

## Grade 3 General Music

Music integrates cognitive learning and creativity to contribute to the holistic development of every child. This program is designed to include an active music making approach to address the Four Artistic Processes of the National Core Arts Standards; creating, performing, responding and connecting. Students will study rhythm, melody and harmony, form and style, and vocal, instrumental and ensemble skill development to receive a comprehensive musical learning experience. Curwen hand signs are used for solfege and Gordon rhythm syllables are used for reading rhythm. The study of music sets a foundation for lifelong participation in and appreciation of music, and reinforces skills needed for many of life's responsibilities. All students in third grade receive two forty minute classes of music instruction per six day rotation.

### Course Overview

#### Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

#### Artistic Processes

- Create
- Perform
- Respond
- Connect

#### Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

#### Course Skill Objectives

Students will:

- Sing alone and with other, a varied repertoire of music
- Perform on percussion instruments, alone and with others, a varied repertoire of music
- Improvise and compose rhythmic and melodic patterns
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform multicultural music and dances

<p><b><u>Content Topics</u></b></p> <ul style="list-style-type: none"> <li>I. Rhythm</li> <li>II. Melody and Harmony</li> <li>III. Form and Style</li> <li>IV. Vocal, Instrumental and Ensemble Skill Development</li> </ul>		<p><b><u>Assessments:</u></b></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> <li>I. Rhythm</li> <li>II. Melody and Harmony</li> <li>III. Form and Style</li> <li>IV. Vocal, Instrumental and Ensemble Skill Development</li> </ul>
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## Rhythm

### Skill Objectives

- Students will be able to demonstrate contrasts in tempi (largo, adagio, andante, allegro) using non-locomotor movements.
- Students will be able to identify a single bar line, measure, double bar line, time signature and tie.
- Students will compose and perform short rhythmic patterns in common time using whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Students will be able to read and play simple rhythmic patterns comprised of whole notes, whole rests, half notes, dotted half notes, half rests, quarter notes, quarter rests and paired eighth notes on unpitched percussion instruments.

<b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i>	<b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i>	<b>Creating</b> <i>Conceiving and developing new artistic ideas and work.</i>
<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Interpret, Evaluate</b></p>	<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p>	<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul> <p><b>Process Components: Plan and Make, Evaluate and Refine</b></p>
<p><b><u>Instructional Strategies/Process</u></b></p> <ul style="list-style-type: none"> <li>• Students will analyze rhythm patterns in 2/4, 3/4, 4/4 time and will identify whole notes, whole rests, dotted half notes, half notes, half rests, quarter</li> </ul>	<p><b><u>Instructional Strategies/Process</u></b></p> <ul style="list-style-type: none"> <li>• Students will clap and tap a steady beat in contrasting meters (2/4, 3/4, 4/4, 6/8) and tempi (largo, adagio, andante, allegro)</li> </ul>	<p><b><u>Instructional Strategies/Process</u></b></p> <ul style="list-style-type: none"> <li>• As individuals, small groups and large class groups, students will plan, make and compose four measure rhythmic patterns in 4/4 time using whole notes, whole rests, dotted half notes, half</li> </ul>

<p>notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> <li>• Students will evaluate rhythm patterns for accurate use of time signature and note values.</li> <li>• Students will identify and interpret musical symbols including: single bar line, double bar line, measure, time signature and tie.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze, rehearse, refine and present simple rhythmic patterns in 4/4 time using Gordon rhythmic syllables and unpitched percussion. Note values include whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.</li> </ul>	<p>notes, half rests, quarter notes, quarter rests and paired eighth notes.</p> <ul style="list-style-type: none"> <li>• Students will evaluate their four measure compositions for accurate use of time signature and note values, and will refine their compositions as needed.</li> </ul>
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**Assessments:**

Grade 3 Rhythm Assessment

Individual/Small group performance

Full group performance

## Melody and Harmony

### Skill Objectives

- Students will be able to sing, play, read, and improvise pentatonic patterns.
- Students will be able to perform music in both major and minor keys.
- Students will be able to perform a song or rhyme with rhythmic ostinato.
- Students will be able to sing three part canons and rounds.
- Students will be able to play Do-Re-Mi (G,A,B) songs in the key of G major on the soprano recorder.

<b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i>	<b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i>	<b>Creating</b> <i>Conceiving and developing new artistic ideas and work.</i>
<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Interpret</b></p>	<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p>	<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul> <p><b>Process Components: Plan and Make, Evaluate and Refine</b></p>
<p><b><u>Instructional Strategies/Process</u></b></p> <ul style="list-style-type: none"> <li>• Students will listen to, analyze and identify melodic patterns centered around the pentatonic scale.</li> <li>• Students will read and identify the treble clef, the staff, the music alphabet.</li> </ul>	<p><b><u>Instructional Strategies/Process</u></b></p> <ul style="list-style-type: none"> <li>• Students will analyze, rehearse, sing and present pentatonic patterns.</li> <li>• Students will rehearse, sing, evaluate, refine and present a varied repertoire of songs highlighting pentatonic patterns.</li> </ul>	<p><b><u>Instructional Strategies/Process</u></b></p> <ul style="list-style-type: none"> <li>• Students will plan, make and create and refine melodies using pentatonic melodic patterns.</li> <li>• Students will improvise Do-Re-Mi melodic patterns in the key of G major (G,A,B) on the soprano recorder.</li> </ul>

<ul style="list-style-type: none"> <li>• Students will analyze, recognize and interpret line and space note names on the staff in treble clef.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will sing songs, including canons and rounds, in both major and minor keys in head voice with accurate pitch.</li> <li>• Students will sing, play and read songs and rhymes with at least two rhythmic and/or melodic ostinati.</li> <li>• Students will sing and play songs with a bordun (cross over, broken and chord) using proper mallet technique (proper grip, low bounce, middle bar placement).</li> </ul>	<ul style="list-style-type: none"> <li>• Students will evaluate their improvisations for proper use of the Do-Re-Mi melodic patterns.</li> </ul>
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**Assessments:**

Grade 3 Melody and Harmony Assessment Parts 1 and 2

Individual/Small group performance

Full group performance

## Form, Style and Musical Expression

### Skill Objectives

- Students will be able to demonstrate with movements and body percussion, the differences between sections within ABA and rondo form.
- Students will be able to identify the body of a piece, the introduction and the coda.
- Students will sing and/or play music that includes an introduction and a coda.
- Students will be able to perform different songs and folk dances from various cultures.
- Students will be able to identify, interpret and perform musically expressive symbols, including the dynamic markings: piano, mezzo piano, mezzo forte and forte.
- Students will be able to perform simple three part canons and rounds following musically expressive symbols.

<p><b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p><b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Interpret</b></p>	<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p>
<p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will listen to and analyze songs in AB and ABA form and will identify the A and B sections accurately.</li> <li>• Students will listen to and analyze songs in rondo form, and will identify the difference between A (repetitive theme) and B/C (contrasting themes).</li> <li>• Students will analyze and interpret dynamic markings including piano, mezzo piano, mezzo forte and forte.</li> <li>• Students will listen to musical examples, and will identify the body of a piece, the introduction and the coda.</li> </ul>	<p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will analyze songs in AB and ABA form, and will perform contrasting movements for the A and B sections.</li> <li>• Students will sing, play, rehearse, evaluate, refine and present songs with different dynamic levels including piano, mezzo piano, mezzo forte and forte.</li> <li>• Students will sing and/or play, rehearse, refine and present songs which include an introduction and a coda.</li> <li>• Students will rehearse, refine and present songs and folk dances from various cultures.</li> </ul>

**Assessments:**

Grade 3 Form, Style, Musical Expression Assessment

Individual/Small group performance

Full group performance



# Vocal, Instrumental and Ensemble Skill Development

## Skill Objectives

- Students will be able to sing using head voice with accurate intonation, proper posture and a natural breathing motion.
- Students will be able to play pitched and unpitched percussion with correct technique and a steady beat.
- Students will be able to identify orchestral string instruments: violin, viola, cello, and double bass.
- Students will be able to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
- Students will be able to play Do-Re-Mi (G,A,B) songs in the key of G major on the soprano recorder.
- Students will be able to follow and respond to a conductor with specific conducting cues including entrances, cut offs, dynamics and tempi.

<p><b>Responding</b> <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p><b>Performing</b> <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>
<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)</li> </ul> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>• How do we judge the quality of musical work(s) and performances?</li> </ul> <p><b>Process Components: Analyze, Interpret</b></p>	<p><b><u>Enduring Understanding</u></b></p> <ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place and cultures.</li> </ul> <p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul> <p><b>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</b></p>
<p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will listen to and analyze phrases to echo in the correct vocal register with accurate intonation.</li> <li>• Students will visually identify orchestral string instruments: violin, viola, cello, double bass.</li> <li>• Students will follow the conductor, analyze and interpret conducting cues including entrances, cut offs, dynamics and tempi, and respond accordingly.</li> </ul>	<p><b>Instructional Strategies/Process</b></p> <ul style="list-style-type: none"> <li>• Students will sing, rehearse, refine and present songs and phrases in head voice with accurate pitch and proper posture both sitting and standing (“sitting/standing tall”)</li> <li>• Students will analyze, rehearse, refine and present three part canons and rounds using proper vocal technique (accurate pitch, accurate vocal placement; head voice vs. chest voice, natural breathing motion)</li> <li>• Students will analyze, rehearse, evaluate, refine and present songs with a bordun using proper mallet technique (proper grip, low bounce, middle bar placement) and using proper vocal technique</li> </ul>

	<p>(accurate pitch, accurate vocal placement; head voice vs. chest voice)</p> <ul style="list-style-type: none"> <li>• Students will analyze, rehearse, refine and present simple melodies centered around Do-Re-Mi in the key of G major (G,A,B) on the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</li> </ul>
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**Assessments:**

Grade 3 Vocal, Instrumental and Ensemble Skill Development Assessment Parts 1, 2, and 3  
 Individual/Small group performance  
 Full group performance

**CONNECTING**  
*Relating artistic ideas and work with personal meaning and external context.*

**Enduring Understanding**

- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing and responding.

**Essential Question**

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**Process Components: Analyze, Interpret**

**Skill Objective**

Students will understand how specific songs learned in music classes connect to topics and content studied in other disciplines.

**Connecting Experience**

- Students will learn the music and lyrics to “This Pretty Planet” which contains lyrics and vocabulary referenced in the study of science and the environment.
- Students will analyze and interpret the song to understand the meaning behind the words and the reasoning behind its creation.
- Students will sing and present this as a three-part round.
- Students will answer two “focus questions” about the song:
  - Why was this song written?  
*This song was written to spread message of importance in sustaining and preserving the environment.*
  - What are the different ways this song can be performed?  
*In unison and as a round.*

# This Pretty Planet

Tom Chapin

Voice

1. This pret - ty plan - net, spin - ning through space you're a  
gar - den you're a har - bor you're a ho - ly place.

2. Gol - den sun go - ing down  
Gen - tle blue gi - ant, spin us a - round.

3. All through the night,  
Safe 'til the morn - ing light

# *Grade 3 Assessment Pack*

*Fairfield Public Schools  
2018*

## Rhythm

**Skill objective:** Students will compose and perform rhythmic patterns in common time using whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.

**Task Summary:** Students compose their own four-measure pieces in 4/4 time. Students perform their compositions using the Gordon syllables, and then transfer their rhythms to body percussion or unpitched percussion instruments.

**Materials:** Student Worksheets: Rhythmic Composition in Simple and Compound Meters, Record Sheet with Rubric

### **Task Instructions:**

- Teacher instructs students to create a four-measure rhythmic piece in the blank space on the Student Worksheet. Students are instructed to follow directions and use a variety of rhythms in the note bank: whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests and paired eighth notes.
- Teacher checks rhythms for accuracy. Corrections and revisions are made before performance.
- As students perform, teacher watches and assesses student progress.

### **PERFORMANCE ASSESSMENT RUBRIC**

Exceeds	Performs rhythmic composition accurately.
Meets	Performs with 1 inaccuracy.
Progressing	Performs with 2-3 inaccuracies.
Not meeting	Performs with 4 or more inaccuracies.

### Grade 3 Assessment: Rhythm

Task Summary: Students will compose and perform a four-measure rhythmic piece in 4/4 time.

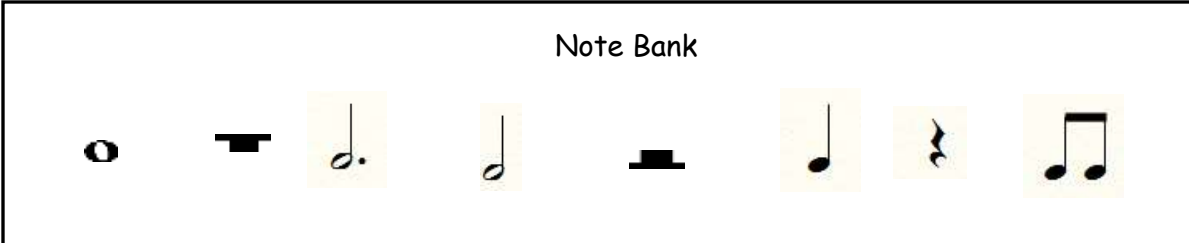
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Composing in 4/4

### Directions:

1. Compose your own four-measure rhythm using rhythms in the Note Bank.
2. Use a variety of notes! Only one whole note or whole rest per composition is allowed.
3. Check your Musical Math by writing the count under each note/rest.
4. Perform your composition for the class!

Note Bank



4  
4

### Grade 3 Record Sheet: Rhythm Performing

Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_

NAME	<i>E</i> Performs rhythmic composition accurately.	<i>M</i> Performs with 1 inaccuracy.	<i>P</i> Performs with 2-3 inaccuracies.	<i>N</i> Performs with 4 or more inaccuracies.

## **Melody/Harmony Part 1**

**Skill objective:** Students will be able to play Do-Re-Mi (G,A,B) songs in the key of G major on the soprano recorder.

**Task Summary:** Students will play a Do-Re-Mi (G,A,B) recorder song independently.

**Materials:** Music for “Merrily We Roll Along,” Record Sheet

**Repertoire:** “Merrily We Roll Along”

**Task Instructions:**

- Students will play the song as a group.
- Students will take turns playing the song independently.

### **ASSESSMENT RUBRIC**

Exceeds	Student plays “Merrily We Roll Along” with proper tone, and accurate pitch and rhythm.
Meets	Student plays “Merrily We Roll Along” with proper tone, and 1-2 inaccuracies in pitch and rhythm.
Progressing	Student plays “Merrily We Roll Along” with 3-4 inaccuracies in pitch and rhythm.
Not meeting	Student plays “Merrily We Roll Along” with 5 or more inaccuracies in pitch and rhythm.



## Merrily We Roll Along

Musical notation for the song "Merrily We Roll Along". The first staff shows the melody for the first line of the song, with lyrics "Mer - ri - ly we roll a - long roll a - long roll a - long." The second staff starts at measure 5 and continues with the melody for the second line, with lyrics "Mer - ri - ly we roll a - long o'er the deep blue sea". The music is written in treble clef with a common time signature (C).

Mer - ri - ly we roll a - long roll a - long roll a - long.

5  
Mer - ri - ly we roll a - long o'er the deep blue sea

**Grade 3 Record Sheet: Melody/Harmony Part 1**

Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_

<b>NAME</b>	<i>E</i> Student plays "Merrily We Roll Along" with proper tone, and accurate pitch and rhythm.	<i>M</i> Student plays "Merrily We Roll Along" with proper tone, and 1-2 inaccuracies in pitch and rhythm.	<i>P</i> Student plays "Merrily We Roll Along" with 3-4 inaccuracies in pitch and rhythm.	<i>N</i> Student plays "Merrily We Roll Along" with 5 or more inaccuracies in pitch and rhythm.

## **Melody/Harmony Part 2**

**Skill objective:** Students will recognize and interpret line and space note names on the staff in treble clef.

**Task Summary:** Students will complete a worksheet to show mastery of line and space notes on the staff in treble clef.

**Materials:** Student worksheets, pencils

**Task Instructions:**

- Student completes treble clef worksheet.
- Teacher collects and assesses for student progress.

**Grade 3 Assessment: Melody/Harmony Part 2**

Task Summary: Students will complete a worksheet to show mastery of line and space notes on the staff in treble clef.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Name the note on each staff.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Draw a whole note on the lines or spaces that correspond to the letter names below.



**B**



**G**



**F**



**A**

## **Form/Style/Musical Expression**

**Skill objective:** Students will be able to identify and label musically expressive symbols, including the dynamic markings: piano, mezzo piano, mezzo forte and forte. Students will also identify tie, time signature, bar line, measure, and double bar line (from the Rhythm section of the curriculum).

**Task Summary:** Students identify and label the given musical symbols and parts of the staff.

**Materials:** Student worksheet, Record Sheet

**Task Instructions:**

- Students are instructed to identify the musical symbols and parts of the staff, following the directions on the student worksheet.
- After students hand in their work, mark the record sheet according to their performance.

**Grade 3 Assessment: Form/Style/Musical Expression**

Task Summary: Students label and define the given musical symbols and parts of the staff. Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_  
musical symbols and parts of the staff.

**Identifying Musical Symbols and Parts of the Staff**

**Directions:**

Identify the numbered musical symbols and parts of the staff. As you identify each symbol, write it on the corresponding numbered line below.

A musical staff in treble clef with a 3/4 time signature. The staff contains the following elements: a treble clef (labeled 1), a 3/4 time signature (labeled 2), a slur under the first three notes (labeled 3), a bracket under the last three notes (labeled 4), and a double bar line at the end (labeled 5).

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

What are the names of the following symbols and what do they mean?

- p* \_\_\_\_\_
- mp* \_\_\_\_\_
- mf* \_\_\_\_\_
- f* \_\_\_\_\_

## Vocal, Instrumental and Ensemble Skill Development Part 1

**Skill objective:** Students will be able to sing with accurate pitch and intonation. Assessments to be done using songs with varied tonal patterns, multiple times per year.

**Task Summary:** Students will sing independently during a variety of songs and games. Teacher will assess students based on the vocal rubric provided.

**Materials:** Record Sheet with Rubric, variety of grade level repertoire

**Task Instructions:**

- Teacher prompts students to vocalize independently during a song or game.
- As students perform, watch and assess each individual.

### ASSESSMENT RUBRIC

Exceeds	Consistently performs with accurate pitch and intonation.
Meets	Usually performs with accurate pitch and intonation.
Progressing	Sometimes performs with accurate pitch and intonation.
Not meeting	Does not perform with accurate pitch and intonation.

### Grade 3 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 1

Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_

<b>E</b> Consistently performs with accurate pitch and intonation.	<b>M</b> Usually performs with accurate pitch and intonation.	<b>P</b> Sometimes performs with accurate pitch and intonation.	<b>N</b> Does not perform with accurate pitch and intonation.
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<b>Task →</b>  <b>Names</b> ↓																					



## **Vocal, Instrumental and Ensemble Skill Development Part 2**

**Skill objective:** Students will be able to play pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

**Task Summary:** Students will play pitched percussion instruments independently multiple times per year. Teacher will assess students based on the instrumental rubric provided.

**Materials:** Record Sheet with Rubric, variety of grade level repertoire

**Task Instructions:**

- Teacher prompts students to play pitched percussion instruments independently.
- As students perform, watch and assess each individual.

### **ASSESSMENT RUBRIC**

Exceeds	Consistently plays pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Meets	Usually plays pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Progressing	Sometimes plays pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.
Not meeting	Does not play pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

# Grade 3 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 2

Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_

<b>E</b>	<b>M</b>	<b>P</b>	<b>N</b>
Consistently plays pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Usually plays pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Sometimes plays pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.	Does not play pitched percussion instruments with proper mallet technique including proper grip, low bounce, and middle bar placement.

<b>Task</b> →													
<b>Names</b> ↓													

## **Vocal, Instrumental and Ensemble Skill Development Part 3**

**Skill objective:** Students will be able to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

**Task Summary:** Students will play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings independently multiple times per year. Teacher will assess students based on the instrumental rubric provided.

**Materials:** Record Sheet with Rubric, variety of grade level repertoire

**Task Instructions:**

- Teacher prompts students to play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings independently.
- As students perform, watch and assess each individual.

### **ASSESSMENT RUBRIC**

Exceeds	Consistently plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Meets	Usually plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Progressing	Sometimes plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.
Not meeting	Does not play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.

### Grade 3 Record Sheet: Vocal, Instrumental and Ensemble Skill Development Part 3

Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_

<p style="text-align: center;"><b>E</b></p> <p>Consistently plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>	<p style="text-align: center;"><b>M</b></p> <p>Usually plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>	<p style="text-align: center;"><b>P</b></p> <p>Sometimes plays the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>	<p style="text-align: center;"><b>N</b></p> <p>Does not play the soprano recorder with proper technique, appropriate tone quality, and correct fingerings.</p>
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<b>Task →</b>																			
<b>Names</b> ↓																			

# *Grade 3 Appendix*

- *Suggested repertoire*
  - *Review*
  - *Enrichment*

**Suggested Repertoire (chart headings to be edited)**

<b>Singing: General</b>	<b>Singing:</b>	<b>Singing: Seasonal</b>	<b>Singing: Patriotic</b>	<b>Listening</b>

**Grade 3 Assessment: Melody/Harmony Enrichment**

Task Summary: Students will identify notes on staff and some notes on ledger lines.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Name the note on each staff.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Draw a whole note on the lines or spaces that correspond to the letter names below.



**C**  
(on staff)



**Middle C**



**D**  
(below staff)



**A**

## **Form/Style/Musical Expression Enrichment**

**Skill objective:** Students will demonstrate understanding of introduction and coda.

**Task Summary:** Students create and perform a one-measure introduction and a one-measure coda for “Merrily We Roll Along.”

**Materials:** Student worksheet (choice of two styles attached below), musical selection, Record Sheet with Rubric

**Task Instructions:**

- Teacher instructs students to create an introduction and a coda on the worksheet by following given directions.
- Teacher checks rhythms for accuracy. Corrections and revisions are made before performance.
- Students perform their introductions and codas, and teacher assesses student progress

### **PERFORMANCE ASSESSMENT RUBRIC**

Exceeds	Performs one-measure introduction and a one-measure coda accurately.
Meets	Performs one-measure introduction and a one-measure coda with 1 inaccuracy.
Progressing	Performs one-measure introduction and a one-measure coda with 2-3 inaccuracies.
Not meeting	Performs one-measure introduction and a one-measure coda with 4 or more inaccuracies.



### Grade 3 Enrichment: Form/Style/Musical Expression


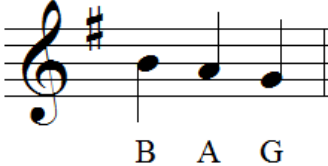
Task Summary: Students create and perform a one-measure introduction and a two-measure coda for "Merrily We Roll Along."

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Composing an Introduction and a Coda

### Directions:

- Compose your own one-measure introduction and two-measure coda in the blank spaces on your worksheet using the Rhythm and Pitch Banks.
- Check your Musical Math by writing the count under each note/rest.

Rhythm Bank	Pitch Bank
	

### Introduction



Coda

• • •


**Grade 3 Enrichment: Form/Style/Musical Expression**

Task Summary: Students create and perform a one-measure introduction and a two-measure coda for "Merrily We Roll Along."


Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**Composing an Introduction and a Coda**


**Directions:**

- Compose your own one-measure introduction and two-measure coda in the blank spaces on your worksheet using the Rhythm and Pitch Banks.
- Check your Musical Math by writing the count under each note/rest.

Rhythm Bank



Pitch Bank



**Introduction:**



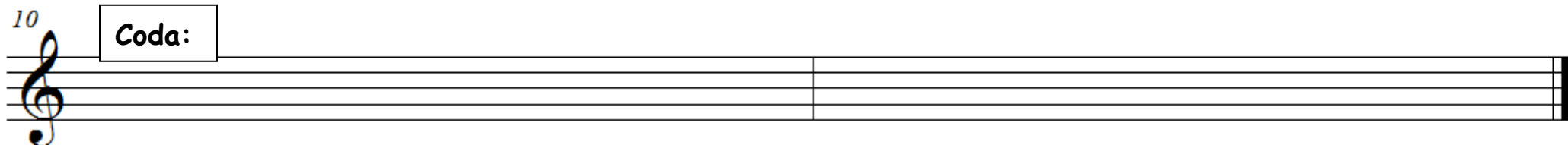
Mer-ri - ly we roll a-long roll a-long roll a-long.

<sup>6</sup>



Mer - ri - ly we roll a - long o'er the deep blue sea

<sup>10</sup> **Coda:**



**Grade 3 Record Sheet: Form/Style/Musical Expression Performing**

Class: \_\_\_\_\_ Marking Period: \_\_\_\_\_

<b>NAME</b>	<i>E</i> Performs one-measure introduction and a two-measure coda accurately.	<i>M</i> Performs one-measure introduction and a two-measure coda with 1 inaccuracy.	<i>P</i> Performs one-measure introduction and a two-measure coda with 2-3 inaccuracies.	<i>N</i> Performs one-measure introduction and a two-measure coda with 4 or more inaccuracies.

**Grade 3 Enrichment: Vocal, Instrumental, and Ensemble Skill Development**

Task Summary: Students will identify orchestral string instruments.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Please write the name of the instrument and one fact that you know about each one.

1.



Name of instrument: \_\_\_\_\_  
Fact about instrument: \_\_\_\_\_  
\_\_\_\_\_

2.



Name of instrument: \_\_\_\_\_  
Fact about instrument: \_\_\_\_\_  
\_\_\_\_\_

3.



Name of instrument: \_\_\_\_\_  
Fact about instrument: \_\_\_\_\_  
\_\_\_\_\_

4.



Name of instrument: \_\_\_\_\_  
Fact about instrument: \_\_\_\_\_  
\_\_\_\_\_