

Music, Grade 3 2008

COURSE DESCRIPTION: The grade 3 Music Curriculum is a varied curriculum teaching NJ State Standards and their respective strands both independently and simultaneously. Students receive one instructional class period per week. As the human voice is the child's natural instrument, a major emphasis will be on singing and the production of musical pitch. Emphasis is also placed on listening to music of different style periods, recognition of basic music notational symbols, reading simple rhythm and pitch patterns, dance, and the cultural context of various musical pieces being used. Instrument playing will also be continued from the grade two curriculum including, but not limited to, percussion instruments, keyboard percussion (bells, piano, xylophone), and the ukulele. Performance on the recorder will be added to the curriculum in grade three as well. Additionally, chorus will be added to the third grade curriculum at the beginning of the third marking period. The curriculum utilizes technology including, but not limited to, Smart Board, Garage Band, United Streaming and the Internet. All students will use computer applications to gather and organize information and to solve problems. The district music text, *Share the Music*, McGraw Hill Publishers, will be used on a regular basis.

CORE CURRICULUM CONTENT STANDARDS:

1.1 Aesthetics

- A. Knowledge
- B. Skills

1.2 Creation and Performance

- B. Music

1.3 Elements and Principles of the Arts

- B. Music

1.4 Critique

- A. Knowledge
- B. Skills

1.5 World Cultures, History, and Society

- A. Knowledge
- B. Skills

CUMULATIVE PROGRESS INDICATORS

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to

perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.
2. Communicate ideas reflecting on the nature and meaning of art and beauty.
3. Recognize works of art and art elements designed to imitate systems in nature.

B. Skills

1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.
2. Compare and contrast works of art that communicate significant cultural meanings.
3. Apply qualitative terms when responding to works of art.
4. Create an arts experience that communicates a significant emotion or feeling.

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the

presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Dance

1. Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning.
2. Present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings.
3. Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement.
4. Utilize arts media and technology in the creation and/or performance of short phrases and compositions.
5. Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context.
6. Define and maintain personal space.

B. Music

1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the “home tone.”
3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.
4. Modify elements of music within a piece to create different expressive ideas.

C. Theater

1. Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations.
2. Use movement as a medium for storytelling and as a means of projecting creative decisions regarding character.
3. Assume the roles of theater participants (e.g., director, actor, playwright, designer), and collaborate to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup.
4. Project an understanding of the intent of dialogue by performing from a script.

D. Visual Art

1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.

2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, printing inks and select appropriate tools in the production of works of art.
3. Generate works of art based on selected themes.
4. Investigate careers in the world of visual arts.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Dance

1. Investigate the relationship of dance and other art forms.
2. Differentiate basic compositional structures in choreography.
3. Recognize contrasting and complementary shapes and shared weight centers in composition and performance.

B. Music

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.
2. Identify and categorize sound sources by common traits.
3. Differentiate basic structures in music composition.

C. Theater

1. Recognize basic stage directions in the dramatization of stories/plays.
2. Examine the basic structural characteristics of the well-made play.

D. Visual Art

1. Identify the design principles of balance, harmony, unity, emphasis, proportion and rhythm/movement.
2. Identify elements and principles of design in specific works of art.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Utilize basic arts terminology and arts elements in all four arts domains.
2. Recognize the value of critiquing one's own work as well as the work of others.

B. Skills

1. Observe the basic arts elements in performances and exhibitions.
2. Formulate positive analysis of arts performances by peers and respond positively to critique.
3. Recognize the main subject or theme in a work of art.

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Identify works of art from various historical periods and diverse cultures.
2. Recognize arts resources that exist in communities.

B. Skills

1. Describe the general characteristics of artworks from various historical periods and world cultures.
2. Examine art as a reflection of societal values and beliefs.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE, BUT ARE NOT LIMITED TO:

- 1.1 Observe the four art forms of dance, music, theater and visual art. Respond to the stated art forms in a variety of ways, such as emotional response, creation of simple works, i.e. songs, drawings, storytelling, etc. nature and meaning of art and beauty
- 1.2 Performance on various musical instruments. Music will be created and performed in a variety of ways utilizing musical instruments such as percussion instruments, keyboard percussion (bells, piano, xylophone) the ukulele, and the recorder. Technology such as Garage Band will also be used toward this end.
- 1.3 Singing and playing of new and familiar songs for the purpose of learning the elements and principles of music. Examples of such elements and principles are, but not limited to, tone color, pitch, texture, melody, harmony, dynamics, rhythm, notation, timbre, etc.
- 1.4 Students will listen to and perform various types and styles of music for the purpose of analyzing and critiquing. Students will observe, describe, analyze, interpret and evaluate various types and styles of music for the purpose of making informed judgments and formulating opinions.
- 1.5 Music of American Culture as well as various world cultures will be listened to and performed for the purpose of giving cultural context to all music. The influence of music on history, world events and other cultures will be the goal of such listening and performance.

INSTRUCTIONAL STRATEGIES:

Voice training, ensemble singing (chorus), bodily/kinesthetic movement, performance on musical instruments (percussion, keyboard percussion, ukulele, recorder) listening and analyzing, melody creation and performance, notation reading/writing, improvising, dance, comparing and contrasting, observance of cultural context.

EVALUATION/ASSESSMENT OF STUDENTS:

Student work will be evaluated in a variety of ways, including but not limited to: individual performance, small group performance, public performances and weekly progress.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.