

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Elementary General Music

Curriculum writing committee:

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Grade Level: Third Grade

Date of Board Approval: _____ 2024 _____

Course Weighting

Focus/Cooperation/Participation	25%
Performances (Instrumental-based)	20%
Rhythm-based (Comprehension/Performance)	20%
Melody-based (Comprehension/Performance)	20%
Written (Tests/Assignments/Projects)	15%
Total	100%

Curriculum Map

Overview: Students will continue to build upon musical concepts learned in previous grades, adding Dotted Quarter Note and Single Eighth Note to rhythm, and (the pitch syllables) Low La, Low Sol and High Do to melody. Classroom instruments will become a large part of preparation and reinforcement. Good vocal production will be stressed as well as aural skills further developed. The elementary general music curriculum is one which spirals from kindergarten through fifth grade; therefore, all concepts taught are ongoing throughout the students' entire elementary music education.

Goals:

1. Marking Period One - Overview with time range in days: 18 Days Marking Period One
 - Review of all previously learned musical (knowledge). 10 days
 - Aural introduction to new rhythmic (Tai-Ti) and melodic (Intervals and the pitch, Low La) concepts. 8 days (development of aural recognition – should we include rhythmic syllables?) Understanding of:
 - Basic rhythm and melody skills
 - Identification and Definition of Interval
 - Aural preparation of the Dotted Half Note, Single Eighth Note rhythm
 - Aural preparation of the pitch, Low La
 - Basic musical vocabulary – Could we list vocabulary words used?
2. Marking Period Two –Overview with time range in days: 18 Days Marking Period Two
 - Recognize, perform, notate, and read Dotted Quarter Note and Single Eighth Note combination (or as a Tie – Quarter Note tied to first Eighth Note of beamed Eighth Notes)
 - Recognize, perform, notate and read Dotted Quarter Note and Single Eighth Note (or as a Tie – Quarter Note tied to first Eighth Note of beamed Eighth Notes) combination (Figure) 16 days
 - Recognize, perform, notate, and read Low La in context of solfege.
 - Recognize, perform, and read examples of Form.
3. Marking Period Three -Overview with time range in days: 18 Days Marking Period Three -Goals
 - Recognize, perform, notate, and read Low Sol in context of solfege.
 - Recognize, perform, notate, and read the TiaTa-Ti Figure (Single Eighth-Quarter-Single Eighth)
4. Marking Period Four –Overview with time range in days: 18 Days Understanding of:
 - Basic rhythm and melody skills
 - Aural preparation of the Dotted Half Note, Single Eighth Note rhythm
 - Basic musical vocabulary
 - Dotted quarter and single eighth note

Big Ideas:

Big Idea # 1: The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.

Big Idea #2: The arts provide a medium to understand and exchange ideas.

Big Idea #3: Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Curriculum Plan

Unit 1: Intervals

Time/Days 12 Days

- **Standards (by number):** Pennsylvania State Standards
9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.D; 9.1.3.E; 9.1.3.F; 9.1.3.G; 9.1.3.H; 9.1.3.I; 9.1.3.J;
9.1.3.K; 9.2.3.A; 9.2.3.B; 9.2.3.C; 9.2.3.D; 9.2.3.E; 9.2.3.F; 9.2.3.G; 9.2.3.H; 9.2.3.I;
9.2.3.J; 9.2.3.K; 9.2.3.L; 9.3.3.A; 9.3.3.B; 9.3.3.C; 9.3.3.D; 9.3.3.E; 9.3.3.F; 9.3.3.G;
9.4.3.A; 9.4.3.B; 9.4.3.C; 9.4.3.D
- **Anchors:**
- **Eligible Content:**
Knowledge of Pitch
Knowledge of Melody/Tone Ladder
Basic understanding of Distance

Objectives:

1. Students will be able to define Intervals in terms of value. (DOK Level 1)
2. Students will be able to identify patterns of Intervals in known and new songs/chants, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show Intervals in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create Intervals within given constructs. (DOK Levels 1, 2, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction.
 - A. Identify the term “Interval” as the distance between pitches.
 - B. Draw a Melody Ladder using the Pentatonic from Do.
 - C. Identify Intervals by sight, using the terms “Step” and “Skip” when referring to the distance between the pitches. Choose and identify all possibilities.
 - D. Identify by sound, both from teacher’s voice and classroom instruments.
2. Students will sing Intervals starting on any scale degree as an individual activity.

Materials and Resources:

- Orff instruments
- Songs: Any grade appropriate

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, echo patterns
- **Summative:** Classroom observation, classroom discussion, written assessment
- **Extensions:**
 1. Students will compose their own interval studies and perform for the class.
 2. Students will perform known songs singing the Intervals.
 3. Instructor and/or students create ostinati containing the Intervals to be performed with known songs, chants, and recorded music on instruments or using body-score.

4. Students will improvise melodies containing Intervals in a call and response activity with the instructor.

5. Students will participate in a “Melody Train”/“Melody Ladder” activity using body-score or instruments to perform the Intervals along the tracks/ladder.

○ **Correctives:**

1. Students will create and perform flash cards containing Intervals

Curriculum Plan

Unit 2: Dotted Quarter Note / Single Eighth Note Figure (Ta-i Ti)

Time/Days 12 Days

- **Standards (by number):** Pennsylvania State Standards
9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.D; 9.1.3.E; 9.1.3.F; 9.1.3.G; 9.1.3.H; 9.1.3.I; 9.1.3.J;
9.1.3.K; 9.2.3.A; 9.2.3.B; 9.2.3.C; 9.2.3.D; 9.2.3.E; 9.2.3.F; 9.2.3.G; 9.2.3.H; 9.2.3.I;
9.2.3.J; 9.2.3.K; 9.2.3.L; 9.3.3.A; 9.3.3.B; 9.3.3.C; 9.3.3.D; 9.3.3.E; 9.3.3.F; 9.3.3.G;
9.4.3.A; 9.4.3.B; 9.4.3.C; 9.4.3.D
- **Anchors:**
- **Eligible Content:**
Understanding of Quarter Note and Eighth Notes

Objectives:

1. Students will be able to define Dotted Quarter Notes and Single Eighth Notes as a Figure in terms of value. (DOK Level 1)
2. Students will be able to identify patterns of Dotted Quarter Notes and Single Eighth Notes as a Figure in known and new songs/chants, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show Dotted Quarter Notes and Single Eighth Notes as a Figure in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create quarter notes and eighth notes within given constructs. (DOK Levels 1, 2, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on Dotted Quarter Notes and Single Eighth Notes as a Figure. a. Sing a song containing the Dotted Quarter Note-Eighth figure.
2. Isolate the pattern from the song that contains the Dotted Quarter Note/Single Eighth in an obvious position and perform as an ostinato.
 - a. Using a second ostinato (Ta TiTi Ta Ta) start placing words from the previous ostinato on this rhythm starting with the most obvious. Explain to the class that every sound that comes out of their mouths must be represented as a note of rhythm.
 - b. When identifying the sound on the second eighth note of the beamed figure have students identify what is happening on the previous eighth note. They are still saying the sound from the previous quarter note. To show these two sounds go together in music, tie them together.
 - c. Identify the new rhythm as Ta-i Ti.
 - d. Discuss contractions. e. Identify the Dotted Quarter Note as the contraction of a quarter note tied to a single eighth note.
3. Echoing Dotted Quarter Note and Single Eighth Note Figure rhythms on instruments or with body percussion.
4. Reading rhythms containing Dotted Quarter Notes and Single Eighth Notes as a Figure.
5. Composing Dotted Quarter Note and Single Eighth Note Figure rhythms.

Materials and Resources:

- Popsicle sticks
- Orff instruments
- Rhythm instruments
- Songs:
 - America the Beautiful.....wom3
 - Blow Ye Winds.....wom3
 - Steal Away.....confirm resource
 - The Bell Cow.....tkm
 - Miss Maryann.....confirm resource

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, echo patterns
- **Summative:** Classroom observation, classroom discussion, written assessment
- **Extensions:**
 - a. Students will compose their own Dotted Quarter Note and Single Eighth Note Figure rhythms and perform for the class.
 - b. Students will perform known songs and chants with half of the class speaking the Dotted Quarter Note and Single Eighth Note Figure rhythm and the other half speaking the remaining rhythm.
 - c. Instructor and/or students create ostinati containing the Dotted Quarter Note and Single Eighth Note Figure rhythms to be performed with known songs, chants, and recorded music on instruments or using body percussion.
 - d. Students will improvise rhythms containing Dotted Quarter Notes and Single Eighth Notes as a Figure in a call and response activity with the instructor.
 - e. Students will participate in a “Rhythm Train” activity using body percussion or instruments to perform the rhythms along the tracks.
- **Correctives:**
 - a. Students will create and perform flash cards containing Dotted Quarter Notes and Single Eighth Notes as a Figure.
 - b. Students will walk the beat and clap the Dotted Quarter Note and Single Eighth Note Figure rhythms of known songs and chants.

Curriculum Plan

Unit 3: Low La

Time/Days 12 Days

- **Standards (by number):** Pennsylvania State Standards
9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.D; 9.1.3.E; 9.1.3.F; 9.1.3.G; 9.1.3.H; 9.1.3.I; 9.1.3.J;
9.1.3.K; 9.2.3.A; 9.2.3.B; 9.2.3.C; 9.2.3.D; 9.2.3.E; 9.2.3.F; 9.2.3.G; 9.2.3.H; 9.2.3.I;
9.2.3.J; 9.2.3.K; 9.2.3.L; 9.3.3.A; 9.3.3.B; 9.3.3.C; 9.3.3.D; 9.3.3.E; 9.3.3.F; 9.3.3.G;
9.4.3.A; 9.4.3.B; 9.4.3.C; 9.4.3.D
- **Anchors:**
- **Eligible Content:**
Knowledge of Pitch
Knowledge of Melody/Tone Ladder
Knowledge of Interval

Objectives:

1. Students will be able to define the pitch Low La in terms of value. (DOK Level 1)
2. Students will be able to identify patterns of the pitch Low La in known and new songs, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show the pitch Low La in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create the pitch Low La within given constructs. (DOK Levels 1, 2, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on Low La. (extension of Melody Ladder)
2. Given starting pitch, students sing what the teacher plays on the piano appropriate terminology.
 - A. Sing a song containing Low La.
 - B. Draw rhythm of the song on the board.
 - C. Have students identify the lowest sound in the song and circle the corresponding note of rhythm.
 - D. Identify the starting pitch of song.
 - E. Sing through song, identifying and labeling each note of rhythm by pitch name until the lowest sounding note is isolated.
 - F. Identify the new pitch as Low La, showing hand sign.
 - G. Sing through the song using pitch names and hand signs.
3. Given starting pitch, sing what the teacher signs or points to on a staff or Melody Ladder.

Materials and Resources:

- Orff instruments
- Songs:
 - Alabama Gal.....tkc
 - I've Been to Haarlem.....tkc
 - Baa, Baa Black Sheep.....j5
 - Jubilee.....sa
 - The Bell Cow.....tkm
 - Cumberland Gap

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, echo patterns
- **Summative:** Classroom observation, classroom discussion, written assessment
- **Extensions:**
 - a. Students will compose using the pitch Low La and perform for the class.
 - b. Students will perform known songs singing the pitch Low La.
 - c. Instructor and/or students create ostinati containing the pitch Low La to be performed with known songs, chants, and recorded music on instruments or using body-score.
 - d. Students will improvise melodies containing the pitch Low La in a call and response activity with the instructor.
 - e. Students will participate in a "Melody Train/Melody Ladder" activity using body-score or instruments to perform the pitch Low La along the tracks/ladder.
- **Correctives:**
 - a. Students will create and perform flash cards containing the pitch Low La.

Curriculum Plan

Unit 4: The Single Eight-Quarter-Single Eighth Figure (TiTa-Ti) **Time/Days** 12 Days

- **Standards (by number):** Pennsylvania State Standards
9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.D; 9.1.3.E; 9.1.3.F; 9.1.3.G; 9.1.3.H; 9.1.3.I; 9.1.3.J;
9.1.3.K; 9.2.3.A; 9.2.3.B; 9.2.3.C; 9.2.3.D; 9.2.3.E; 9.2.3.F; 9.2.3.G; 9.2.3.H; 9.2.3.I;
9.2.3.J; 9.2.3.K; 9.2.3.L; 9.3.3.A; 9.3.3.B; 9.3.3.C; 9.3.3.D; 9.3.3.E; 9.3.3.F; 9.3.3.G;
9.4.3.A; 9.4.3.B; 9.4.3.C; 9.4.3.D
- **Anchors:**
- **Eligible Content:**
Knowledge of Quarter Note and Eighth Notes
Knowledge of the Tie

Objectives:

1. Students will be able to define the Single Eight-Quarter-Single Eighth Figure (TiTa-Ti) as a Figure in terms of value. (DOK Level 1)
2. Students will be able to identify patterns of the Single Eight-Quarter-Single Eighth Figure (TiTa-Ti) known and new songs/chants, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show the Single Eight-Quarter-Single Eighth Figure in improvisation and dictation. (DOK Level 2)
4. 4. Students will be able to recognize, interpret, and create the Single Eight-Quarter-Single Eighth Figure within given constructs. (DOK Levels 1, 2, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on the Single Eight-Quarter-Single Eighth as a Figure.
2. Sing a song containing the Dotted Quarter Note-Eighth figure. (Rock Island Line)
3. Isolate the pattern from the song that contains Single Eight-Quarter-Single Eighth Figure in an obvious position and perform as an ostinato.
 - a. Using a second ostinato (ex. TiTi TiTi Ta Ta) start placing words from the previous ostinato on this rhythm starting with the most obvious. Explain to the class that every sound that comes out of their mouths must be represented as a note of rhythm.
 - b. When identifying the sound on the second and third eighth notes, have students identify what is happening. They are holding the same sound (word) across both notes. To show these two sounds go together in music, tie them together.
 - c. Identify the new rhythm as TiTa-Ti.
 - d. Identify the Single Eight-Quarter-Single Eighth Figure.
3. Echoing the Single Eight-Quarter-Single Eighth rhythms on instruments or with body percussion.
4. Reading rhythms containing the Single Eight-Quarter-Single Eighth Figure
5. Composing Single Eight-Quarter-Single Eighth Figure rhythms.

Materials and Resources:

- Popsicle sticks
- Orff instruments
- Rhythm instruments
- Songs:
 - Rock Island Line
 - Do Lord
 - Artza Alenu
 - Hill n Gully Rider

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, echo patterns
- **Summative:** Classroom observation, classroom discussion, written assessment
- **Extensions:**
 - a. Students will compose their own Single Eight-Quarter-Single Eighth Figure rhythms and perform for the class.
 - b. Students will perform known songs and chants with half of the class speaking the Single Eight-Quarter-Single Eighth Figure rhythm and the other half speaking the remaining rhythm.
 - c. Instructor and/or students create ostinati containing the Single Eight-Quarter-Single Eighth Figure rhythms to be performed with known songs, chants, and recorded music on instruments or using body percussion.
 - d. Students will improvise rhythms containing Single Eight-Quarter-Single Eighth Figure in a call and response activity with the instructor.
 - e. Students will participate in a “Rhythm Train” activity using body percussion or instruments to perform the Single Eight-Quarter-Single Eighth Figure rhythms along the tracks.
- **Correctives:**
 - a. Students will create and perform flash cards containing Single Eight-Quarter-Single Eighth Figure.
 - b. Students will walk the beat and clap the Single Eight-Quarter-Single Eighth Figure rhythms of known songs and chants.

Curriculum Plan

Unit 5: Low Sol

Time/Days 12 Days

- **Standards (by number):** Pennsylvania State Standards
9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.D; 9.1.3.E; 9.1.3.F; 9.1.3.G; 9.1.3.H; 9.1.3.I; 9.1.3.J;
9.1.3.K; 9.2.3.A; 9.2.3.B; 9.2.3.C; 9.2.3.D; 9.2.3.E; 9.2.3.F; 9.2.3.G; 9.2.3.H; 9.2.3.I;
9.2.3.J; 9.2.3.K; 9.2.3.L; 9.3.3.A; 9.3.3.B; 9.3.3.C; 9.3.3.D; 9.3.3.E; 9.3.3.F; 9.3.3.G;
9.4.3.A; 9.4.3.B; 9.4.3.C; 9.4.3.D
- **Anchors:**
- **Eligible Content:**
Knowledge of Pitch
Knowledge of Melody/Tone Ladder
Knowledge of Intervals

Objectives:

1. Students will be able to define the pitch Low Sol in terms of value. (DOK Level 1)
2. Students will be able to identify patterns of the pitch Low Sol in known and new songs, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show the pitch Low Sol in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create the pitch Low Sol within given constructs. (DOK Levels 1, 2, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on Low Sol. (extension of Melody Ladder)
2. Given starting pitch, students sing what the teacher plays on the piano using appropriate terminology.
 - A. Sing a song containing Low Sol.
 - B. Draw rhythm of the song on the board.
 - C. Have students identify the lowest sound in the song and circle the corresponding note of rhythm.
 - D. Identify the starting pitch of song.
 - E. Sing through song, identifying and labeling each note of rhythm by pitch name until the lowest sounding note is isolated.
 - F. Identify the new pitch as Low Sol, showing hand sign.
 - G. Sing through the song using pitch names and hand signs.
3. Given starting pitch, sing what the teacher signs or points to on a staff or Melody Ladder.

Materials and Resources:

- i. Orff instruments
- ii. Songs:
 - I've Been to Haarlem.....tkc
 - Baa, Baa Black Sheep.....j5
 - Hill n Gully Rider
 - Great Big Dog
 - Rock Island Line
 - Chatter with the Angels

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, echo patterns
- **Summative:** Classroom observation, classroom discussion, written assessment
- **Extensions:**
 - a. Students will compose using the pitch Low Sol and perform for the class.
 - b. Students will perform known songs singing the pitch Low Sol.
 - c. Instructor and/or students create ostinati containing the pitch Low Sol to be performed with known songs, chants, and recorded music on instruments or using body-score.
 - d. Students will improvise melodies containing the pitch Low Sol in a call and response activity with the instructor.
 - e. Students will participate in a "Melody Train/Melody Ladder" activity using body-score or instruments to perform the pitch Low Sol along the tracks/ladder.
- **Correctives:**
 - a. Students will create and perform flash cards containing the pitch Low Sol.

Curriculum Plan

Unit 6: Form

Time/Days 12 Days

- **Standards (by number):** Pennsylvania State Standards
9.1.3.A; 9.1.3.B; 9.1.3.C; 9.1.3.D; 9.1.3.E; 9.1.3.F; 9.1.3.G; 9.1.3.H; 9.1.3.I; 9.1.3.J;
9.1.3.K; 9.2.3.A; 9.2.3.B; 9.2.3.C; 9.2.3.D; 9.2.3.E; 9.2.3.F; 9.2.3.G; 9.2.3.H; 9.2.3.I;
9.2.3.J; 9.2.3.K; 9.2.3.L; 9.3.3.A; 9.3.3.B; 9.3.3.C; 9.3.3.D; 9.3.3.E; 9.3.3.F; 9.3.3.G;
9.4.3.A; 9.4.3.B; 9.4.3.C; 9.4.3.D
- **Anchors:**
- **Eligible Content:**
Basic understanding of a map
Basic understanding of melodic contour/shape

Objectives:

1. Students will be able to define Form (a musical map). (DOK Level 1)
2. Students will be able to identify Form in known and new songs, in both duple and compound meter. (DOK Level 2)
3. Students will be able to show Form in improvisation and dictation. (DOK Level 2)
4. Students will be able to recognize, interpret, and create the Form within given constructs. (DOK Levels 1, 2, 4)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on Form. (ex: a map of how a song is put together)
2. Students will sing a new or known song.
 - A. Sing a song containing Low Sol.
 - B. Draw picture/write a word to identify each different part of the song.
 - C. Replace picture/word with the appropriate letter of the alphabet.
 - D. Sing through song, following correctly labeled Form.

Materials and Resources:

- iii. Orff instruments
- iv. Songs:
 - Miss Maryann
 - Hill n Gully Rider
 - Steal Away
 - Rock Island Line
 - Chatter with the Angels
 - Various song material

Assessments:

- **Diagnostic:** Classroom observation, classroom discussion
- **Formative:** Classroom observation, classroom discussion, echo patterns
- **Summative:** Classroom observation, classroom discussion, written assessment

- **Extensions:**
 - a. Students will compose their own Form and perform for the class vocally or using classroom instruments or body score.
 - b. Students will identify Form for any known songs.
 - c. Instructor and/or students create ostinato and decide what Form will be used to perform with known songs, chants, and recorded music on instruments or using body-score.
- **Correctives:**
 - a. Students will use rhythmic or melodic flash cards to create their own Form and perform their creation accordingly.

Appendix

Suggested Activities:

Dotted Quarter Note

- Echo Clap rhythms containing
- Body score/movement
- Flash cards
- Various ostinato
- Listening lessons/example in literature
- Reading examples
- Composition
- Improvisation