

TES MUSIC CURRICULUM MAP – THIRD GRADE

January 1, 2010

	First Trimester	Second Trimester	Third Trimester
Time frame/ Month	September-November	November-February	February-June
Skills Taught	<p>Beat of music Tempo/Speed Of Music Rhythms (Quarter note, Quarter rest, Eighth notes, Half notes, Half rests, Whole notes, Whole rests, sixteenth notes) Ear training Singing Posture Voice Placement (head/chest) Syllable shaping Rounds Partner songs Singing Games Movement to Music Concert Songs Phrasing Treble clef lines & spaces Music symbol (treble clef, staff, repeat sign, double bar, measure, time signature, coda, ties, slurs, breath marks) Compose short rhythms in small groups Add/subtract/multiply rhythm values Compose short melody using treble clef notes and simple rhythms Follow the map of music (verse</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1</p> <p>Reading rhythms in song format Balance & Blend voices Music of the Orchestra (emotions/feelings/pictures) Music Listening – Explain what you hear/draw pictures Stage Behavior Audience Behavior Form (A, AB, ABA, rondo, Introduction, bridge) Tempo (andante, allegro, moderato, presto, largo, lento) Word writing with treble clef line & space notes Rhythm Writing & Performing in small groups Recorders Left Hand position Embouchre Notes B,A,G,C, D Posture Conducting (4/4, 3/4, 2/4) Dynamics (Forte, Piano, Mezzo Piano, Mezzo Forte, Fortissimo,</p>	<p>Continue reinforcing & building previous skills & knowledge from trimester 1 & 2 with intruments</p> <p>Rhythms vs. Beat on instruments Rounds on instruments Partner Songs on instruments Right/Left hand coordination Notes B,A,G,C,D,F#, low D, E, low C Music Listening – cultures & history Earth Day African songs/instruments Dynamics (crescendo, decrescendo) Tempo Changes (ritardando, accelerando, rallentando, atempo) Styles Of Music (Jazz, Classical, Country, etc.)</p>

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Resources	<p>Reading, Music Method books, Bell Kits, Books, Flash cards, Games, Songs, Rhythm, Mirrors, Baritone/LCD, Clapping & Counting, Websites, Posters, Percussion, Playing instruments (drum kits), Singing CD's</p>	<p>Various Music Method books, Subject books, Rhythmic notation, Songs, Rhythm, Mirrors, Baritone/LCD, Clapping & Counting, Websites, Posters, Percussion, Playing instruments, Singing</p>	<p>Various Music Method books, Subject books, Madeline & Dames, Songs, Visual aids, Baritone, Clapping & Counting, Websites, Playing Percussions, Singing</p>
		<p>Musical CD's Instrument DVD's</p>	<p>Musical CD's Instrument DVD's</p>
	Assessments	<p>Real time Assessments Full Class Participation One On One Singing & Rhythm Reading. Worksheets Self-Assessment</p>	<p>Real time Assessments Full Class Participation One On One Rhythm Reading/counting. Worksheets Self-Assessments Winter Concert</p>
Music Standards			
1. Expression of Music	<p>1. Perform From Memory & use Simple Traditional Notation A. Use correct vocal & instrumental techniques when singing & playing instruments D. Play & sing simple notated melodies</p>	<p>1. Perform From Memory & use Simple Traditional Notation A. Use correct vocal & instrumental techniques when singing & playing instruments B. Recognize & follow conductor's beat, patterns, & gestures</p>	<p>1. Perform From Memory & use Simple Traditional Notation A. Use correct vocal & instrumental techniques when singing & playing instruments B. Recognize & follow conductor's beat, patterns, & gestures</p>

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<p>2. Creation of Music</p>	<p>1. Create Short Musical Phrases & Patterns extended rhythmic, melodic, & harmonic patterns</p> <p>A. Perform musical selection patterns</p> <p>2. Notate Music using Basic/low s/ notation (structure) pentatonic</p> <p>A. Create phrases using notes and rhythms & pitches on a treble</p> <p>C. Perform a steady beat while playing</p> <p>B. Apply criteria defining being played determine accuracy of notation</p>	<p>1. Create Short Musical Phrases & Patterns large or small group setting</p> <p>A. Play & sing simple acutated melodic musical selection</p> <p>2. Perform extended rhythmic, melodic, & harmonic patterns</p> <p>A. Perform more complex patterns</p> <p>2. Notate Music using Basic/low s/ notation (structure) pentatonic</p> <p>A. Create phrases using notes and rhythms & pitches on a treble</p> <p>B. Perform rhythmic & melodic</p> <p>B. Apply criteria defining criteria</p> <p>C. Perform a steady beat while</p>	<p>1. Create Short Musical Phrases & Patterns large or small group setting</p> <p>A. Play & sing simple acutated melodic musical selection</p> <p>2. Perform extended rhythmic, melodic, & harmonic patterns</p> <p>A. Perform more complex patterns</p> <p>2. Notate Music using Basic/low s/ notation (structure) pentatonic</p> <p>A. Create phrases using notes and rhythms & pitches on a treble</p> <p>B. Perform rhythmic & melodic</p> <p>B. Apply criteria defining criteria</p> <p>C. Perform a steady beat while</p>
		<p>contrasting rhythms are being played</p>	<p>contrasting rhythms are being played</p>

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		notation	notation
<p>3. Theory of Music</p>	<p>1. Apply & Demonstrate use of Basic Dynamics, Tempo, Meter & Articulation using Appropriate Music Vocabulary</p> <p>A. Apply vocabulary for pianissimo/fortissimo, largo,/allegro, & legato/staccato when describing musical examples</p> <p>B. Demonstrate pianissimo/fortissimo, largo/allegro, & legato/staccato using movement, voice & instruments</p> <p>C. Explain The function of the top number of a time signature involving two, three, & four beats</p> <p>2. Analyze Simple Notational elements & Form in Music</p> <p>A. Visually identify line & space notes & notate pitches on the treble clef staff</p> <p>C. Aurally identify rondo form</p> <p>3. Identify Vocal & Instrumental Tone Colors</p> <p>A. Identify families of instruments visually & aurally</p>	<p>1. Apply & Demonstrate use of Basic Dynamics, Tempo, Meter & Articulation using Appropriate Music Vocabulary</p> <p>A. Apply vocabulary for pianissimo/fortissimo, largo,/allegro, & legato/staccato when describing musical examples</p> <p>B. Demonstrate pianissimo/fortissimo, largo/allegro, & legato/staccato using movement, voice & instruments</p> <p>C. Explain The function of the top number of a time signature involving two, three, & four beats</p> <p>2. Analyze Simple Notational elements & Form in Music</p> <p>A. Visually identify line & space notes & notate pitches on the treble clef staff</p> <p>B. Aurally identify question & answer phrases</p> <p>3. Identify Vocal & Instrumental Tone Colors</p> <p>A. Identify families of instruments</p>	<p>1. Apply & Demonstrate use of Basic Dynamics, Tempo, Meter & Articulation using Appropriate Music Vocabulary</p> <p>A. Apply vocabulary for pianissimo/fortissimo, largo,/allegro, & legato/staccato when describing musical examples</p> <p>B. Demonstrate pianissimo/fortissimo, largo/allegro, & legato/staccato using movement, voice & instruments</p> <p>C. Explain The function of the top number of a time signature involving two, three, & four beats</p> <p>2. Analyze Simple Notational elements & Form in Music</p> <p>A. Visually identify line & space notes & notate pitches on the treble clef staff</p> <p>B. Aurally identify question & answer phrases</p> <p>C. Accurately interpret first & second endings</p> <p>3. Identify Vocal &</p>

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	<p>B. Differentiate male & female voices in choral settings</p> <p>4. Identify & Aurally Recognize Simple Melodic, Rhythmic, & Harmonic patterns</p> <p>A. Identify & demonstrate d/r/m/s/l/high d'/low s/& low l pitches (extended pentatonic scale)</p> <p>B. Indentify & notate, using sixteenth notes & dotted half notes</p>	<p>visually & aurally</p> <p>B. Differentiate male & female voices in choral settings</p> <p>4. Identify & Aurally Recognize Simple Melodic, Rhythmic, & Harmonic patterns</p> <p>A. Identify & demonstrate d/r/m/s/l/high d'/low s/& low l pitches (extended pentatonic scale)</p> <p>B. Indentify & notate, using sixteenth notes & dotted half notes</p>	<p>Instrumental Tone Colors</p> <p>A. Identify families of instruments visually & aurally</p> <p>B. Differentiate male & female voices in choral settings</p> <p>4. Identify & Aurally Recognize Simple Melodic, Rhythmic, & Harmonic patterns</p> <p>A. Identify & demonstrate d/r/m/s/l/high d'/low s/& low l pitches (extended pentatonic scale)</p> <p>B. Indentify & notate, using sixteenth notes & dotted half notes</p>
<p>4. Aesthetic Valuation of Music</p>	<p>1. Identify Personal Preferences for Specific Music</p> <p>A. Use simple terms to describe preferences</p> <p>B. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc.</p> <p>C. Demonstrate respect for the music preferences & opinions of others</p> <p>2. Respond to and Make Informed Judgments About Music Through Participation, Performance & the Creative Process</p> <p>A. Select & use specific criteria in</p>	<p>1. Identify Personal Preferences for Specific Music</p> <p>A. Use simple terms to describe preferences</p> <p>B. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc.</p> <p>C. Demonstrate respect for the music preferences & opinions of others</p> <p>2. Respond to and Make Informed Judgments About Music Through Participation, Performance & the Creative Process</p> <p>A. Select & use specific criteria in</p>	<p>1. Identify Personal Preferences for Specific Music</p> <p>A. Use simple terms to describe preferences</p> <p>B. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc.</p> <p>C. Demonstrate respect for the music preferences & opinions of others</p> <p>2. Respond to and Make Informed Judgments About Music Through Participation, Performance & the Creative Process</p> <p>A. Select & use specific criteria in</p>

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	<p>making judgments about the quality of a musical performance</p> <p>B. Create developmentally appropriate movements to express pitch, tempo, form, & dynamics</p> <p>C. Describe how specific musical elements communicate particular ideas or moods in music</p> <p>3. Articulate Music's Significance within an individual Musical Experience</p> <p>A. Explain how music speaks to every person in unique ways</p> <p>B. Develop & articulate an understanding of music performed or heard</p>	<p>making judgments about the quality of a musical performance</p> <p>B. Create developmentally appropriate movements to express pitch, tempo, form, & dynamics</p> <p>C. Describe how specific musical elements communicate particular ideas or moods in music</p> <p>3. Articulate Music's Significance within an individual Musical Experience</p> <p>B. Develop & articulate an understanding of music performed or heard</p>	<p>making judgments about the quality of a musical performance</p> <p>B. Create developmentally appropriate movements to express pitch, tempo, form, & dynamics</p> <p>C. Describe how specific musical elements communicate particular ideas or moods in music</p> <p>3. Articulate Music's Significance within an individual Musical Experience</p> <p>B. Develop & articulate an understanding of music performed or heard</p> <p>C. Identify differences & commonalities in music from various cultures</p> <p>D. Discuss reasons that different kinds of music are important to people</p>
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Process Skills					
1. Critical Thinking & Reasoning	X	X	X		
2. Information on Literacy	X	X	X		
3. Collaboration	X	X	X		
4. Self-direction	X	X	X		
5. Invention	X	X	X		
Vocabulary	Beat Tempo Pitch Rhythms Treble Clef Music Staff Measure Ear Training Forte Double bar Partner songs Tie Posture Multiply Legato	Compose Repeat sign Melody Verse Refrain Time Signature Head voice Chest Voice Piano Rounds Coda Slurs Syllable shaping breath marks Staccato	Fermata Rhythms Ear Training Dynamics Forte Mezzo Piano Fortissimo Form Blend Balance Moderato rondo Presto Embouchre	Solo/Duet Audience Behavior Stage Behavior Emotions Piano Mezzo Forte Pianissimo Conducting Allegro Andante Phrase Bridge Largo Lento	Styles Jazz Country Classical Blue Grass Pop Rock Mood(s) Emotions Cultures/Cultural Rallentando Accelerando atempo

TES Music Map	Teacher(s): Robin Closson	Creation Date:
	Grade Level: Third Grade	Revision Date: