Grade 3 Visual & Performing Arts
Music 3

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Visually and aurally, identify the four families of orchestral instruments.

2CE Identify and discriminate between sounds produced by various instruments and the human voice.

3CE Listen to and identify the music of different composers of world cultures.

4CE Identify and respond to simple music forms (e.g., AB, ABA).

5CE Identify elements of music using developmentally appropriate vocabulary.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Form**

* simple music forms

**Performance Observation**

* instrument family identification
* instrument identification
* voice identification

**Cross-Curricular Connections**

* various cultures (social studies)
* composers (history)

Skills

1. Identify aurally and visually the four families of instruments.
2. Identify sounds.
3. Discriminate between sounds.
4. Listen to music.
5. Identify music.
6. Identify forms.
7. Respond to forms.
8. Identify elements of music.
9. Demonstrate independence.
10. Build knowledge of music.
11. Respond to the demands of audience, task, purpose and discipline.
12. Understand different cultures and perspectives.
13. Value evidence.
14. Engage in collaborative discussions.
15. Demonstrate command of written and spoken English.

Essential Questions

1. Why do various instruments produce different sounds?
2. How are rhythm and fractions related?

Standards Vocabulary

1. identify
2. element
3. respond

Additional Vocabulary

1. four families
2. string
3. woodwind
4. brass
5. percussion
6. orchestra
7. multicultural music
8. form
9. AB
10. ABA
11. elements of music
12. visual
13. aural

Stage 2: Assessment Evidence

Form AB

Formative: Teacher Observation

Teacher observes and records accurate student movement responses to a recorded piece of music in AB Form. Additionally, the teacher could collect and assess a written response from students.

Musical Instruments

Diagnostic: Class Discussion

Teacher guides students in identification of orchestral instruments and the four families.

Music Listening

Formative: Class Discussion

Teacher guides discussion and students' responses toward accurate sound identification.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Concept Mapping: Form AB. Students view a call chart which outlines the two themes (AB) from an orchestral piece (i.e., "In the Hall of the Mountain King," *Peer Gynt* by E. Grieg). Students listen to recorded music and identify when each theme is sounded. Responses can include movement changes (i.e., tip-toe to steady beat for A/stomp to steady beat for B) and/or written responses).
2. Lecture/Inquiry: Musical Instruments. Students identify the four orchestral families and their instruments.
3. Guided and Shared: Music Listening. Students listen to a variety of music and discuss what sounds they hear.
4. Guided and Shared: Form AB. Students can sing a composition such as Haydn's "Spring Song" and identify where the A section ends and the B section begins.
5. Guided and Shared: Instrument Identification. Students will listen to the second movement of Haydn's *Symphony No. 94* and identify the instruments used to accent the surprise moments.

Resources

1. **iPad Resources**
2. **Literature Connections**
*Game Plan Grade 3 Curriculum Book* by Jeff Kriske and Randy DeLelles
*150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly
*Sail Away* by B.H. Kodaly
*D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*In the Hall of the Mountain King* by Allison Miller Flannery
*Vivaldi's Four Seasons* by Anna Harwell Celenza
*I, Vivaldi* by Janice Shefelman
*Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure* by Wynton Marsalis
*Franz Joseph Haydn (Primary Source Library of Famous Composers)* by Eric Michael Summerer
*Listen to the Birds: An Introduction to Classical Music* by Ana Gerhard
*The Farewell Symphony* by Anna Harwell Celenza
*Bach's Goldberg Variations* by Anna Harwell Celenza

Resources

* Carnegie Hall Music Educators Toolbox: Grade 3 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade3_SummativeAssessments.pdf>)

Grade 3 Visual & Performing Arts
Music 3

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.

2PR Follow and respond to the cues of a conductor.

3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.

4PR Play a variety of classroom instruments with proper technique.

5PR Sing, move and respond to music from world cultures and different composers.

6PR Improvise and compose simple rhythmic and melodic phrases.

7PR Read, write and perform using sixteenth, eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.

8PR Read, write and perform in treble clef a extended pentatonic melodies in G, F and C.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Form**

* phrases

**Performance Technique**

* conductor's cues
* head voice
* appropriate posture
* pitch and rhythm accuracy
* appropriate instrument use

**Cross-Curricular Connections**

* various cultures (social studies)
* composers (history)

Skills

1. Sing a varied repertoire.
2. Follow the cues of a conductor.
3. Respond to the cues of a conductor.
4. Play a variety of instruments.
5. Sing music.
6. Move to music.
7. Respond to music.
8. Improvise rhythmic and melodic phrases.
9. Compose rhythmic and melodic phrases.
10. Read rhythm patterns.
11. Write rhythm patterns.
12. Perform rhythm patterns.
13. Read extended pentatonic scales.
14. Write extended pentatonic scales.
15. Perform extended pentatonic scales.
16. Demonstrate independence.
17. Build knowledge of music.
18. Respond to the demands of audience, task, purpose and discipline.
19. Understand different cultures and perspectives.
20. Value evidence.
21. Engage effectively in collaborative discussions.
22. Follow rules for discussion.
23. Speak in complete sentences.

Essential Questions

1. How does being able to identify and describe the elements of music aid in reading and writing music?
2. How can the technique and expression of a musician be used to improve the quality of his or her performance?

Standards Vocabulary

1. respond
2. improvise
3. world culture

Additional Vocabulary

1. repertoire
2. accurate
3. conductor
4. cue
5. multicultural music
6. sixteenth note
7. quarter rest
8. 3/4 meter

Stage 2: Assessment Evidence

Pitch

Diagnostic: Observation

Teacher leads and assesses students as they identify the letters/solfege syllables/numbers on staff.

Rhythm

Formative: Observation

Teacher assesses students' rhythmic accuracy as they perform rhythmic patterns.

Pitch and Rhythm

Summative: Writing Assignment

Students complete worksheets which assess reading extended pentatonic noteheads in FM, reading simple rhythms using the counting system, identifying simple notes/rest types, and identifying Kodaly hand signs.

Three-Line Rhythm Composition

Formative: Performance

Teacher guides students in the creation of three different lines of rhythm. Teacher observes students' ability to accurately perform and read rhythms.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Simulations: Pitch. Teachers lead the students in groups through movement activities to identify the letters/solfege syllables/numbers on the staff (i.e., "Pitch Hopscotch"; See Links).
2. Drill and Practice: Rhythm. Teachers lead the students in the creation of rhythmic patterns using various notes, rests, and meters and write the patterns on the board. Students then transfer these rhythmic patterns into body rhythms, with various positions representing different rhythms. Students then clap the patterns as a class.
3. Cooperative Group Work: Three-Line Rhythm Composition. In cooperative groups, students will use known rhythms to create three lines of four measures in either 2/4, 3/4, or 4/4 time signature. Once written, student groups will perform and read rhythms as a whole and then each line consecutively.
4. Demonstration: Traditional Circle Game. Students will learn a traditional circle game, a *rueda* (roo-EH-dah), from Puerto Rico. They will identify the dynamic accents in the song by adding appropriate movements. They will then learn to sing this Puerto Rican song in Spanish. (See Link for additional details.) In a class discussion, students can compare this traditional Puerto Rican song to some from their own country.

Resources

* Pitch Hopscotch (<http://www.carnegiehall.org/Grade3/Staff_Hopscotch/>)

Resources

1. **iPad Resources**
2. **Literature Connections**
*Game Plan Grade 3 Curriculum Book* by Jeff Kriske and Randy DeLelles
*150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly
*Sail Away* by B.H. Kodaly
*D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Maestro Mouse: And the Mystery of the Missing Baton* by Peter W. Barnes
*Little Pig Joins the Band* by David Hyde Costello
*Shake It, Morena* by Carmen Bernier-Grand

Resources

* Carnegie Hall Music Educators Toolbox: Grade 3 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade3_SummativeAssessments.pdf>)

Grade 3 Visual & Performing Arts
Music 3

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.

2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.

3RE Explain personal preferences for specific musical selections using music vocabulary.

5RE Analyze music in terms of how it communicates words, feelings, moods or images.

6RE Compare interpretations of the same piece of music as they occur though dance, drama, and visual art.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

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9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Performance Observation**

* instrument identification
* voice identification

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* self-expression (visual art, dance, drama)
* self-expression (language arts)
* similar and different concepts (other disciplines)

Skills

1. Compare similarly-named elements.
2. Discuss similarly-named elements.
3. Notice what they hear in music.
4. Describe what they hear in music.
5. Compare personal responses with those of others.
6. Explain personal preferences using music vocabulary.
7. Analyze music's communication of words, feelings, moods, or images.
8. Compare interpretations of music.
9. Demonstrate independence.
10. Build knowledge of music.
11. Respond to the demands of audience, task, purpose, and discipline.
12. Understand different cultures and perspectives.
13. Value evidence.
14. Comprehend music.
15. Critique music.
16. Engage in collaborative discussions.
17. Demonstrate command of written and spoken English.
18. Write opinion pieces about music.

Essential Questions

1. How and why do people create music?
2. How do the form and style of a piece influence the audiences response?
3. How is music used in everyday life, including our Catholic faith?
4. How do music and history influence each other?

Standards Vocabulary

1. describe
2. explain
3. analyze
4. compare

Additional Vocabulary

1. elements of music
2. form
3. line
4. piece

Stage 2: Assessment Evidence

Music Listening Activity

Formative: Listening Task

Teacher leads students through a review of music elements and instrument timbres. As music is played, students complete a worksheet noting what they hear, how it conveys feelings, and their own opinion. Following the activity students compare their answers with a partner.

Artistic Interpretations

Formative: Class Discussion

Teacher guides class discussion as students compare and contrast a single piece of music in various art forms.

Music in Literature

Formative: Posters

Teacher assesses students' posters identifying common elements between music and literature.

Stage 3: Learning Plan

Learning Experiences

1. Structured Overview/Peer Partner Learning: Music Listening Activity. After a review of grade appropriate music elements and instrument timbres, students will listen to a piece of music (i.e., "Somewhere Over the Rainbow" by Harold Arlen) with a partner. As they listen, students will write what they hear, how it conveys feelings, and their own opinion. Then students will compare their response with their partner's response.
2. Compare and Contrast: Artistic Interpretations. Students view/listen to multiple interpretations of the same piece of music as they occur through dance, drama, and visual art (i.e., *Firebird Suite* by Stravinsky) and compare and contrast through class discussion.
3. Cooperative Learning Groups: Music in Literature. Students identify elements of a poem within a group and compare it to similarly named music elements. Students create a poster/chart describing their findings.
4. Compare and Contrast: Expression and Emotion. The teacher will demonstrate expressive qualities and contrasting emotions in music by teaching a line or two from the chorus of a known song and model singing the melody in different ways (e.g., excited, sweet, angry, etc.) by changing the dynamics, tempo, articulation, or timbre of the voice (e.g., scratchy, smooth, nasal, breathy). In small groups, students will sing the melody with a particular feeling in mind. They can experiment with contrasting performances by trying different vocal techniques and changing the rhythm, tempo, dynamics, articulation, etc. The class can then share and reflect with a focus on comparing and contrasting.

Resources

* Compare and Contrast (<http://www.carnegiehall.org/Grade3/Comparing_Different_Versions_of_Pop_Songs/>)

Resources

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Grade 3 Visual & Performing Arts
Music 3

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Visually and aurally, identify the four families of orchestral instruments.

2CE Identify and discriminate between sounds produced by various instruments and the human voice.

3CE Listen to and identify the music of different composers of world cultures.

4CE Identify and respond to simple music forms (e.g., AB, ABA).

5CE Identify elements of music using developmentally appropriate vocabulary.

6CE Identify careers in music including composing, performing and conducting

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

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Content

**Form**

* simple music forms

**Performance Observation**

* instrument family identification
* instrument identification
* voice identification

**Cross-Curricular Connections**

* various cultures (social studies)
* composers (history)
* careers (social studies)

Skills

1. Identify aurally and visually the four families of instruments.
2. Identify sounds of musical instruments.
3. Discriminate between sounds of musical instruments.
4. Listen to music.
5. Identify music.
6. Identify forms.
7. Respond to forms.
8. Identify elements of music.
9. Identify careers in music.
10. Demonstrate independence.
11. Build knowledge.
12. Respond to the demands of audience, task, purpose and discipline.
13. Understand different cultures and perspectives.
14. Comprehend music.
15. Critique music.
16. Engage in collaborative discussions.
17. Demonstrate command of written and spoken English.

Essential Questions

1. Why do various instruments produce different sounds?
2. How are rhythm and fractions related?

Standards Vocabulary

1. identify
2. element
3. respond

Additional Vocabulary

1. four families
2. string
3. woodwind
4. brass
5. percussion
6. orchestra
7. multicultural music
8. form
9. AB
10. ABA
11. elements of music
12. visual
13. aural
14. compose
15. perform
16. conduct

Stage 2: Assessment Evidence

Musical Instruments

Summative: Writing Assignment

Teacher provides worksheets on which students will visually and aurally identify orchestral instruments.

Music Listening

Formative: Writing Assignment

Teacher provides music listening worksheets on which students identify instruments and composers.

Careers in Music

Diagnostic: Class Discussion

Teacher guides students' discussion and identification of musical careers.

Stage 3: Learning Plan

Learning Experiences

1. Lecture/Inquiry: Musical Instruments. Using images or actual instruments, students will identify the four orchestral families and the timbre of their instruments.
2. Peer Partner: Music Listening. Students will listen to a variety of music and identify the instruments and composers from the sounds they hear.
3. Cooperative Learning Groups: Careers in Music. In cooperative groups, students will research and discuss the careers necessary to create a musical performance (i.e., composers, conductors, musicians, vocalists, sound technicians). Each group will then create a poster which demonstrates those different careers and present it to the class.
4. Independent Work: Lives of Composers. Students will research the life stories of some of the composers they know to determine how their life stories affected their music. For example, because of Beethoven going deaf, his music contains many contrasts of loud and soft. Students will then share their findings orally with the class.

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*Sail Away* by B.H. Kodaly
*D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Career Ideas for Kids Who Like Music and Dance* by Diane Lindsey Reeves and Lindsey Clasen
*Music (Jobs If You Like...)* by Charlotte Guillain
*I Want To Be A Musician* by Dan Liebman
*Children's Book: About Music (The Kurious Kid Education series for ages 3-9): An Awesome Amazing Super Spectacular Fact Photo book on Music for Kids* by Brian Cliette
*Ludwig Van Beethoven (Getting to Know the World's Greatest Composers)* by Mike Venezia
*What's So Great About Beethoven?: A Biography of Ludwig van Beethoven Just for Kids! (What's So Great About... Book 10)* by Sam Rogers
*Who Was Wolfgang Amadeus Mozart? (Who Was...?)* by Yona Z McDonough
*What's So Great About Bach?: A Biography of Johann Sebastian Bach Just for Kids!* by Sam Rogers
*What's So Great About Chopin?: A Biography of Frederic Chopin Just for Kids! (What's So Great About... Book 11)* by Sam Rogers

Resources

* DSO Kids (<http://www.dsokids.com/listen/by-composer/.aspx>)

Grade 3 Visual & Performing Arts
Music 3

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.3.7. Conduct short research projects that build knowledge about a topic.

Speaking and Listening

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.

2PR Follow and respond to the cues of a conductor.

3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.

4PR Play a variety of classroom instruments with proper technique.

5PR Sing, move and respond to music from world cultures and different composers.

6PR Improvise and compose simple rhythmic and melodic phrases.

7PR Read, write and perform using sixteenth, eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.

8PR Read, write and perform in treble clef a extended pentatonic melodies in G, F and C.

9PR Demonstrate appropriate audience etiquette at live performances.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Form**

* phrases

**Performance Technique**

* conductor's cues
* head voice
* appropriate posture
* pitch and rhythm accuracy
* appropriate instrument use

**Performance Observation**

* attendance
* etiquette

**Cross-Curricular Connections**

* various cultures (social studies)
* composers (history)

Skills

1. Sing a varied repertoire.
2. Follow the cues of a conductor.
3. Respond to the cues of a conductor.
4. Play a variety of instruments.
5. Sing music.
6. Move to music.
7. Respond to music.
8. Improvise rhythmic and melodic phrases.
9. Compose rhythmic and melodic phrases.
10. Read rhythm patterns.
11. Write rhythm patterns.
12. Perform rhythm patterns.
13. Read extended pentatonic scales.
14. Write extended pentatonic scales.
15. Perform extended pentatonic scales.
16. Demonstrate appropriate audience etiquette.
17. Demonstrate independence.
18. Build knowledge of music.
19. Respond to the demands of audience, task, purpose and discipline.
20. Understand different cultures and perspectives.
21. Value evidence.
22. Conduct short research projects.
23. Report on a topic.
24. Speak in complete sentences.

Essential Questions

1. How does being able to identify and describe the elements of music aid in reading and writing music?
2. How can the technique and expression of a musician be used to improve the quality of his or her performance?

Standards Vocabulary

1. respond
2. improvise
3. world culture
4. demonstrate

Additional Vocabulary

1. repertoire
2. conductor
3. accurate
4. cue
5. multicultural music
6. sixteenth note
7. quarter rest
8. 3/4 meter

Stage 2: Assessment Evidence

Rhythm Composition

Summative: Music Comprehension

Teacher assesses students' use of knowledge of music elements in rhythm composition project and performance on classroom instruments.

Melodic Composition

Summative: Music Comprehension

Teacher assesses students' use of music elements in melodic composition project and vocal or instrumental performance.

Pitch and Rhythm

Summative: Writing Assignment

Teacher provides worksheets that students complete and assesses reading and writing extended pentatonic noteheads in F-do, reading and writing simple rhythms using the counting system, identifying and drawing simple notes/rest types, and identifying Kodaly hand signs. Teacher also guides students' responses to questions regarding posture, audience/performance behavior, and steady beat.

Partner Song

Formative: Performance

Teacher monitors students' ability to accurately sing a partner song in a small group using proper technique. Teacher will also assess students' behavior as audience.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Demonstrating: Rhythm Composition. In small groups, students will create four measures, using known rhythms, in either AB or ABA form. Students will choose different time signatures (2/4, 3/4, or 4/4) to assist in the creation of form. Once written, students will perform their composition on classroom instruments.
2. Demonstrating: Melodic Composition. Within small groups, students will compose short, melodic, extended, pentatonic phrases to be performed vocally or instrumentally.
3. Demonstrating: Partner Song. Students will sing partner songs to a small group who will exhibit proper audience behavior.
4. Research Project: Musical Contributions. Students will choose a musician who is important to America's cultural experience and research the musician to find out what that person contributed to the music world. Students will present brief oral reports to their classmates.

Resources

1. **iPad Resources**
2. **Literature Connections**
*Game Plan Grade 3 Curriculum Book* by Jeff Kriske and Randy DeLelles
*150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly
*Sail Away* by B.H. Kodaly
*D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon

*Mahalia Jackson: Gospel Singer and Civil Rights Champion (Young Patriots series)* by Montrew Dunham
*Marian Anderson: Amazing Opera Singer (Famous African Americans)* by Patricia McKissack and Fredrick McKissack
*Ray Charles: Young Musician (Childhood of Famous Americans)* by Susan Sloate
*A Horn for Louis (A Stepping Stone Book)* by Eric A. Kimmel
*Play, Louis, Play!* by Muriel Harris Weinstein
*Mysterious Thelonious* by Chris Raschka
*Charlie Parker Played Be Bop* by Christopher Raschka
*When Louis Armstrong Taught Me Scat* by Muriel Harris Weinstein
*Before John Was a Jazz Giant: A Song of John Coltrane* by Carole Boston Weatherford

Resources

* Carnegie Hall Music Educators Toolbox: Grade 3 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade3_SummativeAssessments.pdf>)

Grade 3 Visual & Performing Arts
Music 3

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 3 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 3 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.

2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.

3RE Explain personal preferences for specific musical selections using music vocabulary.

4RE Evaluate audience etiquette associated with various musical performances and settings.

5RE Analyze music in terms of how it communicates words, feelings, moods or images.

6RE Compare interpretations of the same piece of music as they occur though dance, drama, and visual art.

7RE Create criteria and use it to critique their own performances and the performances of others.

Catholic Identity

DOC All Grades Catholic Identity

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Content

**Performance Observation**

* instrument identification
* voice identification
* attendance
* audience etiquette
* performance critique

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* self-expression (visual art, dance, drama)
* self-expression (language arts)
* similar and different concepts (other disciplines)
* performance critique (language arts)

Skills

1. Compare similarly-named elements.
2. Discuss similarly-named elements.
3. Notice what they hear in music.
4. Describe what they hear in music.
5. Compare personal responses with those of others.
6. Explain personal preferences using music vocabulary.
7. Analyze music's communication of words, feelings, moods or images.
8. Compare interpretations of music.
9. Evaluate audience etiquette.
10. Create criteria to critique performances.
11. Critique performances.
12. Demonstrate independence.
13. Build knowledge of music.
14. Respond to the demands of audience, task, purpose, and discipline.
15. Understand different cultures and perspectives.
16. Value evidence.
17. Comprehend music.
18. Critique music.
19. Engage in collaborative discussions.
20. Demonstrate command of written and spoken English.

Essential Questions

1. How and why do people create music?
2. How do the form and style of a piece influence the audiences response?
3. How is music used in everyday life, including our Catholic faith?
4. How do music and history influence each other?

Standards Vocabulary

1. describe
2. explain
3. analyze
4. compare
5. evaluate
6. criteria
7. critique

Additional Vocabulary

1. elements of music
2. form
3. line
4. piece

Stage 2: Assessment Evidence

Music Listening Activity

Summative: Listening Task

Teacher accurately assesses students' identification of instrument timbres from a piece of music and general moods/feelings/images that correspond with the music piece. Teacher accurately assesses students' identification of appropriate audience behavior.

Artistic Interpretations

Summative: Graphic Organizer

Teacher provides students with Venn Diagram template to compare and contrast visual art, drama, and dance interpretations of a single piece of music.

Music in Literature

Summative: Posters

Teacher accurately assesses students' posters identifying common elements between music and literature, including line, form, and rhythm.

Music Critique

Formative: Class Discussion

Teacher guides students in class brainstorming session to develop criteria that relate to music elements. After listening to a recorded piece of music, as a class students use their rubric to critique what they observed.

Stage 3: Learning Plan

Learning Experiences

1. Think, Pair, Share: Music Listening Activity. Students will listen to a piece of music (i.e., orchestral piece, brass quintet, choral, vocal ensemble). As they listen, students will reflect, share, and write a description of what they hear (timbres, words, moods, feelings, images). Students will also reflect, share, and write a description of what they feel the audience behavior should be at a performance of the listening piece.
2. Compare and Contrast: Artistic Interpretations. Students will view or listen to multiple interpretations of the same piece of music as they occur through dance, drama, and visual art (i.e., *Firebird Suite* by Stravinsky) and compare and contrast through a graphic organizer.
3. Cooperative Learning Groups: Music in Literature. In cooperative groups, students will identify elements of a poem and compare those elements to similarly named music elements. Students will then create a poster or chart describing their findings.
4. Brainstorming: Music Critique. Students will create criteria based on music elements through a class brainstorming session. They will then use their rubric to critique a recorded performance as a class.
5. Cooperative Learning Groups: Mood and Feelings. In cooperative groups, students will act out different portions of Edvard Grieg's "In the Hall of the Mountain King" from *Peer Gynt.* Students can then discuss the feelings and moods they were trying to convey through their actions. In addition, students in the audience will practice proper etiquette during the skits.

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*Sail Away* by B.H. Kodaly
*D.R.U.M. (Discipline, Respect, and Unity through Music)* by Jim Solomon
*Hip Hop Speaks to Children: A Celebration of Poetry with a Beat (A Poetry Speaks Experience)* by Nikki Giovanni

*R is for Rhyme: A Poetry Alphabet (Sleeping Bear Alphabets)* by Judy Young
*Poetry for Young People: Maya Angelou* edited by Dr. Edwin Graves Wilson
*Poetry for Young People: Langston Hughes* edited by David Roessel and Arnold Rampersad
*Poetry for Young People: Robert Frost* edited by Gary D. Schmidt
*Poetry for Young People: Emily Dickinson* edited by Frances Schoonmaker Bolin
*Poetry for Young People: Carl Sandburg* edited by Frances Schoonmaker Bolin
*Poetry for Young People: William Shakespeare* edited by David Scott Kasten and Marina Kastan

Resources

* Carnegie Hall Music Educators Toolbox: Grade 3 (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/Toolbox_Grade3_SummativeAssessments.pdf>)