

Northwestern School Corporation
Music Curriculum
3rd Grade Course Outline

Singing

Students will:

- Sing A Cappella (unaccompanied) with appropriate dynamics and tone quality.
- Echo short melodic phrases given by teacher or classmate.
- Sing alone, leading the class in echoing phrases.
- Perform individual pitches, pitch patterns and whole songs, alone and with others.
- Sing music in two or more parts including rounds, ostinatos, echoes and partner songs.
- Learn the parts of the voice and how to use the body to produce a good vocal tone quality.
- Sing on pitch, keeping a steady beat, with good body posture, proper diction, and vocal tone quality.
- Sing and memorize all pitches in the major scale, singing the scale ascending and descending, and singing skips to the Kodaly repertoire.
- Sing all major intervals ascending and descending, using solfege syllables and signs.
- Sing songs from other cultures, languages and time periods, studying each song for historical and cultural significance.
- Become more aware of tone quality and range of individual sing voice.
- Follow a conductor.

Playing Instruments

Students will:

- Play a given pitch pattern.
- Play octave melody bells adding G and A to the repertoire of notes.
- Play complete songs on melody bells with appropriate tempo and dynamics from Mr. Everybody's Musical Apartment series.
- Echo rhythmic or melodic patterns.
- Play a variety of percussion instruments in sections, keeping a steady tempo, with attention to ensemble, tempo, and balance.
- Study and play ethnic instruments and the culture of origin.
- Experiment with body percussion and environmental sound.
- Play ostinatos to accompany rhymes and songs.

Reading, Notating and Interpreting Music

Students will:

- Read and write notes and rests including whole, half, quarter and eighth.
- Read all notes and rests in short rhythmic patterns and measure format of 2/4, 3/4 and 4/4 time.
- Aurally distinguish and identify by sight, meters of 2/4, 3/4, and 4/4.
- Use notation symbols as a part of dictation exercises.
- Use solfeg syllables in dictation exercises.
- Read pitch notation with letter names and solfege syllable on lines and spaces of the treble clef.
- Read, sing, play and identify melodies that move upwards and downwards
- Read, sing, play and identify melodies that move by step, skip, and repeat.
- Identify and play music with dynamic markings for piano, forte, crescendo and decrescendo.
- Identify and explain and play music with the symbols staccato, treble clef, double bar line, D.C al fine and repeat.

Improvising Melodies and Accompaniments

Students will:

- Create simple rhythmic or melodic ostinatos using rhythm instruments, body percussion and voice.
- Create simple rhythmic patterns to accompany chants or rhymes.

Intervals

Students will:

- Learn major intervals (M2, P5, M8) using solfeg syllables, singing, and signing.
- Notate and read all major intervals on the music staff.
- Study familiar songs that incorporate each interval.
- Aurally distinguish between each interval.

Composing and Arranging Music within Specified Guidelines

Students will:

- Compose a short rhythmic piece, in a group, in 4/4 meter using rhythmic notation.
- Perform a student composition from written notation.
- Work as a class to write an original composition or a parody.

Listening to, Analyzing, and Describing Music

Students will:

- Study musical forms of AB and ABA.
- Aurally distinguish between sections, discussing change in style, tempo, meter, and melody.
- Study all four symphonic instrument groups
- Aurally distinguish major instrument groups by sight and sound.
- Study how various instruments are constructed and played.
- Identify various instruments by sight or sound.

Movement

Students will:

- Use movements to demonstrate understanding of music elements of melody, tempo, meter, form, style and mood.
- Dance various folk, popular and ethnic dances from America and other cultures around the world.
- Use movement to show various beats in duple and triple meters.

Understanding relationships between music and Other Disciplines

Students will:

- Discuss how music is connected to every other school subject and give examples of each.
- Discuss how some music terms are also used in art and dance.

Understanding Music in Relation to History and Culture

Students will:

- Study familiar pieces from other eras in American and world history.
- Study several prominent composers from different musical history eras.
- Study, sing, play and identify a piece of music from another cultural background.
- Relate how music is an expression of a unique and individual culture
- Discuss and sing suitable music for special occasions, ceremonies and holidays.
- List ways in which music plays an important role in daily life.
- Discuss the value of music for self-expression, aesthetic value or storytelling.

Evaluating and Critiquing Music and Music Performances

Students will:

- Watch a musical performance and express opinions about musical elements.

- Analyze and offer possible solutions to musical performance problems in areas of dynamics, pitch, and diction.
- Discuss likes and dislikes of musical examples.

Performance

Students will:

- Sing or play an instrument following a conductor.
- Exhibit appropriate behaviors for both performer and audience member.
- Perform a memorized song for special occasions throughout the school year.
- Understand the relationship between performer and audience.
- Participate in school music programs throughout the year.