

Subject: General Music Grade: 3 Writing Date: June 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.1** – To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)      Mastery (M) Instruction (I)      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students will:</b></p> <p>recognize and respond to various textures, tone colors, forms and styles of music.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• <b>The families of instruments:</b></li> </ul> <p><b>String:</b> Instruments that are sounded by plucking or drawing a bow across the strings</p> <p><b>Woodwind:</b> Instruments that are played by blowing air through them, most of which have a reed.</p> <p><b>Brass:</b> Instruments that are made of metal and played by buzzing your lips through a cupped shaped mouthpiece.</p> <p><b>Percussion:</b> Instruments that are struck, shaken, or scraped</p> <ul style="list-style-type: none"> <li>• <b>Specific instrument names of each family:</b></li> </ul> <p><b>String</b> – violin, viola, cello, bass, harp</p>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify characteristic sounds of each family.</li> <li>• Identify characteristic sounds of each instrument.</li> <li>• Identify simple forms – verse and refrain, introduction, ostinato, AB, and ABA form. (as defined in Gr. 2)</li> </ul>

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	<p align="center">Exposure (E)      Mastery (M) Instruction (I)      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p>	<p><b>The students must know:</b></p> <p><b><u>Woodwind</u></b> – flute, clarinet, saxophone, oboe, bassoon</p> <p><b><u>Brass</u></b> – trumpet, trombone, French horn, tuba</p> <p><b><u>Percussion</u></b> – snare drum, bass drum, timpani, mallet percussion, piano</p> <ul style="list-style-type: none"> <li>• <b>The definition of: <u>round</u></b> 2 or more groups that sing the same melody at different times.</li> </ul>	<p><b>The students must be able to:</b></p>

Subject: General Music Grade: 3 Writing Date: June 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Analyze.2** – To prepare students to evaluate the aesthetic and structural content of music, all students will be provided with guided listening opportunities through a variety of musical examples. Through these activities the students will develop the ability to make critical determinations about music.

NYS: **Standard 3:** Responding to and analyzing works of art

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students will:</b></p> <p>formulate opinions about live and recorded performances based on musical elements.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• The elements of music: <ul style="list-style-type: none"> <li><u>Tempo</u> – fast, slow, accelerando and ritardando</li> <li><u>Dynamics</u> – loud (f), soft (p), crescendo and decrescendo</li> <li><u>Legato</u> – play smooth and connected</li> <li><u>Staccato</u> – play short and detached</li> <li><u>Pitch</u> – how high or low a sound is</li> </ul> </li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss these elements of music within a piece of performed music.</li> </ul>

Subject: General Music Grade: 3 Writing Date: July 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.1** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: \_\_\_\_\_

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students will:</b></p> <p>develop an awareness of the function of music within a variety of cultures.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• The function and historic importance of music in every culture.</li> <li>- Music for holidays</li> <li>- Cultural music</li> </ul> <p><u>Holidays</u>–</p> <ul style="list-style-type: none"> <li>– “Never Gonna Be Your Valentine” – <u>The Music Connection</u></li> <li>– “Casper the Friendly Ghost” – <u>The Music Connection</u></li> </ul> <p><u>Culture</u> –</p> <ul style="list-style-type: none"> <li>– “New Year’s Greeting” – (Japanese) – <u>The Music Connection</u></li> <li>– “Follow the Drinking Gourd” – <u>The Music Connection</u></li> <li>– “Don Gato” – <u>The Music Connection</u></li> <li>– “La Raspa” – <u>The Music Connection</u></li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing, play instruments, move and analyze a variety of songs from different periods, styles and cultures.</li> </ul>

Subject: General Music Grade: 3 Writing Date: March 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.2** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: \_\_\_\_\_

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students will:</b></p> <p>understand how to identify the universal traits of music and their relationship to other art forms.</p>	<p><b>The students must know:</b></p> <p><b>None for this grade level</b></p>	<p><b>The students must be able to:</b></p>

Subject: General Music Grade: 3 Writing Date: July 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Communicate.3** – To enable students to recognize the communicative power of music, they will be engaged in making connections between various art forms and the cultures from which they arise.

NYS: \_\_\_\_\_

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	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>the communicative qualities of music.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• <b>The definition of:</b> <ul style="list-style-type: none"> <li>- <u>Crescendo</u> – gradually getting louder</li> <li>- <u>Decrescendo</u> – gradually getting softer</li> <li>- <u>Mezzo-forte</u> – medium loud</li> <li>- <u>Mezzo-piano</u> – medium soft</li> <li>- <u>Pianissimo</u> – very soft</li> <li>- <u>Fortissimo</u> – very loud</li> </ul> </li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and use these dynamics through discussion and performance.</li> </ul>

Subject: General Music Grade: 3 Writing Date: July 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: Create.1 – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: \_\_\_\_\_

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	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students will:</b></p> <p>create short compositions.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• Curwin/Kodaly hand signs and syllables for do, re, mi, <b>fa</b>, sol, la, <b>ti, do</b></li> <li>• Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti), <b>eighth rest</b>, half note (ta-a), half rest, whole note (ta-a-a-a), whole rest, and <b>dotted half note</b></li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Compose short rhythm patterns in 4-measure phrases for instruments /voices.</li> <li>• Write these rhythm patterns in standard notation.</li> <li>• Compose short melodic patterns for instruments/ voices.</li> </ul>

Subject: General Music Grade: 3 Writing Date: July 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: Create.2 – To inspire students in the application of their musical knowledge all students will be provided with opportunities to create music through composition and improvisation.

NYS: \_\_\_\_\_

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	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students will:</b></p> <p>improvise short compositions.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• Kodaly/Curwin hand signs and syllables for do, re, mi, <b><u>fa</u></b>, sol, and la, <b><u>ti, do.</u></b></li> <li>• Rhythms and Kodaly rhythm syllables – quarter note (ta), quarter rest, and eighth notes (ti-ti), <b><u>eighth rest</u></b>, half note (ta-a), half rest, whole note (ta-a-a-a), whole rest, and <b><u>dotted half note</u></b></li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Improvise short rhythm patterns for instruments /voices.</li> <li>• Improvise short melodic patterns for instruments/ voices using the expressive qualities of dynamics and tempo.</li> <li>• Improvise question/answer phrases for instruments/ voices.</li> </ul>



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Pittsford Standard: **Perform.1** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: \_\_\_\_\_

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	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Through a variety of performance opportunities, students will demonstrate their progressive understanding of musical skills using repertoire appropriate to the level of achievement.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• How to identify, from notation, phrases being the same or different.</li> <li>• Read and sing melodic notation using solfege and Kodaly/Curwin hand signals.</li> <li>• Kodaly hand signs and syllables – do, re, mi, <b><u>fa</u></b>, sol, la, <b><u>ti</u></b>, <b><u>do</u></b></li> <li>• <b>How to Read and perform-</b> - Quarter note, Eighth notes, Eighth rest, Quarter rest, <b>Half note</b>, Half rest, Dotted Half rest, Whole note, Whole rest, <b>1<sup>st</sup> and 2<sup>nd</sup> endings</b></li> <li>• Strong beat vs. weak beat</li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing and/or play individually in classroom performances.</li> <li>• Play and sing symbols representing melodic contour.</li> <li>• Sing melodic patterns using solfege and Kodaly hand signals for do, re, mi, <b><u>fa</u></b>, sol, la, <b><u>ti</u></b>, and <b><u>do</u></b>.</li> <li>• Read and sing melodic notation using solfege and Kodaly hand signals for do, re, mi, <b><u>fa</u></b>, sol, la, <b><u>ti</u></b>, and <b><u>do</u></b>.</li> <li>• Perform rhythm patterns with clapping and Kodaly rhythm syllables.</li> <li>• Sing in tune individually, using a clear free tone.</li> <li>• Sing melodies with or without simple accompaniments.</li> </ul>

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<p><b>The students should understand:</b></p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• <b>The definition of:</b> <p><u>D.S. al fine</u> – go back to the sign and sing to the fine (end).</p> <p><u>Time signature</u> – a symbol to show the number of beats per measure and what kind of note gets the pulse</p> <p><u>Measure</u> - a grouping of beats set off by bar lines</p> <p><u>Bar Line</u> – the vertical line to separate measures</p> <p><u>Scale</u> – a series of notes organized to a specific pattern of whole and half steps</p> </li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing rounds and melodies with simple ostinati.</li> <li>• Sing partner songs and countermelodies.</li> </ul>

Subject: General Music Grade: 3 Writing Date: June 2003 Scheduled Revision: 2005

Unit: NA Total Time for Instruction: NA Sequential Significance: NA

Pittsford Standard: **Perform.2** – To foster further understanding of music and its elements all students will be provided with classroom and/or ensemble performance opportunities.

NYS: \_\_\_\_\_

<p align="center"><b>Content / Key Idea</b> (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center"><b>Understandings</b></p>	<p align="center"><b>Essential Knowledge</b> (What students must know.)</p> <p align="center"><b>content facts mastery vocabulary</b> (major understandings – new NYS standards term)</p>	<p align="center"><b>Essential Skills</b> (What students must be able to do.)</p>
	<p align="center">Exposure (E)                      Mastery (M) Instruction (I)                      Reinforcement (R)</p>	<p><b>May include such skills as:</b> All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p><b>The students should understand:</b></p> <p>Using a repertoire of various genres and styles, students will develop an individual level of performance proficiency that will enable them to evolve in the area of self-expression.</p>	<p><b>The students must know:</b></p> <ul style="list-style-type: none"> <li>• How to identify, from notation, phrases being the same or different.</li> <li>• Read and sing melodic notation using solfege and Kodaly/Curwin hand signals.</li> <li>• Kodaly hand signs and syllables – do, re, mi, <b><u>fa</u></b>, sol, la, <b><u>ti</u></b>, <b><u>do</u></b></li> <li>• <b>How to Read and perform -</b> - Quarter note, Eighth notes, Eighth rest, Quarter rest, <b>Half note</b>, Half rest, Dotted Half rest, Whole note, Whole rest, <b>1<sup>st</sup> and 2<sup>nd</sup> endings</b></li> <li>• Strong beat vs. weak beat</li> </ul>	<p><b>The students must be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing and/or play individually in classroom performances.</li> <li>• Play and sing symbols representing melodic contour.</li> <li>• Sing melodic patterns using solfege and Kodaly hand signals for do, re, mi, <b><u>fa</u></b>, sol, la, <b><u>ti</u></b>, and <b><u>do</u></b></li> <li>• Read and sing melodic notation using solfege and Kodaly hand signals for do, re, mi, <b><u>fa</u></b>, sol, la, <b><u>ti</u></b>, and <b><u>do</u></b>.</li> <li>• Perform rhythm patterns with clapping and Kodaly rhythm syllables.</li> <li>• Sing in tune individually, using a clear free tone.</li> </ul>

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