

Clinton-Glen Gardner School District



Curriculum Management System

Music

Grades 3-4

June 2010

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: August 4, 2010

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Mr. Richard S. Katz, Superintendent/Principal
Mrs. Lisa J. Craft, Business Administrator
Mrs. Joan Muldoon, Supervisor of Special Services
Ms. Christine Maines, Assistant Principal

BOARD OF EDUCATION

Mr. Robert Pyle, President
Mrs. Cara Morris, Vice President
Mrs. Amanda DiRienz
Mrs. Marie Kisch
Mr. John Romagna

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Margaret Blickenderfer
Tom DiGiovanni
Laurie Ruch

Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

Experience with and knowledge of the arts is an essential component of student learning in the 21st century. As we meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success. The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Equitable access to arts instruction is achieved when students have regular experiences in each of the four arts disciplines (dance, music, theatre, and visual art). Thus, the goal of the music program is to contribute to students' regular, sequential arts instruction.

As with any language, musical literacy provides the tools necessary to express one's self. The music curriculum provides the tools with which students can become musically literate and fosters students' who:

- Create, reshape, and fully participate in the enhancement of the quality of life, globally
- Participate in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21st century
- Understand and impact the increasingly complex technological environment.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Visual and Performing Arts Standards and Cumulative Progress Indicators

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were revised in 2009. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards. A complete copy of the new Core Curriculum Content Standards for Visual and Performing Arts may be found at:

<http://www.state.nj.us/education/cccs/2009/final.htm>

NJ Core Curriculum Standards Summary

Music Performance

<u>Standard #</u>	<u>Grade Level</u>	<u>Thread</u>	<u>Reference #</u>
1.1		A (Dance)	
1.2		B (Music)	
1.3		C (Theater)	
		D (Visual Art)	

Example: 1.3.8.B.5 = Performance, Grade 8, Music, Improvisation

1.1 Creative Process & Musical Knowledge

- Reference #1 ear training & listening
- #2 elements of music & theory
- #3 written notation
- #4 musical instrument families

1.2 History & Culture

- Reference #1 historical context
- #2 societal context
- #3 cultural context

1.3 Performance

- Reference #1 clap/sing/play musical notation
- #2 appropriate style and expression
- #3 form and patterns
- #4 elements of music
- #5 improvisation

**Grades 3-4
General Music**

Scope and Sequence

Quarter I	
<p>Topic: Singing</p> <p>I. Singing melodies</p> <ul style="list-style-type: none"> a. Singing Patriotic and American Folk songs b. Singing rounds c. Singing forte and piano d. Singing songs for the 4th grade musical 	<p>Topic: Rhythm</p> <p>II. Tempo</p> <ul style="list-style-type: none"> a. Identifying slow, medium and fast tempos b. Reading rhythms for the 4th grade musical
<p>Topic: Listening</p> <p>III. Elements of music</p> <ul style="list-style-type: none"> a. Introducing Instrument Families b. Identifying orchestra instruments by sound and sight c. Identifying instruments, tempo and dynamics in the original music upon which the 4th grade musical is based 	<p>Topic: Form</p> <p>IV. AB Form/ Call and Response</p> <ul style="list-style-type: none"> a. Showing AB form through movement b. Demonstrating call and response through singing.
Quarter II	
<p>Topic: Singing</p> <p>V. Singing melodies</p> <ul style="list-style-type: none"> a. Reading seasonal songs b. Singing songs from textbook c. Singing songs from the 4th grade musical 	<p>Topic: Rhythm</p> <p>VI. Rhythm performance</p> <ul style="list-style-type: none"> a. Clapping and counting rhythms in 4/4 time b. Reading rhythms from the 4th grade musical
<p>Topic: Movement</p> <p>VII. The Nutcracker Ballet</p> <ul style="list-style-type: none"> a. Learning the origins of the Nutcracker story b. Observing how a story can be told through dance c. Performing specific dance moves d. Performing choreography for the 4th grade musical 	<p>Topic: Music Theory</p> <p>VIII. Reading music</p> <ul style="list-style-type: none"> a. Learning the note names in Treble Clef b. Identifying music symbols

Quarter III

Topic: Singing

- IX. Singing melodies
 - a. Memorizing the Treble Clef song
 - b. Singing songs from the 3rd grade musical

Topic: Rhythm

- X. Rhythm Performance
 - a. Clapping and counting rhythms in 4/4 time
 - b. Clapping and counting rhythms in 3/4 time
 - c. Playing rhythms in 4/4 and 3/4 time

Topic: Recorder

- XI. Recorder performance
 - a. Playing the recorder with correct tone
 - b. Playing the recorder with correct fingerings

Topic: Music Theory

- XII. Reading Music
 - a. Learning the note names in Treble Clef
 - b. Identifying music symbols

Quarter IV

Topic: Singing

- XIII. Singing melodies
 - a. Singing songs from the 3rd grade musical
 - b. Singing in a chorus

Topic: Rhythm

- XIV. Rhythm Performance
 - a. Playing recorder songs in 4/4 and 3/4 time
 - b. Singing rhythms for the 3rd grade musical

Topic: Movement

- XV. Dance
 - a. Performing specific dance moves
 - b. Performing choreography for the 3rd grade musical

Topic: Music Theory

- XVI. Reading music
 - a. Reading and playing the recorder
 - b. Understanding of music symbols through playing the recorder
 - c. Composing a simple melody for the recorder

Suggested days of Instruction	Curriculum Management System	Topic: Singing	
	Subject/Grade Level: Grades 3-4 General Music	<u>Goal 1:</u> The student will be able to read and sing music from a score with proper vocal production and music literacy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	<p>1.1. Sing patriotic and American folk songs. (1.3.5.B.1, 1.3.5.B.2)</p> <p>Sing rounds. (1.3.5.B.1, 1.3.5.B.2)</p> <p>1.2. Sing forte and piano. (1.3.5.B.1, 1.3.5.B.2)</p> <p>1.3. Singing songs for the 4th grade musical. (1.3.5.B.1, 1.3.5.B.2)</p>	<p>Essential Questions: How can you successfully read the vocal score for this patriotic or folksong? How can you successfully sing in simple harmonies? How can you successfully perform expressively using dynamics? How can you successfully sing these songs for a performance?</p> <p>Conceptual Understandings: Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Reading and singing patriotic and American folksongs Singing a variety of rounds Singing Forte and Piano Singing songs for the 4th grade musical</p> <p>Assessment Models: Students will be asked to: 3: Sing from a written score Sing with proper vocal production and placement. Sing in a round. Sing Forte and Piano. 4: Sing from a written score. Sing with proper vocal production and placement. Sing songs for a performance</p>

Suggested days of Instruction	Curriculum Management System	Topic: Singing	
	<u>Subject/Grade Level:</u> Grades 3-4 General Music	<u>Goal 1:</u> The student will be able to read and sing music from a score with proper vocal production and music literacy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Additional Resources: Get America Singing Again books and CD 4 th grade musical score Moans and Groans and Skeleton Bones Book and CD

Suggested days of Instruction	Curriculum Management System	Topic: Rhythm-Tempo	
	Subject/Grade Level: Grades 3-4 General Music	Goal 2: The student will be able to identify a variety of tempos and read rhythms in 4/4 and 3/4 time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>2.1. Identify slow, medium and fast tempos. (1.1.5.B.1)</p> <p>2.2. Read rhythms in 4/4 and 3/4 time. (1.1.5.B.1)</p> <p>2.3. Read rhythms for the 4th grade musical. (1.1.5.B.1)</p>	<p>Essential Questions: How can you successfully identify the tempo of this piece? How can you successfully read these rhythms?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Listening to Carnival of the Animals and identifying tempos and which animal may have that tempo. Clapping and counting rhythms in 4/4 and 3/4 time.</p> <p>Assessment Models: Students will be asked to: 3: Complete a Tempo listening guide for Carnival of the Animals. Clap and count rhythms in 4/4 and 3/4 time using rhythm cards. 4: Review clapping and counting in 4/4 and 3/4 time. Reading these rhythms in a 4th grade musical score.</p> <p>Additional Resources: Carnival of the Animals</p>

Suggested days of Instruction	Curriculum Management System	Topic: Rhythm-Tempo	
	Subject/Grade Level: Grades 3-4 General Music	Goal 2: The student will be able to identify a variety of tempos and read rhythms in 4/4 and 3/4 time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Rhythm cards Rock -N- Raps Rhythm tracks

Suggested days of Instruction	Curriculum Management System	Topic: Elements of Music	
	Subject/Grade Level: Grades 3-4 General Music	Goal 3: The student will be able to identify orchestral instruments by their tone color and classify them into instrument families.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>3.1. Identify Instrument families. (1.1.5.B.1, 1.1.5.B.2)</p> <p>3.2. Identifying orchestral instruments by sound and sight. (1.1.5.B.1, 1.1.5.B.2)</p> <p>3.3. Identifying instruments, tempo and dynamics in the original music upon which the 4th grade musical is based. (1.1.5.B.1, 1.1.5.B.2)</p>	<p>Essential Questions: How can you successfully place an instrument in it's orchestral family? What is the difference in sound of the orchestral families? How can you successfully identify this instrument?</p> <p>Conceptual Understandings: Conventional instruments are divided into musical families according to shared properties.</p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>The elements of music are building blocks denoting meter, rhythm concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Instrument Bingo 4th Grade Listening guide</p> <p>Assessment Models: Students will be asked to:</p> <p>3- Identify orchestral instruments through a bingo game.</p> <p>4- Identify orchestral instruments through a bingo game. Identify instruments and facts through instrument baseball. Complete a listening guide in which they identify instrumentation, tempo and dynamics of specific pieces of music related to the 4th grade musical.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Elements of Music	
	Subject/Grade Level: Grades 3-4 General Music	Goal 3: The student will be able to identify orchestral instruments by their tone color and classify them into instrument families.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Additional Resources: Instrument bingo game and CD Instrument Baseball Classical, Jazz or Rock CDs

Suggested days of Instruction	Curriculum Management System	Topic: Form	
	Subject/Grade Level: Grades 3-4 General Music	Goal 4: The student will be able to demonstrate AB and ABA form, call and response through movement and singing and perform original choreography.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>4.1. Show AB and ABA form through movement. (1.3.5.B.3)</p> <p>4.2. Demonstrate call and response form through singing. (1.3.5.B.3)</p> <p>4.3. Perform original choreography for the 4th grade musical. (1.1.5.A.2)</p>	<p>Essential Questions: How can we use movement to demonstrate AB and ABA form? How can we successfully sing call and response? How can we successfully perform choreography to our 4th grade musical songs?</p> <p>Conceptual Understandings: Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Creating movements for songs in AB and ABA form. Singing a call and response song. Performing choreography.</p> <p>Assessment Models: Students will be asked to: 3: Show AB and ABA form through movement and dance. Sing both the call and the response part of a song. 4: Perform choreography to their 4th grade musical songs.</p> <p>Additional Resources: Moans and Groans and Skeleton Bones book and CD 4th grade musical books and CD</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level	Topic: Singing	
	Grades 3-4 General Music	Goal 5: The student will be able to read and sing music from a score with proper vocal production and music literacy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>5.1. Read and sing a variety of seasonal songs. (1.3.5.B.1, 1.3.5.B.2)</p> <p>5.2. Read and sing songs from a textbook. (1.3.5.B.1, 1.3.5.B.2)</p> <p>5.3. Read and sing songs from the 4th grade musical. (1.3.5.B.1, 1.3.5.B.2)</p>	<p>Essential Questions: How can you successfully read the vocal score for this seasonal song? How can you successfully sing in simple harmonies? How can you successfully read these songs from the textbook? How can you successfully sing these songs for a performance?</p> <p>Conceptual Understandings: Complex scores may include compound meters and the grand staff. Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing and reading seasonal songs Rehearsing songs for the 4th grade musical</p> <p>Assessment Models: Students will be asked to: 3: Read and sing a variety of seasonal songs from a musical score or textbook. 4: Read and perform songs from the 4th grade musical.</p> <p>Additional Resources: Music K-8 songs and CDs Silver Birdette textbook and CDs 4th grade musical score</p>

Suggested days of Instruction	Curriculum Management System	Topic: Rhythm	
	Subject/Grade Level: Grades 3-4 General Music	Goal 6: The student will be able to identify and read rhythms in 4/4 and 3/4 time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>6.1. Read rhythms in 4/4 and 3/4 time. (1.1.5.B.1)</p> <p>6.2. Read rhythms for the 4th grade musical. (1.1.5.B.2)</p>	<p>Essential Questions: How can you successfully read these rhythms? What is the difference between 3/4 and 4/4 time?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Clapping and counting rhythms in 4/4 and 3/4 time. Reading rhythms for the 4th grade musical</p> <p>Assessment Models: Students will be asked to: 3: Clap and count rhythms in 4/4 and 3/4 time using rhythm cards. 4: Review clapping and counting in 4/4 and 3/4 time. Reading these rhythms in a 4th grade musical score.</p> <p>Additional Resources: Rhythm cards Rock –N- Raps Rhythm tracks 4th grade musical score</p>

Suggested days of Instruction	Curriculum Management System	Topic: Movement	
	Subject/Grade Level: Grades 3-4 General Music	Goal 7: The student will be able to appreciate and understand how a story can be told through music and dance.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
3	<p>7.1. Understand the story of the Nutcracker by watching the ballet. (1.2.5.A.1)</p> <p>7.2. Perform choreography for the 4th grade musical. (1.1.5.A.2)</p>	<p>Essential Questions: How does the music and dance in a ballet tell a story? How can you successfully perform choreography in a musical?</p> <p>Conceptual Understandings: Art and culture reflect and affect each other.</p> <p>Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Watching the video, "The Nutcracker, the Untold Story." Learning and choreographing moves for the 4th grade musical.</p> <p>Assessment Models: Students will be asked to: 3: Interpret verbally how the music and dance tell a story in a ballet. 4: Perform specific choreography for the 4th grade musical.</p> <p>Additional Resources: "The Nutcracker, the Untold Story" Video 4th grade musical scripts and CD</p>

Suggested days of Instruction	Curriculum Management System	Topic: Music Theory	
	Subject/Grade Level: Grades 3-4 General Music	Goal 8: The student will be able to learn the note names in Treble Clef and identify music symbols.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>8.1. Learn the note names in Treble Clef. (1.1.5.B.1)</p> <p>8.2. Identify music symbols. (1.1.5.B.1)</p>	<p>Essential Questions: How can you successfully read this note in Treble Clef? How can you successfully identify this music symbol?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy.</p> <p>Musical intelligence is related to ear training, listening skills, and temporal spatial reasoning ability connected to listening skill.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Create pictures using music symbols and label them. Singing the Treble Clef song. Written and oral note naming activities.</p> <p>Assessment Models: Students will be asked to: 3-4: Memorize the Treble Clef song and identify notes in Treble Clef. Recognize specific music symbols.</p> <p>Additional Resources: Music Symbol Madness work sheet Music Symbol Drill Cards Treble clef song Treble clef note spell dittos</p>

Suggested days of Instruction	Curriculum Management System	Topic: Singing	
	Subject/Grade Level: Grades 3-4 General Music	Goal 9: The student will be able to read and sing music from a score with proper vocal production and music literacy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>9.1. Sing and memorize the Treble Clef song. (1.1.5.B.1, 1.3.5.B.1, 1.3.5.B.2)</p> <p>9.2. Read and sing songs from the 3rd grade musical. (1.3.5.B.1, 1.3.5.B.2)</p>	<p>Essential Questions: How can you successfully memorize the Treble Clef song? How can you successfully read the vocal score for this song? How can you successfully perform expressively using dynamics and tone? How can you successfully sing these songs for a performance?</p> <p>Conceptual Understandings: Complex scores may include compound meters and the grand staff. Proper vocal production and placement improve vocal quality. Harmonizing requires singing ability as well as active listening skills. Individual voice ranges change with time. Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to entertaining and listening skill. Temporal spatial reasoning ability is connected to listening skill.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing and memorizing the Treble Clef song. Singing songs for the 3rd grade musical.</p> <p>Assessment Models: Students will be asked to: 3: Sing from a written score Sing with proper vocal production and placement. Sing expressively using appropriate dynamics and interpretation. Sing songs for a performance 4: Reading Treble Clef notes by memorizing the Treble Clef song.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Rhythms	
	Subject/Grade Level: Grades 3-4 General Music	Goal 10: The student will be able to read and perform rhythms in 4/4 and 3/4 time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>10.1. Read rhythms in 4/4 and 3/4 time. (1.1.5.B.1)</p> <p>10.2. Read rhythms for the 3rd grade musical. (1.1.5.B.1)</p>	<p>Essential Questions: How can you successfully identify the rhythmic patterns of this piece? How can you successfully read these rhythms?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Reading rhythms for the 3rd grade musical. Clapping and counting rhythms in 4/4 and 3/4 time.</p> <p>Assessment Models: Students will be asked to: 3: Read rhythms from a musical score. Clap and count rhythms in 4/4 and 3/4 time using rhythm cards. 4: Review clapping and counting in 4/4 and 3/4 time.</p> <p>Additional Resources: Rhythm cards Rock –N- Raps Rhythm tracks</p>

Suggested days of Instruction	Curriculum Management System	Topic: Recorder	
	Subject/Grade Level: Grades 3-4 General Music	Goal 11: The student will be able to play the recorder with correct fingerings and tone.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>11.1. Play the recorder with correct tone. (1.1.5.B.1, 1.3.5.B.4)</p> <p>11.2. Play the recorder with the correct fingerings. (1.1.5.B.1, 1.3.5.B.4)</p>	<p>Essential Questions: How can you successfully play the recorder with correct tone and fingerings?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Echo playing Playing recorder songs</p> <p>Assessment Models: Students will be asked to: 3: Play B, A and G with correct fingering and tone. 4: Play all notes with correct fingering and tone.</p> <p>Additional Resources: Recorder Karate music and CD Recorder warm-ups and songs</p>

Suggested days of Instruction	Curriculum Management System	Topic: Music Theory	
	<u>Subject/Grade Level:</u> Grades 3-4 General Music	Goal 12: The student will be able to learn music symbols and the note names in Treble Clef and read them in a musical score.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>12.1. Learn the note names in Treble Clef. (1.1.5.B.1)</p> <p>12.2. Identify Music symbols (1.1.5.B.1)</p> <p>12.3. Read and play treble clef notes on a recorder. (1.3.5.B.4)</p> <p>12.4. Read treble clef notes in the 3rd grade musical. (1.3.5.B.4)</p>	<p>Essential Questions: How can you successfully read this note in Treble Clef? How can you successfully identify this music symbol? How can you successfully play this note on the recorder? How can you successfully perform this music symbol?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Identifying symbols and notes in the 3rd grade musical score. Reading treble clef notes by fingering and saying and then playing a variety of songs. Recorder Karate- students earn certain colored belts for successfully reading a specific song.</p> <p>Assessment Models: Students will be asked to: 3: Read the score of a musical. 4: Play treble clef songs on their recorder.</p> <p>Additional Resources: 3rd grade musical score Recorder Karate packets</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades 3-4 General Music	Topic: Singing	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>13.1. Read and sing songs from a textbook. (1.3.5.B.1, 1.3.5.B.2)</p> <p>13.2. Read and sing songs from the 3rd grade musical. (1.3.5.B.1, 1.3.5.B.2)</p>	<p>Essential Questions: How can you successfully sing in simple harmonies? How can you successfully read these songs from the textbook? How can you successfully sing these songs for a performance?</p> <p>Conceptual Understandings: Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Singing and reading songs from a textbook. Rehearsing songs for the 3rd grade musical.</p> <p>Assessment Models: Students will be asked to: 3: Read and perform songs from the 3rd grade musical. 4: Read and sing a variety of songs from a musical score or textbook</p> <p>Additional Resources: Silver Birdette textbook and CDs 3rd grade musical score</p>

Suggested days of Instruction	Curriculum Management System	Topic: Rhythm	
	Subject/Grade Level: Grades 3-4 General Music	Goal 14: The student will be able to read and play rhythms in 4/4 and 3/4 time on the recorder.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	14.1. Read and play rhythms in 4/4 and 3/4 time on the recorder. (1.1.5.B.1, 1.3.5.B.4)	<p>Essential Questions: How can you successfully read these rhythms? What is the difference between 3/4 and 4/4 time?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Clapping and counting rhythms in 4/4 and 3/4 time. Reading rhythms while playing the recorder.</p> <p>Assessment Models: Students will be asked to: 3: Clap and count rhythms in 4/4 and 3/4 time using rhythm cards. Play these rhythms in a recorder song. 4: Review clapping and counting in 4/4 and 3/4 time. Reading these rhythms in a recorder song.</p> <p>Additional Resources: Rhythm cards Rock –N- Raps Rhythm tracks Recorder songs</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grades 3-4 General Music	Topic: Movement	
		Goal 15: The student will be able to perform specific dance moves and choreography in a performance.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	15.1. Perform choreography for the 3 rd grade musical. (1.1.5.A.2) 15.2. Follow directions for simple choreography. (1.1.5.A.2)	Essential Questions: How can you successfully perform choreography in a musical? How can you successfully follow these directions for a simple dance? Conceptual Understandings: Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.	NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher. Learning Activities: Learning and choreographing moves for the 3 rd grade musical. Learning simple choreographed dances. Assessment Models: Students will be asked to: 3: Perform specific choreography for the 3 rd grade musical. 4: Learn and perform simple dances. Additional Resources: 3rd grade musical scripts and CD Cha-cha slide CD and other dance CDs

Suggested days of Instruction	Curriculum Management System	Topic: Music Theory	
	Subject/Grade Level: Grades 3-4 General Music	Goal 16: The student will be able to read music symbols and treble clef through playing the recorder.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
4	<p>16.1. Read and play the note names in Treble Clef. (1.1.5.B.1, 1.3.5.B.4)</p> <p>16.2. Read and play Music symbols. (1.1.5.B.1, 1.3.5.B.4)</p> <p>16.3. Compose a simple melody for the recorder using specific music symbols and treble clef notes. (1.3.5.B.3, 1.3.5.B.4)</p>	<p>Essential Questions: How can you successfully play this song in Treble Clef? How can you successfully play this music symbol? How can you successfully compose a simple melody for the recorder?</p> <p>Conceptual Understandings: Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to listening skill and temporal spatial reasoning ability connected to listening skill. Music composition is governed by prescribed rules and forms, which can apply equally to improvised and scored music. Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels. Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Learning Activities: Playing and reading songs from the recorder karate. Mix- pair -share Recorder baseball Compose a recorder song.</p> <p>Assessment Models: Students will be asked to: 3: Play and read songs from the recorder karate packet and earn the appropriate belt for their recorder. Recorder quiz- playing 4: Play and read songs from the recorder karate packet and earn the appropriate belt for their recorder. Choose a song and play it for a partner. Compose a simple melody using notes and music symbols that they learned in recorder.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Music Theory	
	Subject/Grade Level: Grades 3-4 General Music	Goal 16: The student will be able to read music symbols and treble clef through playing the recorder.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Recorder test-written and playing Additional Resources: Recorder Karate songs and CD Recorder baseball Recorder composing worksheet Recorder test