

Blackhawk School District

CURRICULUM

Course Title:	General Music
Grade Level(s):	Third Grade
Periods Per Week:	1 class per 6 day cycle
Length of Class:	40 minutes
Faculty Author(s):	Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Maura Underwood
Date:	December 2007 / February 2009; Revised May '09

MUSIC DEPARTMENT MISSION:

Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.

COURSE DESCRIPTION:

Students are taught by a music specialist in third grade. Course work explores the elements of music through a variety of activities, such as singing, playing Orff instruments, reading music, movement and listening skills. Students will learn vocabulary of sound and notation; develop music reading skills, how to read dynamic, articulation and tempo markings and how to recognize and perform melodies and rhythmic patterns using Solfege and rhythm syllables. Students will also develop interval recognition through listening and standard pitch notation. Students will identify instrument families through activities that involve listening, movement and guest performances.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

OBJECTIVES (PA standard)	RESOURCES
<p>9.1 A Rhythm Demonstrate steady beat; imitate patterns; identify and demonstrate half , quarter, eighth and sixteenth (Introduce) notes; half and quarter rests</p> <p>9.1 A Pitch Sing do to do (Kodaly); sing in head voice; identify high and low pitches; identify melodic direction; sing partner songs in ostinato patterns; introduce partner songs</p> <p>9.1 A Timbre Develop aural and visual recognition of instruments in woodwinds, percussion, brass, strings and keyboards; play Orff instruments; play African drums</p> <p>9.1 A & B Composition and Improvisation Improvise "answers" to rhythmic and melodic phrases and ostinatos; create music and/or movement to accompany reading and dramatizations using Orff and drums</p> <p>9.1 Form Identify phrase structure and AB form</p> <p>9.2 A.-G, J-K and 9.1.A, D, F Historical and Cultural Context Explore and expose the historical and cultural context of the music by Grieg (Hall of the Mountain King): Rossini (William Tell Overture): Wagner (Ride of the Valkyries): Saint-Saens (Carnival of the Animals): Sousa (El Capitan): patriotic, world folk music.</p> <p>9.1 Notation Recognize quarter, half , eighth, sixteenth (Introduction), whole and dotted half ((Introduction) notes; half and quarter rests</p> <p>9.1 G Rehearsal, Practices, and Practice Etiquette Understand and apply the function and expectations of rehearsals and performances</p> <p>9.1 C Vocabulary Understand and apply third grade music vocabulary (appendix X)</p>	<p>Orff-Schulwerk 1 and 2 Teaching Music in the 21st Century Orff-Schulwerk Music for Children Books 1-4 Exploring Orff Additional Orff-Schulwerk literature and materials World Music Drumming – A Cross-Cultural Curriculum Music K-8 Resource magazine for elementary/middle school teachers Folk song resources Literature resources to accompany the music curriculum</p>

9.1.H Safety and Equipment

Demonstrate proper use and care of classroom instruments and materials

9.1 J.&K Technology

Incorporate technology as appropriate to the curriculum

9.3 A., B, & E., 9.1.F Critical Response

Respond critically to composer and music as appropriate(compare, contrast, evaluate, analyze, and interpret)

9.4 B & C Aesthetic Response

Describe the effects that music has on audiences and one's self