

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: Grade 3
MLR Span: 3 - 5

MLR Content Standard: A: Disciplinary Literacy – Music
Students show literacy in the art of discipline by understanding and demonstrating concepts, skills, terminology, and processes.

*Assessment

| Disciplinary Literacy | MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
|---------------------------------|---|---|---|
| Music Difficulty | 1.Students accurately perform music in easy keys, meters, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and technique, alone or with others. | Students will: sing songs using skills previously learned, confidently and independently. sing a repertoire of songs with age appropriate vocal range, rhythmic complexity, text, style, dynamics, phrasing, and interpretation. begin singing partner songs, ostinatos, and rounds. | Music textbooks Music K-8 Other song collections including Orff Partner song resources |
| Notation and Terminology | 2.Students identify and read musical notation, symbols, and terminology of dynamics. a.Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. b.Identify symbols and traditional terms referring to dynamics, tempo, and articulation. | Students will: introduce simple pitch notation of staff. identify simple rhythmic notation. recognizes tempo terminology and follows score markings. notate pitch and rhythm. compose simple rhythms and melodies. | Music text books Orff Instruments Boomwackers Classroom percussion instruments Rhythm Bingo |

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| <p>Listening and Describing</p> | <p>3. Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, dynamics, form, timbre, meter, phrases, style, and major/minor harmony.</p> | <p>Students will:</p> <p>complete longer listening activities, describing or answering questions about the music.</p> <p>respond through movement the characteristics and musical changes.</p> <p>distinguishes the sound of different instruments.</p> <p>reinforce appropriate audience behavior.</p> <p>explain appropriateness (intrinsic value) or compositions for cultural activities.</p> <p>compare two performances using appropriate criteria.</p> | <p>Music textbooks</p> <p>Other listening resources: Tchikovsky's Nutcracker Listening Maps</p> <p>Instrument Bingo</p> <p>Attend concerts</p> <p>Perform in a concert setting</p> <p>Venn Diagram</p> |
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MSAD #54 Music Curriculum

Content Area: Music
Unit: Creation/Expression

Grade: Grade 3
MLR Span: 3 - 5

MLR Content Standard: B:Creation, Performance, and Expression
Students create, perform, and express through the art discipline.

*Assessment

| Creation/ Expression | MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
|---------------------------------|--|--|--|
| Style/Genre | 1.Students create or perform music of various styles and genres in easy keys, meters, and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics. | Students will: echo and play short rhythmic and melodic patterns. play simple melodies, rhythms and chords on classroom instruments. play independent instrumental parts confidently as accompaniment. play appropriate styles according to conductor's gestures. to play with expression a varied repertoire of music. | Music textbooks Music K-8 Orff Resources Classroom percussion instruments Classroom Orff instruments Scores Rhythm Bingo |
| Composition | 2.Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics. | Students will: improvise and create short pieces within guidelines using a variety of sound sources. improving answers to given rhythmic phrases in matching style. create music to dramatize songs and stories. use a wide variety of sound sources to express musical ideas altering pitch, rhythm, tempo, timbre, and dynamics. | Music textbooks Music K-8 Orff Classroom instruments "Found" sound |

MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: Grade 3
MLR Span: 3 - 5

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

| | MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
|--|---|---|--|
| Application of Creative Process | 1. Students describe and apply steps of creative problem-solving. a. Identify problem b. Define problem c. Generate a variety of solutions. d. Implement solution(s). e. Evaluate solution(s). | Students will: use learned techniques students should be able to identify various notes on the treble staff. | Various games and puzzles Note recognition worksheets |

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: Grade 3
MLR Span: 3 - 5

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

| | MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
|---------------------------------|--|---|---|
| Aesthetics and Criticism | <p>1. Students describe and compare art forms.</p> <p>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expressions, and communication of beliefs.</p> | <p>Students will:</p> <p>complete longer listening activities, describing or answering questions about the music.</p> <p>describe musical concepts with appropriate terminology; tempo, dynamics, form, instrumentation, musical notation.</p> <p>explain appropriateness (intrinsic value) of compositions for culture activities.</p> <p>reinforce appropriate audience behavior.</p> <p>develop criteria for making judgments about performances and compositions.</p> <p>compare two performances using appropriate criteria.</p> | <p>Music textbooks</p> <p>Other listening resources</p> <p>Listening Maps</p> |

MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

Grade: Grade 3
MLR Span: 3 - 5

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

| Connections | MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
|---|--|---|--|
| The Arts and History and World Culture | 1. Students explain that the visual/performing arts help people understand history and/or world cultures. | Students will: demonstrate their understanding of various cultures through dance, folk songs, patriotic songs, and world music and instruments. | Music textbooks Music K-8 CD's |
| The Arts and Other Disciplines | 2. Students describe characteristics shared between and among the arts and other disciplines. | Students will: make connections between the arts and other disciplines through interdisciplinary projects and units. | Music textbooks Music K-8 Art prints/objects |
| Goal Setting | 3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting. | Students will: use previously learned skills and concepts to make an attain goals. | Playing classroom instruments Movement activities |
| Impact of the Arts on Lifestyle and Career | 4. Students describe the contribution of the arts on lifestyle and career choices. | Students will: discuss various jobs related to the field of music. | Music textbooks |

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| | <p>a. Identify the various roles of, and requirements to become, artists.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p> | <p>discuss requirements both educational and in training to obtain these jobs</p> <p>explain long term life benefits in health both physical and mental that music provides.</p> <p>impact of music on cognitive thinking.</p> | |
| <p>Interpersonal Skills</p> | <p>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing to art</p> <p>i. Demonstrating safe behavior</p> | <p>Students will:</p> <p>sing and study folk songs from various countries and regions.</p> <p>discuss the cultural influences and how that affected the music of the regions.</p> <p>study the history of various folk dances.</p> <p>learn to perform a chosen folk dance as a group.</p> | <p>Music textbooks</p> <p>Various folk recordings</p> <p>Dance step recordings</p> |