



Vocal Music

3rd Grade

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COURSE TITLE: Vocal Music 3

GRADE LEVEL: Third Grade

CONTENT AREA: Music

Course Description:

In Third grade music, students explore the basic elements of music through singing, moving, listening, and playing classroom instruments. Students are rapidly developing their ability to describe music, can communicate and understand music using icons, and are moving into symbolic representation of music concepts. This is in line with developmental appropriateness.

Course Rationale:

Music is universal. In all societies, people sing, dance, and play instruments. All forms of music expression are keys to cultural heritage. People use music as a means of expressing their emotions. Music enhances the quality of life.

Music education contributes to the emotional, intellectual, aesthetic, and physical development of the child. Every child should have the opportunity to explore music, to develop a knowledge of musical concepts, to participate in musical performance, and to develop innate musical talents.

Music, by its very nature, encompasses all other core and non-core content areas. The cross-curricular connections are organic and authentic; they are inherently embedded in all music strands and activities.

A complete program of music education, while instilling an appreciation for all types of music, ensures that students have the knowledge necessary to make informed, intelligent decisions about the music they choose to have in their lives.

Course Scope and Sequence

Unit 1: Expressive Qualities (5 class periods)	Unit 2: Form (5 class periods)	Unit 3: Harmony/Texture (5 class periods)
Unit 4: History/ Culture (5 class periods)	Unit 5: Melody (5 class periods)	Unit 6: Rhythm/Meter (5 class periods)
Unit 7: Timbre (5 class periods)		

Unit Objectives

Unit 1: Expressive Qualities

- The student will demonstrate and recognize between; crescendo, decrescendo, ritardando, accent, fermata, and diminuendo with identifying symbols.
- Students will use music terms to describe their personal response to tone and timbre with musical expression.

Unit 2: Form

- Students will identify and analyze forms and composition techniques: Question/Answer, Call/Response, AB, Repeated Patterns, Verse/Refrain, Repeat Sign, Introduction, Canon, ABA, and Interlude.
- Students will improvise simple rhythmic and melodic ostinati accompaniments.

Unit 3: Harmony/Texture

- Students will perform rounds, both melodic and rhythmic.
- Students will aurally differentiate between the texture of a solo vs. that of a group.

Unit 4: History/Culture

- Students will perform and identify a varied repertoire of songs, including: patriotic, play, party, folk, seasonal, spirituals.
- Students will identify “The Star-Spangled Banner” as the National Anthem.
- Students will identify the responsibilities of a composer and conductor.

Unit 5: Melody

- The student will be able to echo short melodic patterns on classroom instruments.
- Working with a partner, the student will perform a melodic pattern containing “la”, “sol”, “mi”, “sol”, “mi”, “re” and “do”.

Unit 6: Rhythm

- Students will create and perform a rhythmic composition using icons or standard notation.
- Students will read the following rhythmic pattern using standard or iconic notation: Whole Note/Rest, Half Note/Rest, Quarter Note/Rest, and Eighth Note Pairs.

Unit 7: Timbre

- Students will distinguish between methods of sound production.
- Students will visually and aurally identify instrumental families.

Essential Terminology/Vocabulary

AB
ABA
Accompaniment
Anthem
Beat
Brass
Canon
Composer
Conductor
Contour
Crescendo
Decrescendo
Diminuendo
Dotted half note/rest
Downward
Echo
Eighth notes pair
fermata
Form

Group
Half note/rest
Harmony
Instrument families
Instruments
Interlude
Melodic Direction
Melody
Mood
National Anthem
Notation
Orchestra
Ostinato
Patriotic
Patterns
Percussion
Quarter note/rest
Repeated patterns
Rhythm

Ritardando
Rounds
Same/Different
Solo
Sound
Sound production

Sound Waves
Spirituals
String
Texture
Timbre
Tone
Upward
Vibration
Whole note/rest
Woodwind

Proposed Course Materials and Resources:

Online Learning Exchange Interactive Music, Published by Silver Burdett with Alfred,
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Midisaurus – Teacher Edition

All applicable audio/video recordings and internet sites as needed

All applicable technological devices, and the corresponding apps, including, but not limited to: ipods, ipads, android tablets, audio recording devices, midi devices (if available)

All applicable text resources and handouts

Classroom instruments

Guest Artists or Educators from professional performance companies, including, but not limited to: Saint Louis Symphony Orchestra, COCA, Opera Theatre of Saint Louis, The Sheldon Concert Hall, The Repertory Theatre of Saint Louis, Dance Saint Louis, The Black Rep, and any performers participating in the E. Des Lee Collaborative at the University of Missouri- Saint Louis

All applicable choral and instrumental sheet music to be performed or analyzed by students

Third Grade Vocal Music Scope and Sequence

	Expressive Qualities	Form	Harmony/ Texture	History/ Culture	Melody	Rhythm/ Meter	Timbre
3	<p>Demonstrate/ Identify dynamics: p for piano, f for forte, cresc or < for crescendo, decrec or > for decrescendo, dim for diminuendo, PP1B3 PP2B3 EP1C3</p> <p>Identify tempo: fast, slow, ritardando, PP1B3 PP2B3 EP1C3</p> <p>Identify/ interpret articulation: accent, fermata PP1B3 PP2B3 EP1C3</p> <p>Use prerequisite terms to describe personal response to a musical example-tone and timbre AP2B3</p>	<p>Recognize basic forms and composition techniques: question/ answer, call/response, AB, repeated patterns, verse/refrain, repeat sign, canon, ABA, introduction/ interlude AP1A3</p> <p>improvise simple rhythmic and melodic ostinati accompaniments PP3A3</p>	<p>Perform ostinati and rounds PP1D3</p> <p>Differentiate between solo and group texture AP1B3</p>	<p>Perform a varied repertoire of songs, including: patriotic, folk, seasonal, spirituals PP1C3 PP2C3</p> <p>Identify/ Describe characteristics of teacher-selected genres or styles: Play party, Folk dances/folk music, National Anthem HC1A3 HC1B3 HC1C3</p> <p>Identify “The Star-Spangled Banner” as the National Anthem HC1A3 HC1B3</p> <p>Identify responsibilities of a composer and conductor HC1D3</p>	<p>Apply accurate pitch relationships while singing in a limited range [la - sol - mi, sol - mi - re - do]PP1A3</p> <p>Echo short melodic patterns on classroom instruments PP2D3</p>	<p>Create/Perform/ Notate the following rhythmic patterns using standard or iconic notation: Whole note/rest Quarter note/rest Half note/ rest Eighth note pair Dotted half note PP2A3 EP1D3 EP1A3 PP4A3</p>	<p>Visually and aurally identify instrumental families AP1B3</p> <p>Distinguish between methods of sound production AP1B3</p>