

Pine Hill Public Schools Curriculum

Content Area:		Related Arts	
Course Title/ Grade Level:		Music / Grade 3	
Unit 1:	Read, write, decode & Recorder	Month:	September
Unit 2:	BA Recorder	Month:	October
Unit 3:	Patterns	Month:	November / December
Unit 4:		Month:	January
Unit 5:		Month:	February / March
Unit 6:		Month:	March / April / May
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools
Music Curriculum**

Unit Title: Read, write, decode & Recorder		Unit #: 1
Course or Grade Level: Music Grade 3		Length of Time: 1 month
Pacing	September	
Essential Questions	How sounds and symbols relate to each other? What is a recorder and how does it work? What is a treble clef and how does it relate to playing an instrument?	
Content	Rhythmic development Pattern labeling Duple and triple meter pattern decoding, reading and writing Various songs/chants reinforcing tonalities and meter Round singing Treble Staff Recorder technique Form with AB sections	
Skills	Reading, writing and decoding duple and triple meter Round singing Chanting, singing, moving and playing instrument to different meters, tonalities and time periods Proper hand positioning on the recorder Identify the parts of a staff Identify "B" on a staff and play it on the recorder Perform movement to AB song form	
Assessments	Teacher observation of performance of decoding and reading/writing rhythmic patterns (duple and triple) Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts Demonstrate proper recorder technique (hand and sound) Correctly play "B" on the recorder	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student models/mentors 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (poem) 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Ed Sueta Recorder Methods, recordings, instruments, Poem: My Mother Says, Wichert: Rhythmically Moving Vol. 7 	
2009 NJCCCS		
Standard: 1.1 The Creative Process		
Strand(s): B. Music		
Content Statement(s):		CPI # / CPI(s):

Identify the elements of music in response to aural prompts and printed music notational systems.	1.1.5.B.1
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2

**Pine Hill Public Schools
Music Curriculum**

Unit Title: BA Recorder		Unit #: 2
Course or Grade Level: Music Grade 3		Length of Time: 1 month
Pacing	October	
Essential Questions	How can students combine three independent parts? How do we extend the patterns in triple meter? How does the addition of fingers affect the pitch on the recorder?	
Content	Extended rhythms in triple Songs with extended triple patterns Perform “B-A” on recorders Chant song in three part texture using ostinati Treble Staff	
Skills	Chant extended triple patterns with neutral syllable Sing various songs in triple meter with extended patterns Perform songs and patterns on the recorder using notes “B & A” Chant independently and add instrumental accompaniment in a three part composition	
Assessments	Teacher observation of performance of extended triple rhythmic patterns (neutral syllable) Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts Demonstrate proper recorder technique (hand and sound) Correctly play “B & A” on the recorder	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student models/mentors 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts (Poem) 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Conversational Solfege, Ed Sueta Recorder Methods, recordings, rhythm instruments, Poem: My Mother Says, rhythm flashcards, classical selections & transparencies, Discovering Music Together Gr3 	

2009 NJCCCS

Standard: 1.1 The Creative Process

Strand(s): B. Music

Content Statement(s):

CPI # / CPI(s):

Identify the [elements of music](#) in response to aural prompts and printed music notational systems.

1.1.5.B.1

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions,

1.1.5.B.2

and differentiate basic structures.	
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2

**Pine Hill Public Schools
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Unit Title:		Patterns	Unit #: 3
Course or Grade Level: Grade 3		Length of Time: 2 months	
Pacing	November / December		
Essential Questions	<p>How do we extend the patterns in triple meter? How does the addition of fingers affect the pitch on the recorder? How can The Nutcracker be presented in different ways?</p>		
Content	<p>Extended rhythms in triple Songs with extended triple patterns Perform "B,A,G" on recorders Treble Staff Nutcracker & Tchaikovsky</p>		
Skills	<p>Chant extended triple patterns with neutral syllable Sing various songs in triple meter with extended patterns Perform songs and patterns on the recorder using notes "B,A&G" Perform on recorder in solo Compare and contrast added visuals in The Nutcracker to the story told in Grade 2 Discuss Tchaikovsky</p>		
Assessments	<p>Teacher observation of performance of extended triple rhythmic patterns (neutral syllable) Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts Demonstrate proper recorder technique (hand and sound) Correctly play "B & A" on the recorder Complete WS on composer</p>		
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Individual attention after class time • Student models/mentors • Read questions 		
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Dance/Theatre • Language Arts • Geography 		
Lesson resources / Activities	<p>Conversational Solfege, Ed Sueta Recorder Methods, recordings, rhythm instruments, classical selections & transparencies, Discovering Music Together Gr3, Nutcracker Suite (This is Music 3), Poem: My Mother Says, Fantasia-Nutcracker Video</p>		
2009 NJCCCS			
Standard: 1.1 The Creative Process			
1.4			
Strand(s): B. Music			
A. Aesthetic Response B. Critique Methodologies			
Content Statement(s):		CPI # / CPI(s):	

Identify the elements of music in response to aural prompts and printed music notational systems.	1.1.5.B.1
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	1.2.5.A.2
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1
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).	1.4.5.A.3
Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	1.4.5.B.1
Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	1.4.5.B.2

**Pine Hill Public Schools
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Unit Title:		Unit #: 4
Course or Grade Level: Grade 3		Length of Time:
Pacing	January	
Essential Questions	Can students read triple rhythms? Can students label major and minor tonalities? Can students read and play C and D on the recorder? Do students know facts about the life a Martin Luther King? Can students sing a song alone in front of the class?	
Content	Triple rhythm Major and minor tonality New notes on the recorder Martin Luther King Solo song	
Skills	Students will read triple rhythm patterns Students will differentiate between major and minor Students will play C and D on their recorders Students will hear a story and sing songs relating to Martin Luther King Solo singers receive a certificate	
Assessments	Teacher observation	
Interventions / differentiated instruction	•	
Inter-disciplinary Connections	•	
Lesson resources / Activities	•	
2009 NJCCCS		
Standard:		
Strand(s):		
Content Statement(s):		CPI # / CPI(s):

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Unit Title:		Unit #: February / March
Course or Grade Level: Grade 3		Length of Time:
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	Can students “spell” duple rhythm patterns Can students make hand signals and sing pitches? Can students sing and move to different dynamics and tempi? Can students play C and D in new recorder music? Can students recognize Mussorgsky’s music?	
Content	Rhythmic dictation of duple meter Solfegge of tonic and dominant patterns Dynamics and tempo New notes in a recorder piece Solo song Review patriotic songs Begin “Pictures At An Exhibition” by Mussorgsky	
Skills	Students will use laminated note values to write rhythms they have heard Students will sing with hand signals and play tonic and dominant patterns Students will sing and move to different dynamic levels and tempi C and D will be played in a recorder piece	
Assessments	Teacher observation	
Interventions / differentiated instruction	•	
Inter-disciplinary Connections	•	
Lesson resources / Activities	•	
2009 NJCCCS		
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Unit Title:		Unit #: March / April / May
Course or Grade Level: Grade 3		Length of Time:
Date Created:		BOE Approval Date:
Pacing		
Essential Questions	Do students know the meaning of the word coda and can they identify it in a piece of music? Can students play C and D on the recorder effectively? Have students determined that attention to details are important for a concert performance?	
Content	Continue working on tonal and rhythm skills Continue working on material for the spring concert Polish a new recorder song and add movement Discuss "coda" Sing songs with movement activities, parts, and rounds Audiate	
Skills	Sing a song that ends with a coda Reinforce by listening to Beethoven's 8 th symphony and "In the Hall of the Mountain King" by Edvard Grieg Students will be able to demonstrate "inner hearing" Students will label music as triple and duple	
Assessments	Teacher observation	
Interventions / differentiated instruction	•	
Inter-disciplinary Connections	•	
Lesson resources / Activities	•	
2009 NJCCCS		
Standard:		
Strand(s):		
Content Statement(s):	CPI # / CPI(s):	

