

## Pine Hill Public Schools Curriculum

Content Area:		<b>Music</b>	
Course Title/ Grade Level:		Music / Grade 3	
Unit 1:	Read, write & decode	Month:	<b>1-2 months</b>
Unit 2:	Triple and Suite	Month:	<b>2 months</b>
Unit 3:	Tonal and rhythmic development	Month:	<b>6 months</b>
Unit 4:	Culture	Month:	<b>Dispersed over 6 months</b>
Unit 5:	Intro to Recorder	Month:	<b>4 months</b>
Unit 6:	Recorder Development	Month:	<b>6 months</b>
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Read, write & decode		<b>Unit #:</b> 1
<b>Course or Grade Level:</b> Music Grade 3		<b>Length of Time:</b> 1 - 2 months
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	How do we create a duple/triple rhythmic pattern? How do we decode rhythms of unfamiliar songs? How do we read and write familiar duple/triple rhythm patterns	
<b>Content</b>	Rhythmic development Pattern labeling Duple and triple meter pattern decoding, reading and writing Various songs/chants reinforcing tonalities and meter Round singing	
<b>Skills</b>	Reading, writing and decoding duple and triple meter Round singing Chanting, singing, moving and playing instrument to different meters, tonalities and time periods	
<b>Assessments</b>	Teacher observation of performance of decoding and reading/writing rhythmic patterns (duple and triple) Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student models/mentors</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts (poem)</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Conversational Solfege, recordings, instruments, Poem: My Mother Says, Wichert: Rhythmically Moving Vol. 7</li> </ul>	

**2009 NJCCCS**

**Standard: 1.1 The Creative Process**

**Strand(s): B. Music**

**Content Statement(s):**

**CPI # / CPI(s):**

Identify the [elements of music](#) in response to aural prompts and printed music notational systems.

1.1.5.B.1

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.1.5.B.2

Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5.B.2

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Triple and Suite		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> Grade 3		<b>Length of Time:</b> 2 months
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	How do we extend the patterns in triple meter? How can The Nutcracker be presented in different ways?	
<b>Content</b>	Extended rhythms in triple Songs with extended triple patterns Nutcracker & Tchaikovsky	
<b>Skills</b>	Chant extended triple patterns with neutral syllable Chant extended triple patterns with rhythm syllable Sing various songs in triple meter with extended patterns Compare and contrast added visuals in The Nutcracker to the story told in Grade 2 Discuss Tchaikovsky	
<b>Assessments</b>	Teacher observation of performance of extended triple rhythmic patterns (neutral syllable) Observation of performance in listening, movement, chanting/singing and instrument play activities Solo singing Respond to questions Performance of music with at least two independent parts Demonstrate proper recorder technique (hand and sound) Correctly play “B & A” on the recorder Complete WS on composer	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student models/mentors</li> <li>• Read questions</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Dance/Theatre</li> <li>• Language Arts</li> <li>• Geography</li> </ul>	
<b>Lesson resources / Activities</b>	Conversational Solfege, recordings, rhythm instruments, classical selections & transparencies, Discovering Music Together Gr3, Nutcracker Suite (This is Music 3), Poem: My Mother Says, Fantasia-Nutcracker Video	
<b>2009 NJCCCS</b>		
<b>Standard: 1.1 The Creative Process</b>		
<b>1.4 Aesthetic Response and Critique Methodologies</b>		
<b>Strand(s): B. Music</b>		
A. Aesthetic Response		
B. Critique Methodologies		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>
Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems.		1.1.5.B.1

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Relate common artistic elements that define distinctive <a href="#">art genres</a> in dance, music, theatre, and visual art.	1.2.5.A.2
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3
Employ basic, <a href="#">discipline-specific arts terminology</a> to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3
Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	1.4.5.B.1
Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	1.4.5.B.2

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Tonal and Rhythmic Development		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> Grade 3		<b>Length of Time:</b> 6 months
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	<p>How do we create an extended triple rhythmic pattern?</p> <p>How do we decode rhythms of unfamiliar songs?</p> <p>How do we read and write familiar extended triple rhythm patterns?</p>	
<b>Content</b>	<p>Rhythmic development</p> <p>Pattern decoding</p> <p>Pattern creating</p> <p>Rhythmic pattern reading/writing</p> <p>Various songs/chants in various meter (macro/micro beats) while reinforcing tonalities</p>	
<b>Skills</b>	<p>Decode familiar/unfamiliar songs/patterns with extended triple patterns</p> <p>Echo read familiar patterns with extended triple</p> <p>Read independently familiar/unfamiliar patterns</p> <p>Write familiar/unfamiliar patterns with extended patterns</p> <p>Rhythmic dictation extended triple patterns</p> <p>Organize rhythmic symbols into dictated patterns</p>	
<b>Assessments</b>	<p>Teacher observation of performance,</p> <p>Written evaluation</p> <p>Observation of performance in listening, movement, chanting/singing and instrument play activities</p> <p>Solo singing</p> <p>Respond to questions</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student modeling &amp; mentors</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Feierabend Conversational Solfege Lvl. 1, Gordon learning theory, rhythm symbol manipulatives, recorded classical music with written score, Activity: create rhythms using human forms; class reads created patterns</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 1.1 The Creative Process 1.3 Performance		
<b>Strand(s):</b> B: Music		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems.	1.1.5.B.1	
Demonstrate the basic concepts of meter, rhythm,	1.1.5.B.2	

tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	
Sing or play music from complex notation, using notation systems in treble and bass clef, <a href="#">mixed meter</a> , and <a href="#">compound meter</a> .	1.3.5.B.1

**Pine Hill Public Schools  
Music Curriculum**

<b>Unit Title:</b> Culture		<b>Unit #: 4</b>
<b>Course or Grade Level:</b> Grade 1		<b>Length of Time:</b> dispersed over 6 month
<b>Date Created:</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	What are the similarities and differences of music from different times and places? What role does music play in holidays? What role does music play in various cultures (dance, ceremony, ect.)?	
<b>Content</b>	Music of various times Music of various cultures Composers Music of various holidays	
<b>Skills</b>	Move to music of various composers, cultures, and time periods Identify prominent instruments within a piece Dramatization in movement while listening to various pieces of music Identification of various melodies from a particular piece Relate music with it's appropriate holiday Discuss the background of various holidays and how that is illustrated through music Cultural dances	
<b>Assessments</b>	Teacher questions Teacher observation of student performance Solo and group performance	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Visual/Auditory/Kinesthetic instruction</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Art</li> <li>• History</li> <li>• Geography</li> <li>• Literature</li> </ul>	
<b>Lesson resources / Activities</b>	Works of art from related time period, 3 part rhythmic chant, Native American songs, MLK story and related songs Gr. 3, songs of various holidays, patriotic songs, Dance-German: D'Hammerschmied, Beethoven,	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 1.2 History of Arts and Culture 1.4 Aesthetic Response & Critique Methodologies		
<b>Strand(s):</b> A History of Arts and Culture A Aesthetic Response B Critique Methodologies		
<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b>
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.		1.2.5.A.1
Relate common artistic elements that define distinctive <a href="#">art genres</a> in dance, music, theatre, and visual art.		1.2.5.A.2

Employ basic, <a href="#">discipline-specific arts terminology</a> to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3

<b>Pine Hill Public Schools Music Curriculum</b>	
<b>Unit Title:</b> Intro to Recorder	<b>Unit #: 5</b>
<b>Course or Grade Level:</b> Music Grade 3	<b>Length of Time:</b> 4 month
<b>Date Created:</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	
<b>Essential Questions</b>	How sounds and symbols relate to each other? What is a recorder and how does it work? What is a treble clef and how does it relate to playing an instrument?
<b>Content</b>	Treble Staff Recorder technique Recorder reading and performance
<b>Skills</b>	Proper hand positioning on the recorder Identify the parts of a staff Identify B-A-G on a staff and play it on the recorder
<b>Assessments</b>	Teacher observation of performance Respond to questions Demonstrate proper recorder technique (hand and sound) Correctly play B-A-G on the recorder Student modeling and critique
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student models/mentors</li> <li>• Small group instruction</li> </ul>
<b>Inter-disciplinary Connections</b>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Ed Sueta Recorder Methods, various recorder pieces</li> </ul>
<b>2009 NJCCCS</b>	
<b>Standard: 1.1 The Creative Process</b>	

<b>Strand(s): B. Music</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems.	1.1.5.B.1
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
Sing or play music from complex notation, using notation systems in treble and bass clef, <a href="#">mixed meter</a> , and <a href="#">compound meter</a> .	1.3.5.B.1
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2

<b>Pine Hill Public Schools Music Curriculum</b>	
<b>Unit Title:</b> Recorder Development	<b>Unit #: 6</b>
<b>Course or Grade Level:</b> Music Grade 3	<b>Length of Time:</b> 6 month
<b>Date Created:</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	
<b>Essential Questions</b>	How do we play the recorder using complex notation (meters/rhythms)? How do we extend the range of the recorder (C)?
<b>Content</b>	Treble Staff Recorder technique Recorder reading and performance
<b>Skills</b>	Proper hand positioning on the recorder Identify the parts of a staff Identify B-A-G-C on a staff and play it on the recorder Perform recorder music of increasing difficulty
<b>Assessments</b>	Teacher observation of performance Respond to questions Demonstrate proper recorder technique (hand and sound) Correctly play B-A-G-C on the recorder Student modeling and critique
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Individual attention after class time</li> <li>• Student models/mentors</li> <li>• Small group instruction</li> </ul>
<b>Inter-disciplinary Connections</b>	

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Ed Sueta Recorder Methods, various recorder pieces</li> </ul>
<b>2009 NJCCCS</b>	
<b>Standard: 1.1 The Creative Process</b>	
<b>Strand(s): B. Music</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems.	1.1.5.B.1
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	1.1.5.B.2
Sing or play music from complex notation, using notation systems in treble and bass clef, <a href="#">mixed meter</a> , and <a href="#">compound meter</a> .	1.3.5.B.1
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2

Revised: January 22, 2013