

MUSIC CURRICULUM

GRADE THREE

Objectives

1. Match pitch.
1. Develop a good singing tone. Be able to sing alone with confidence.
2. Develop a joy of music and singing.
3. Develop good listening skills and encourage movement to music.
4. Introduce students to classical music and famous composers. Develop a love for classical music and composers.
5. Learn folk song literature from this country and other countries.
6. Learn Patriotic songs. Go over words, their meanings and their history.
7. Be able to sing alone with confidence.

Skills

1. Use of rhythm instruments.
2. Echoing sounds sung by teacher.
3. Acting out songs.
4. Reading rhythms from the board or charts.
5. Reading and Singing intervals from the board or charts.
6. Performing in class (singing; instruments) and on stage
7. Singing in 2 and possibly 3 parts. 3-part rounds, descants.
8. Following two-part music. Possibly reading from an octavo.
9. Playing accompaniments on bells, piano.

Songs Appropriate to age group, seasons and holidays. (See Reference List.)
November/December - Prepare Christmas program. April and May – Prepare Spring Program.

Listening And movements appropriate to age group, seasons and holidays. (See Reference List.)

Assessment

Unit Evaluations	from charts.
Tests – Oral and Written	Ability to read varying pitches.
Class Participation	Ability to distinguish between beat and rhythm.
Homework	Improvement in matching pitches and tone.
Ability to sing alone with good tone.	Knowledge of words.
Improvement in matching pitch.	Ability to listen quietly to music.
Ability to clap rhythms and play them on instruments.	Ability to respond to music with appropriate movements.
Ability to write rhythms on board	
Ability to read and perform rhythms	

MUSIC CURRICULUM GRADE THREE

FIRST SEMESTER (August through mid-January)

Theory

1. Beat and rhythm patterns reading from the board, text and charts. Use of dotted notes and 16th notes. Use of syncopation and patterns. Ostinatos.
2. Study duple, triple and quadruple meters. Understand time signatures.
3. Conduct the different meters.
4. Sight read melodic intervals from charts and from textbooks.
5. Knowledge and understanding of whole and half steps. Use piano keyboard.
2. Sing the scale using Kodaly hand signals syllables. Sing the scale using numbers.
3. Heavy use of music terminology.
4. Forms: AB, ABA, Call-response. Rounds and Canons.
5. Simple dictation of rhythms and intervals.
6. Treble. Voice parts SATB Tone Color

Instruments

Learn about strings in Folk Music: hammered dulcimer, Appalachian dulcimer, banjo, guitar.

Composers

Stephen Foster, R. Nathaniel Dett,

SECOND SEMESTER (mid-January through May)

Theory

1. Long/Short Sounds (eighth followed by two 2 16ths)
2. Sing scale with numbers and syllables
3. Sight-reading from charts and from the textbook.
4. Meters. Time Signature. Conducting.
5. Strong Beat, Weak Beat. Syncopation.
6. Rhythm and interval dictation.
7. Form: Rondo, Symphony, Suite, AB, ABA, call-response, round, canon.
8. Review new terms above and terms in Glossary.
9. Sharps, flats, naturals. Key Signature.
10. Dynamics - Contrasts
11. Write your own music

Instruments

Learn about some of these instruments. The harpsichord/piano, string bass, cello, harp, French horn, balalaika, kora, ch'in, and more.

Review the families of instruments of the orchestra.

Composers

Learn about Chopin, Tchaikovsky and Saint-Saëns