

GENERAL MUSIC

Grade 3

Course Overview:

Grade 3 students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Music notation is addressed through reading rhythm subdivisions to sixteenth notes, multiple beat notations, and reading five note melodic notations on a five line staff. They also continue building the foundation of musical vocabulary.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

Learning Targets (Type):

- 1) I can label a melody that moves by step, skip, or repeat when I listen to a song or sing a song. *(R)*
- 2) I can identify steps, skips, and repeats when I see them on a treble staff. *(K)*
- 3) I can play the steady beat with body percussion or on an instrument when I sing a song. *(S)*
- 4) I can play the melodic rhythm of the song using body percussion or unpitched percussion instruments. *(S)*

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

Learning Targets (Type):

- 1) I can make and perform a dynamic plan for a song using *p*, *mp*, *mf*, and *f*. *(S)*
- 2) I can count the number of phrases in a song. *(K)*

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Learning Targets (Type):

- 1) I can sing holiday music from around the world in December. *(S)*
- 2) I can sing folk songs, patriotic and seasonal songs, multi-cultural songs, cumulative songs and singing games in my music class. *(S)*

Benchmark 4: Students sing ostinatos, partner songs, and rounds.

Learning Targets (Type):

- 1) I can sing or speak a simple ostinato while others are singing a song. *(S)*
- 2) I can sing or speak a canon when the class divides into two groups. *(S)*

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets (Type):

- 1) I can sing a four beat pitch pattern using hand signs and solfeggio. *(S)*

- 2) I can sing *forte* and *piano* as I follow the teacher. (S)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Learning Targets (Type):

- 1) I can perform the steady beat or rhythms with my body. (S)
- 2) I can perform the steady beat or rhythms on classroom instruments. (S).

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

Learning Targets (Type):

- 1) I can perform a rhythmic ostinato on a classroom instrument. (S)
- 2) I can perform rhythmic patterns on a classroom instrument. (S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

Learning Targets (Type):

- 1) I can choose appropriate sounds from unpitched percussion instruments to enrich the words in poetry, literature, and song. (K,S)
- 2) I can follow the teacher. (S)

Benchmark 4: Students echo short rhythms and melodic patterns.

Learning Targets (Type):

- 1) I can play a simple ostinato pattern while singing a song. (S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets (Type):

- 1) I can start a piece watching the cue of a conductor. (S)
- 2) I can respond to loud and quiet following a conductor. (S)
- 3) I can play at the appropriate dynamic level with my ensemble. (S)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

Learning Targets (Type):

- 1) I can play an ostinato pattern with a small group as the class sings a song. (S)
- 2) I can play an ostinato pattern by myself as the class sings a song. (S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise “answers” in the same style to given rhythmic and melodic phrases.

Learning Targets (Type):

- 1) I can play an eight beat answer using body percussion or unpitched percussion instruments when my teacher asks a seven beat question. (R)
- 2) I can sing or play an eight beat answer when my teacher sings or plays a seven beat question. (R)

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

Learning Targets (Type):

- 1) I can create an eight beat melody on pitched mallet instruments. *(R)*
- 2) I can create an eight beat rhythm using tah, ti-ti, tah-ah, and ti-r-ti-ri on unpitched percussion. *(R)*

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Learning Targets (Type):

- 1) I can create a song using the rhythm of a poem on unpitched percussion instruments on barred instruments. *(P)*
- 2) I can make up a song that is eight beats long on barred instruments. *(P)*

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines).

Learning Targets (Type):

- 1) I can create music that expresses the mood of a story or poem. *(P)*

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

Learning Targets (Type):

- 1) I can select sounds from a variety of unpitched percussion instruments to represent characters in a story. *(R)*
- 2) I can arrange a song (write verses, order phrases, sing or play) to help tell a story. *(R)*

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

Learning Targets (Type):

- 1) I can create a song using S-L-M-R-D and an assigned eight beat rhythm. *(S)*
- 2) I can create two contrasting phrases using two assigned eight beat rhythms. *(R)*

Benchmark 3: Students use a variety of sound sources when composing.

Learning Targets (Type):

- 1) I can use my voice, pitched and unpitched percussion, and found sounds to create music. *(S)*

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Learning Targets (Type):

- 1) I can read rhythm cards with the correct rhythmic syllables. *(S)*

- 2) I can identify the number of beat in each note. (S)
- 3) I can write an eight measure rhythm using half, quarter, eighth, and sixteenth notes and quarter rests. (S)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

Learning Targets (Type):

- 1) I can identify and notate S-L-M-R-D on the treble staff. (R)
- 2) I can sing and sign S-L-M-R-D melodies on the treble staff. (S)
- 3) I can sing S-L-M-R-D-L, patterns when my teacher points to steps on the solfegge ladder. (S)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

Learning Targets (Type):

- 1) I can define, identify, and perform *piano*, *forte*, *crescendo*, and *decrescendo*. (S)
- 2) I can define, identify, and use *accelerando* and *ritardando*. (S)
- 3) I can create a body percussion pattern for music that moves in two or three. (S)
- 4) I can identify the meter of music that moves in two or three while listening to music. (S)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Learning Targets (Type):

- 1) I can write simple So, La, Mi, Re, Do patterns on the treble staff. (S)
- 2) I can write an eight beat rhythm pattern using quarter notes, eighth notes, half notes, sixteenth notes, whole notes, quarter rests, half rests, and whole rests. (S)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

Learning Targets (Type):

- 1) I can show form through patterned movement in response to same and different music. (K)
- 2) I can label same and different music with the letters 'A' and 'B'. (K)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can recognize and describe percussion, strings, winds, and brass instruments. (K)
- 2) I can recognize different vocal qualities. (K)
- 3) I can perform singing games, add-on songs, patriotic, seasonal, multi-cultural and folk songs. (S)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Learning Targets (Type):

- 1) I can listen to music and identify it as fast or slow. (K)
- 2) I can listen to music and identify it as loud or soft and *forte* or *piano*. (K)
- 3) I can name quarter notes, half notes, dotted half notes, eighth notes, whole notes, quarter rests, half rests, and whole rests when I see or hear them. (K,S)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

Learning Targets (Type):

- 1) I can name the non-pitched percussion instrument family (woods, metals, shakers, and membranes) when I hear them played. *(K,S)*
- 2) I can name the barred instrument family (woods, metals, glockenspiels) when I hear them played. *(K)*
- 3) I can identify the difference between children's voices and adult voices. *(R)*

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

Learning Targets (Type):

- 1) I can stand to show all repeating sections when listening to music. *(K)*
- 2) I can identify sections of music by holding up the correct letter card when the section is heard. *(K)*
- 3) I can show through my movements that music is fast, slow, high, low, speeding up, or slowing down. *(P)*

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

Learning Targets (Type):

- 1) I can contribute to discussion when critiquing a musical performance. *(K)*

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Learning Targets (Type):

- 1) I can offer positive and constructive comments using musical terms when discussing a musical performance. *(K)*

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

Learning Targets (Type):

- 1) I can compare the melodic line and the visual line in a piece of music and in a visual art. *(K)*
- 2) I can create a piece of visual art using musical timbres as a source of inspiration. *(P)*

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

Learning Targets (Type):

- 1) I can use math operations to identify the number of beats in each measure, phrase, or piece. *(K)*
- 2) I can use language arts skills to write lyrics in music class. *(S,K)*
- 3) I can find patterns in music. *(S)*
- 4) I can sing a song in another language. *(S)*

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can identify the instruments I hear by their tone color. *(R)*
- 2) I can name the style by the tone colors used in the music. *(R)*

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can identify the high pitched singing by men in American Indian music. *(K)*
- 2) I can identify *forte* and *piano* in orchestral music. *(K)*
- 3) I can identify verse-refrain form in folk music. *(K)*

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Learning Targets (Type):

- 1) I can make a list of places I hear or use music during the day. *(P)*
- 2) I can tell why songs are used (example: lullaby, march, holiday, etc.) *(K)*

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

Learning Targets (Type):

- 1) I can list jobs in music, art, dance, and drama. *(K)*

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

Learning Targets (Type):

- 1) I can focus on the performer and remain quiet throughout the performance. *(P)*
- 2) I can show that I liked the performance by clapping. *(P)*