

**Building – Elementary School
Grade Level – 3rd Grade
Subject – Music**

Date Semester	IL Learning Standards	Unit and/or Essential Question Content and/or Skills	Assessments and/or Products
Aug	Music 26B	Getting Reacquainted Learn Names Echo Sing HOLIDAY SONGS Patriotic A-O School Song CHARACTER WORD for the year Etiquette Teamwork COMPOSER STUDY 3006 Wolfgang Amadeus Mozart	--work with student's rhythm of their name --observe students that can match pitch
Sept-Oct	Music 25A Music 26A Music 26B Music 27B	RHYTHM Rhythm Patterns Quarter Note and Rest Eighth Notes Sixteenth Notes Tied Eighth Notes and Syncopation Meter in 3 Half Note Upbeat Meter in 2 vs. Meter in 3 Meter in 4 HOLIDAY SONGS Halloween	--assess student's ability to read rhythms --create and notate 4 rhythm composition --observe ability to perform rhythms accurately --observe accuracy in clapping pattern --evaluate ability to clap accurately --assess accuracy in playing ostinatos --tapping strong-weak-weak pattern as they sing --observe ability to play on downbeat whether in meter of 2 or 3 --observe student's ability to move in a way that reflects the meter --through body percussion ostinato assess understanding of beat pattern of accents on 1 stronger than 3 in Meter of 4

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		NATIONAL ANTHEM PROJECT – Sept 14	--observe if they kept steady beat and emphasized the downbeat Self and Group Evaluation Rhythm flash cards Music Baseball Game Rhythm BINGO Rockin' Rap
Nov-Dec	Music 25A Music 26A Music 26B Music 27A Music 27B	FORM Same and Different Phrases AB Form Call and Response Question and Answer Verse and Refrain Form ABA with <i>D. C. al Fine</i> Introduction and Coda AABA Form Rondo Form EXPRESSION Dynamics- <i>piano, mezzo piano, mezzo forte, forte</i> <i>Legato</i> and <i>Staccato</i> articulation <i>Crescendo</i> and <i>decrescendo</i> Tempo changes HOLIDAY SONGS Harvest Thanksgiving Christmas, Chanukah, Las Posadas, Kwanzaa, Three Kings Happy New Year	--observe students' ability to change movements at appropriate place in music --assess movement performance during response --observe ability to perform contrasting movements for each question and answer --assess students' ability to follow the <i>D. C. al Fine</i> marking and sing song correctly --create a voice-and-movement composition that shows ABA Form --create introductions and <i>codas</i> for song (are they appropriate?) --assess whether students used the correct movements to match the AABA form of piece --create own rondo composition --assess performance of composition Self and Group Evaluation

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		WINTER PROGRAM Learn performance and audience skills for a concert	
in-Feb	Music 25A Music 26A Music 26B Music 27A Music 27B	<p>MELODY Melodic Direction <i>Mi, Re, and Do</i> Steps, Skips, and Repeated Pitches Pentatonic Scale High Do Do and High do Treble Clef Note Names BAG on recorders</p> <p>COMPOSER STUDY 2007 TBA</p> <p>HOLIDAY SONGS Winter Black History-Martin Luther King, Rosa Parks</p>	<p>--assess students' ability to accurately sing or play part moving with correct melodic direction --assess students' ability to sing song --create piece on mallet instrument that shows steps, skips, or repeated pitches --sing octave leap from <i>do</i> to high <i>do</i> with accuracy --play high <i>do</i> and <i>do</i> pitches --name the home tone --determine tonal center --assess students' ability to sing letter names and pitches correctly --play Mary Had a Little Lamb on recorder correctly Self and Group Evaluation Alphabet cards Flash cards Mr. Everybody's Musical Apartment Building Story Melody BINGO Music Baseball Game Worksheets</p>
ar-Apr	Music 26A Music 26B Music 27A	TEXTURE/HARMONY Accompaniments Rhythmic Ostinatos Call and Response Thin and Thick Texture	<p>--identify solo and accompanied pieces --observe whether student can maintain ostinato while class sings --assess soloist's or small group's ability to sing at appropriate time and hold out long</p>

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		Melodic Ostinato Partner Songs Songs with Two Voice Parts Texture from Canons Two-chord Accompaniment Layers of Accompaniment TIMBRE/TONE COLOR Vocal timbres of soloists and groups Children’s voices and male and female adult voices String instruments Keyboard percussion Flutes of the world Brass instruments Electronic instruments HOLIDAY SONGS Peace in the World	notes --observe students’ ability to maintain the separate part --assess group’s ability to create texture through their performance --assess students’ ability to hold all parts --observe ability to play borduns correctly --assess students’ accurate playing of chord changes when they occur in the song --Group evaluate each other’s performance to create timbre differences --identify percussion instrument by listening Worksheets Journal entries
ay		IMMA (music aptitude testing)	