

Third Grade

Elements & National Core Arts Standards	Contents	Skills & Procedures	Assessment Tools	Essential Questions
<p>Expression</p> <p>National Core Arts Standards: 1, 2, 3, 7, 8, 9, 11</p>	<p>Dynamics Tempo Articulation Mood</p>	<p>Dynamic markings (pp, p, mp, mf, f, ff, crescendo, decrescendo) Sudden changes in dynamics (subito) and dynamic contrasts Tempo markings and changes in tempo Articulation marking (legato, staccato, accents) Using dynamics, tempo, and articulation as an expressive choice</p>	<p>Direct observation Sing, say, dance, play</p>	<p>How do differences in dynamics, tempo, and articulation change the way we listen to and are impacted by music?</p>
<p>Rhythm</p> <p>National Core Arts Standards: 4, 8, 10, 11</p>	<p>Beat Duration Meter Pattern</p>	<p>Clap, say, play Beat/offbeat/upbeat Tied notes Durations from whole to sixteenth notes Duple and triple meters Even and uneven rhythm patterns Syncopation/no syncopation</p>	<p>Playing instruments Movement Feel meter in 2's and 3's Recognize even and uneven patterns Create movement to illustrate meter and form in music</p>	<p>How is music read and notated?</p>
<p>Form</p> <p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Phrase Form Section Form</p>	<p>Question/answer phrase Long and short phrases Repetition/contrast AB/ABA/AABA/AABB DC /DS al fine Call and response Intro, interlude, and coda Cumulative song</p>	<p>Use manipulatives and movement to show form</p>	<p>Why is music written with repeating sections? How does this impact you as the listener?</p>
<p>Melody</p>	<p>Pitch and Direction</p>	<p>Melodic sequence Melodic direction</p>	<p>Follow graphic notation and standard notation for</p>	<p>What is the difference between a melody and a</p>

Portsmouth School Department: Elementary Music Curriculum Map

<p>National Core Arts Standards: 1, 4, 6, 7</p>	<p>Pattern Tonality</p>	<p>Steps, skips, and repeated pitches Intervals of unison and octave Pitch letter names</p>	<p>melodic direction Correctly identify letter names of notes on staff lines and spaces Play labeled barred instruments relating letters to notes on staff</p>	<p>random series of notes?</p>
<p>Timbre National Core Arts Standards: 1, 10, 11</p>	<p>Environmental Vocal Instrumental Electronic</p>	<p>Various tone qualities of individuals and groups Identify male, female, and child voices Identify instrumental sounds Identify sounds found in nature Investigate the science of sound</p>	<p>Sing choral pieces with appropriate blend Play instruments</p>	<p>What do timbral differences add to music?</p>
<p>Texture/Harmony National Core Arts Standards: 1, 2, 3, 5, 10</p>	<p>Texture Harmony</p>	<p>Layers of sound Thick and thin Ostinato Partner Songs Echo songs Counter-melodies and descants Harmony/no harmony Major/minor 2-part singing</p>	<p>Sing simple rounds Play instruments Ostinatos Orff accompaniments Listen to a variety of sounds and instrument combinations</p>	<p>What does harmony add to music? How do harmony and texture change how we hear musical selections?</p>
<p>History/Culture/ Appreciation National Core Arts Standards: 7, 8, 9, 10, 11</p>	<p>Listen to, analyze & describe music</p>	<p>Sing and perform a variety of musical styles and genres. Describe Demonstrate appropriate audience behavior and listening skills</p>	<p>Identify music of diverse styles and cultures Discuss appropriate audience behaviors</p>	<p>How can the characteristics of music be analyzed and described? How does music reflect history and culture?</p>

Creating: Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing: Realizing artistic ideas and work through interpretation and presentation

Presenting: Interpreting and sharing artistic work.

Producing: Realizing and presenting artistic ideas and work.

4. Select, analyze and interpret artistic work for presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work.

Responding: Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.