supplemental Resources:</b> used throughout the course	(A variety of songs and selections of music as determined by the teacher.) <u>Student Edition</u> isbn10: 0382343476	<u>Teacher Edition</u> isbn10: 0382343565 <u>Keyboard Accompaniment Book</u> isbn10: 0382344863	<u>Resource Book</u> isbn10: 0382344774 <u>Listening Map Transparencies</u> isbn10: 0382344626 <u>Activities for the Substitute Teacher - CD Package K-8</u> isbn10: 0382341406 <u>Master Index and Correlations K-8</u> isbn10: 0382348885
<b>MCCRS Connection:</b> Appropriate connections to be regularly included in the planning for implementation of the standards below	<p>How will students</p> <ul style="list-style-type: none"> <li>• Demonstrate independence</li> <li>• Build strong relationships</li> <li>• Respond to the varying demands of audience, task, purpose, and discipline.</li> <li>• Comprehend, as well as critique</li> </ul> <ul style="list-style-type: none"> <li>• Value evidence</li> <li>• Use technology and digital media strategically and capably</li> <li>• Understand other perspectives and cultures</li> <li>• Make sense of problems and persevere in solving them</li> </ul> <ul style="list-style-type: none"> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with music</li> <li>• Use appropriate tools strategically</li> </ul> <ul style="list-style-type: none"> <li>• Attend to precision</li> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>		

## Scope and Sequence:

Semester	Unit/Theme	Learning Objectives	Revolving Indicators	Instructional Resources (e.g., text and chapters)	Classroom Assessments
1	(To be determined by the teacher.)	<b>1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.</b> <ol style="list-style-type: none"> <li>Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment. <ol style="list-style-type: none"> <li>Categorize band and orchestra instruments by sight and sound according to the string, woodwind, brass, or percussion family.</li> <li>Identify ABA and call-and-response musical forms when presented aurally. <ul style="list-style-type: none"> <li>• Define the term form as the way a musical composition is organized.</li> </ul> </li> <li>Describe environmental sounds heard, with attention to tempo, dynamics, and pitch. <ul style="list-style-type: none"> <li>• Define the term pitch.</li> </ul> </li> </ol> </li> <li>Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others. <ol style="list-style-type: none"> <li>Perform ostinatos to support given melodies.</li> </ol> </li> <li>Respond to music through movement.</li> </ol>	1.1.c Read music notation including dynamics ( <b>p,f</b> ), tempo ( <b>allegro, adagio</b> ), and meter ( <b>2/2, 2/4, 3/4, 4/4, 6/8</b> ). <ul style="list-style-type: none"> <li>• Define the term dynamics, time signature, and tempo.</li> <li>• Demonstrate understanding of how to read a time signature.</li> </ul> 1.2.a Perform accurately simple rhythms at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter	Including, but not limited to the following: Silver-Burdett Making Music	Project Evaluations Test and Quizzes Discussion Notes Performances

		<p>a. Create movement patterns to communicate meaning or feeling in music and describe the relationships of movement to music.</p> <p>4. Experiment with standard and individually created symbols to represent sounds.</p> <p>b. Write simple rhythm patterns from dictation using quarter notes, two connected eighth notes, half notes, and corresponding rests in 4/4 time (2 measures).</p> <p><b>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</b></p> <p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.</p> <p>a. Describe how music reflects daily experience in the local community.</p> <p>b. Listen to and perform folk and composed music that is used to celebrate holidays in various world cultures.</p> <p>d. Identify and describe roles of musicians in the local community.</p> <p>f. Describe ways in which creating and performing music bring personal satisfaction.</p> <p><b>3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.</b></p> <p>1. Demonstrate the ability to improvise music through experimentation with sound.</p> <p>a. Use selected classroom instruments or voices to improvise short melodies that answer in the same style to given rhythmic and melodic phrases (Q &amp; A).</p> <ul style="list-style-type: none"> <li>Define the term improvisation.</li> </ul> <p>b. Improvise vocal or instrumental music using nontraditional sounds e.g., environmental, standard instrument being used in nontraditional ways.</p> <p>2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition.</p> <p>a. Use environmental sounds to enhance the mood and/or words of a musical composition.</p>	<p>rests, two eighth notes connected.</p> <p>1.2.b Sing and play a variety of music at a given tempo, using correct posture and clear diction or articulation.</p> <p>1.2.e Explain appropriate performance behavior.</p> <p>2.1.g Describe audience behaviors which are respectful of the performer(s).</p> <p>2.2.b Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.</p> <ul style="list-style-type: none"> <li>Baroque</li> <li>Classical</li> <li>Japan</li> </ul> <p>2.3.b Demonstrate ways to relate music content, processes, and skills with those of other subjects taught in school.</p> <p>4.1.a Discuss musical characteristics as they relate to the listener's feelings and preferences.</p> <p>4.2.a Discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.</p> <ul style="list-style-type: none"> <li>Apply discussion to a performance of an ensemble concert style event for an audience.</li> </ul>		
	Common Assessments (PLC)			County Assessment	
	Reviewed at the monthly PLC meetings.			Semester	
Semester	Unit/Theme	Learning Objectives	Revolving Indicators	Instructional Resources	Classroom Assessments

				(e.g., text and chapters)	
2	(To be determined by the teacher.)	<p><b>1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.</b></p> <ol style="list-style-type: none"> <li>Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.               <ol style="list-style-type: none"> <li>Distinguish between major and minor modes presented aurally.</li> </ol> </li> <li>Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others.               <ol style="list-style-type: none"> <li>Sing two- and three-part rounds accurately.</li> </ol> </li> <li>Respond to music through movement.               <ol style="list-style-type: none"> <li>Conduct music in two meter.                   <ul style="list-style-type: none"> <li>Identify a standard written representation of a conducting pattern in a meter of 2.</li> </ul> </li> <li>Create movement patterns to demonstrate aspects of music, such as melodic contour, form, and dynamics.                   <ul style="list-style-type: none"> <li>Define the term melodic contour.</li> </ul> </li> </ol> </li> <li>Experiment with standard and individually created symbols to represent sounds.               <ol style="list-style-type: none"> <li>Indicate occurrences of chord changes presented aurally (I and V chords).</li> <li>Create and notate short melodies using non-standard symbols such as icons, dashes and dots, or any system created by and meaningful to the student (2 measures).</li> </ol> </li> </ol> <p><b>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</b></p> <ol style="list-style-type: none"> <li>Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.               <ol style="list-style-type: none"> <li>Listen to music examples from various world cultures and describe how tempo, dynamics, and pitch are used.</li> <li>Use movement to describe aural musical examples.</li> </ol> </li> <li>Become acquainted with the roles of music in the lives of people.               <ol style="list-style-type: none"> <li>Listen to and describe a variety of musical works and relate them to specific historical events.</li> <li>Listen to and describe musical examples that represent styles and traditions from various historical periods and world cultures.                   <ul style="list-style-type: none"> <li>Baroque</li> <li>Classical</li> <li>Japan</li> </ul> </li> </ol> </li> <li>Explore the relationship of music to dance, theatre, the visual arts and other disciplines.</li> </ol>	<p>1.1.c Read music notation including dynamics (<b>p,f</b>), tempo (<b>allegro, adagio</b>), and meter (<b>2/2, 2/4, 3/4, 4/4, 6/8</b>).</p> <ul style="list-style-type: none"> <li>Define the term dynamics, time signature, and tempo.</li> <li>Demonstrate understanding of how to read a time signature.</li> </ul> <p>1.2.a Perform accurately simple rhythms at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected.</p> <p>1.2.b Sing and play a variety of music at a given tempo, using correct posture and clear diction or articulation.</p> <p>1.2.e Explain appropriate performance behavior.</p> <p>2.1.g Describe audience behaviors which are respectful of the performer(s).</p> <p>2.2.b Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.           <ul style="list-style-type: none"> <li>Baroque</li> <li>Classical</li> <li>Japan</li> </ul> </p> <p>2.3.b Demonstrate ways to relate music content, processes, and skills with those of other subjects taught in school.</p>	Including, but not limited to the following: Silver-Burdett Making Music	<p>Project</p> <p>Evaluations</p> <p>Test and Quizzes</p> <p>Discussion</p> <p>Notes</p> <p>Performances</p>

		<p>a. Experiment with individual creative expression through music as it relates to dance, creative dramatics, and the visual arts.</p> <p>4. Develop knowledge of a wide variety of styles and genres through the study of music history.</p> <p>a. Demonstrate an awareness of music history by performing songs, games, and dances representing a variety of composers, styles, genres, and world cultures.</p> <ul style="list-style-type: none"> <li>Baroque (Johann Sebastian Bach)</li> <li>Classical (Ludwig van Beethoven)</li> <li>Folk <ul style="list-style-type: none"> <li>Define “folk” music as any style of music which represents a community and can be sung/played by people who may or may not actually be trained musicians, using the instruments available to them.</li> </ul> </li> <li>Japan</li> </ul> <p><b>3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.</b></p> <p>2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition.</p> <p>b. Create simple rhythm patterns that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected (2 measures).</p> <p>c. Compose and use traditional notation to preserve ostinatos that enhance given melodies.</p>	<p>4.1.a Discuss musical characteristics as they relate to the listener’s feelings and preferences.</p> <p>4.2.a Discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression.</p> <ul style="list-style-type: none"> <li>Apply discussion to a performance of an ensemble concert style event for an audience.</li> </ul>		
	Common Assessments (PLC)			County Assessment	
	Reviewed at the monthly PLC meetings.			Semester	

## Grading Elements:

Weight	Grading Element	Example Evidence of Learning	Frequency
40%	Process	Homework, classwork, participation and effort, formative assessments	
60%	Product	Projects, performances, quizzes, tests, written work, summative assessments	

## Teacher Information:

Name:		SMCPS Email	
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