

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
MUSIC CURRICULUM
GRADE 3 GENERAL MUSIC
AUGUST 2019

Grade 3 General Music

Course Overview

Third Grade General Music is a year-long course for all third-grade students. The class meets for 40 minutes, once every six days for a total of about 30 classes per year.

The third-grade general music curriculum provides our students with entry level music experience and content knowledge which includes a strong focus in the areas of steady beat and rhythm, melody and vocal production, expression, and instruments. All third-grade students have the opportunity to perform in a district sponsored performance once a year.

The curriculum is aligned with the National Core Arts Standards and New Jersey Core Curriculum Standards as follows:

National Core Arts Standards

Creating

- MU:Cr1.1.3a Improvise rhythmic and melodic ideas and describe connections to specific purpose and context (such as personal and social).
- MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
- MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation/composition to express intent and describe connections to a specific purpose and context.
- MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
- M MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.
- MU:Cr3.2.3a Present the final version of personal created music to others and describe connection to expressive intent.

Performing

- MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
- MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance
- MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
- MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.
- MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
- MU:Pr5.1.3a Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.
- MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.
- MU:Pr6.1.3a Perform music with expression and technical accuracy.
- MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Responding

- MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.
- MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
- MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
- MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Connecting

- MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connections to a specific purpose and context.
- MU:Cr3.2.3a Present the final version of created music for others and describe connection to expressive intent.
- MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
- MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
- MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
- MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.3a Improvise rhythmic and melodic ideas and describe connections to specific purpose and context (such as personal and social).
- MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.
- MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.
- MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
- MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context

New Jersey Core Curriculum Standards

Visual and Performing Arts

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
- 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

2019 HTPS Performing Arts Curriculum Map – Grade 3 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Rhythm and Beat		MU:Cr1.1.3a, MU:Cr2.1.3b, MU:Cr3.2.3a, MU:Pr4.2.3b, MU:Cn10.0.3a, MU:Cr2.1.3a, MU:Cr3.2.3a, MU:Pr4.1.3a, MU:Pr4.3.3a, MU:Pr4.2.3a	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? How does developing our sense of beat and rhythmic skills make us	Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication Performers make interpretive decisions based on their understanding of context and expressive intent. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a	Identify and perform rhythm patterns using quarter notes, paired eighth notes, quarter rests, half notes, whole notes, and sixteenth notes. Perform rhythms and rhythm patterns in a variety of contexts. Aurally and kinesthetically respond to rhythmic concepts in various styles, cultures and genres. Compose and improvise rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, whole	Teacher will assess students understanding of rhythmic concepts through performance assessments utilizing verbal and kinesthetic responses.	Literacy - Speak audibly and express thoughts feelings and ideas clearly Science - Actively participate in discussions about student data, questions and understandings Mathematics - Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by parts of size $\frac{1}{b}$.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). 9.1.4.D.1 Use effective oral and written communication in face-to-face and online

			<p>stronger musicians?</p> <p>How does our knowledge of rhythm impact our aural experience?</p> <p>How do musicians use rhythm to express their ideas?</p>	<p>work is presented influence the audience response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Rhythm is one of the building blocks for the creation of music.</p> <p>The manipulation of elements allows the musician to create meaningful music.</p> <p>Music has rhythm which can be felt, perceived, performed and notated.</p>	<p>notes, and sixteenth notes.</p>			<p>interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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2019 HTPS Performing Arts Curriculum Map – Grade 3 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Melody, Harmony, and Vocal Production		MU:Cr1.1.3a, MU:Cr1.1.3b, MU:Cr2.1.3a, MU:Cr2.1.3b, MU:Cr3.2.3a, MU:Pr4.2.3b, MU:Pr5.1.3b	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? How does developing our melodic skills make us	Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication Performers make interpretive decisions based on their understanding of context and expressive intent. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sing, alone and with others, melodies using rhythmic and melodic accuracy from a variety of cultures and historical periods Develop audiation skills through kinesthetic and aural processes Demonstrate progress in pitch matching. Develop music literacy on a staff (treble). Use appropriate terminology when describing	Teacher will assess students understanding of melodic concepts addressed through performance assessments utilizing verbal and kinesthetic responses.	<i>Social Studies-</i> Describe how culture is expressed through and influenced by the behavior of people. <i>Science -</i> Actively participate in discussions about student data, questions and understandings. <i>World Language-</i> Compare and contrast unique linguistic elements in English and the target language.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

			<p>stronger musicians?</p> <p>How does our knowledge of melody impact our aural experience?</p> <p>How do musicians use melody to express their ideas?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Melody is one of the building blocks for the creation of music.</p> <p>The manipulation of melodic elements allows the musician to create meaningful music.</p> <p>Music has melody which can be felt, perceived, performed and notated.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>	<p>melody and voice.</p> <p>Develop appropriate singing techniques.</p> <p>Experience singing in harmony through simple ostinato, partner songs and rounds.</p>			<p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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2019 HTPS Performing Arts Curriculum Map – Grade 3 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Expression		MU:Cr1.1.3a, MU:Cr3.1.3a, MU:Pr4.1.3a, MU:Pr4.2.3b, MU:Pr4.2.3c, MU:Pr5.1.3b, MU:Pr4.3.3a, MU:Pr6.1.3a, MU:Pr6.1.3b, MU:Re7.2.3a, MU:Re9.1.3a, MU:Re7.2.3a	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? How does our knowledge of expressive qualities make us stronger musicians? How does our knowledge of expressive qualities impact our aural experience?	Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication Performers make interpretive decisions based on their understanding of context and expressive intent. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Demonstrate critical understanding of internalizing steady beat (tempo) in singing and playing activities. Use appropriate terminology when describing dynamics. Identify, sing and play a variety of songs using accurate dynamics and tempos. Analyze and describe moods and styles of musical performances using appropriate terminology.	Teacher will assess students understanding of expressive concepts through performance assessments utilizing verbal and kinesthetic responses.	Literacy - Speak audibly and express thoughts feelings and ideas clearly Science - Use outcomes of investigations to build and refine questions, models, and explanations. Social Studies - Describe how culture is expressed through and influenced by the behavior of people.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in

			<p>How do musicians use expressive qualities to express their ideas?</p>	<p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Expression is one of the building blocks for the creation of music.</p> <p>The manipulation of elements allows the musician to create meaningful music.</p> <p>Music has expressive qualities which can be felt, perceived, notated and performed.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>				<p>completing tasks in different settings (at home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing</p>
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								<p>citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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2019 HTPS Performing Arts Curriculum Map – Grade 3 General Music

Unit of Study	Pacing	NJCCC / National Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Instruments		MU:Cr2.1.3a, MU:Cr2.1.3b, MU:Cr3.2.3a, MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr5.1.3a, MU:Pr6.1.3a, MU:Re7.2.3a, MU:Re8.1.3a, MU:Re9.1.3a	How do musicians make creative decisions? How do musicians improve the quality of their creative work and/or their performance? How do performers interpret musical works? How does understanding the structure and context of music inform a response? How do we judge the quality of musical work(s) and performance(s)? How does developing our instrumental skills make us	Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication. Performers make interpretive decisions based on their understanding of context and expressive intent. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented	Demonstrate proper playing technique on a variety of classroom instruments. Develop ensemble skills through playing classroom instruments in small and large group settings. Demonstrate proper care and use of classroom instruments. Play quarter note, quarter rest, paired eighth note, half note, whole note, and four sixteenth note rhythm patterns. Play simple melodies on instruments alone and with others.	Teacher will assess students understanding of expressive concepts through performance assessments utilizing verbal and kinesthetic responses.	Literacy - Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. Social Studies - Describe how culture is expressed through and influenced by the behavior of people. Technology - Determine the benefits of a wide range of digital tools by using them to solve problems.	9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.2 Evaluate available resources that can assist in solving problems. 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.C.1 Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings (at

			<p>stronger musicians?</p> <p>How does our knowledge of instrumental music impact our musical experience?</p> <p>How do musicians use rhythm to express their ideas?</p>	<p>influence the audience response.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Instrumental music enhances our musical experience.</p> <p>The manipulation of instrumental music allows the musician to create meaningful music.</p> <p>Music has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate music.</p>	<p>Create and Improvise melodies using the pentatonic scale.</p>		<p>home, in school, and during play).</p> <p>9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and</p>
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								<p>effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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Dalcroze Eurhythmics in Today's Music Classroom by Virginia Hoge Mead.

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www.classicsforkids.com/games/ (Music Games)

www.creatingmusic.com

www.dsokids.com (Dallas Symphony Orchestra Kids)

www.onlinesequencer.net

www.sfskids.org (San Francisco Symphony Orchestra)

www.sphinxkids.org

www.oyunlar1.com/musicgames.asp (Music Games)

www.agame.com/games/music/music.html (Music Creation Game)

ASSOCIATED JOBS LIST BY UNIT

Topic I: Rhythm and Beat	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic II: Melody and Vocal Production	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic III: Expression	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher,
Topic IV: Instruments	Performer, Instrument Repair, Music Historian, Ethnomusicologist Music theorist, Composer, Music critic, Music Teacher