

Curriculum Map Teacher: Erin Egan Grade: 3 Subject: General Music

This curriculum is based on the National Standards for Music Education.

Lessons based on the materials provided by *Silver Burdett: Making Music* (music textbook series).

Month	Content	Skills	Assessment	Standards
August	<p>UNIT 1</p> <p>Lesson 1: Dynamic Moves “Supercalifragilisticexpialidocious” p. 7 <i>In My Own Little Corner</i> (recording), Info on p. 9</p> <p>Lesson 2: What’s in a Name? Rhythm! “Name, Name, What’s Your Name” p. 10</p>	<p>-<i>Perform</i> steady-beat movements that reflect the dynamics of a song -<i>Learn</i> a song from a film musical</p> <p>-<i>Perform</i> rhythm patterns to accompany a speech piece -<i>Explore</i> what is “in a name?”</p>	<p>-Have students move to the steady beat, using larger and smaller movements to show louder and softer dynamics in the music -They should also sing the songs at the correct dynamic level so that their movements correlate</p> <p>-Perform “Name, Name...” while students play rhythms on p. 11; assess their ability to play and read rhythms accurately</p>	<p>NS: IB, 5C, 6E</p> <p>NS: 2F, 5A</p>
September	<p>Lesson 3: Playing with Rhythms “Gypsy in the Moonlight” p. 12 “Alligator Pie” p. 13</p> <p>Lesson 4: Four Sounds on a Beat “Ding, Dong, Diggidiggidong” p. 14 “Golden Ring Around Susan Girl” p. 16</p>	<p>-<i>Notate</i> an original rhythm composition using quarter notes, eighth notes, and quarter rests -<i>Discuss</i> and <i>describe</i> the style and timbre of steel drums</p> <p>-<i>Read</i> rhythm patterns that include sixteenth, eighth, quarter, and half notes</p>	<p>-Have students use rhythm patterns provided to create a 4-phrase rhythm composition; have them notate their compositions and perform them -Assess their written rhythms and their performance for accuracy</p> <p>-Have students sing select portions of “Golden...” and observe their ability to use</p>	<p>NS: 2A, 5A, 6D, 9C</p>

<p>September cont....</p>	<p>Lesson 6: Unlock the Form “Ambos a dos (Go Two by Two)” p. 20 “Joy to the World” pp. 22-23</p> <p>Music Theory, Grade 3: Lesson 1 – Notes Lesson 4 – Rests Lesson 16 – Rests cont. Lesson 19 – Combination “Fun Sheet”</p> <p>Lesson 7: Dancing in the Rain “I Don’t Care if the Rain Comes Down” p. 24 <i>Raindrop Prelude</i> (excerpt) <i>Prelude in E Minor</i> (use interactive listening map)</p>	<p><i>-Identify</i> these symbols within a piece of music</p> <p><i>-Move</i> to show two different sections of a song <i>-Identify</i> which section is which and when it changes</p> <p><i>-Read</i> and <i>notate</i> different types of notes and rests <i>-Identify</i> the symbol and value of each note/rest</p> <p><i>-Perform</i> phrases with notes that move up, move down, and repeat on a mallet instrument <i>-Sing</i> phrases while using movement to show melodic contour</p>	<p>rhythm syllables correctly</p> <p>-Split the class into groups that perform the verse and refrain, and have a separate group perform only the movement to show different sections -<i>Have</i> students rotate so they can perform every part; observe their ability to change movements at appropriate places in the music</p> <p>-Students will submit these worksheets for a graded assessment</p> <p>-<i>Have</i> students move to demonstrate the movement in the song; switch groups in and out so every can be assessed on their accuracy -<i>Assess</i> students on their ability to play patterns accurately on the various instruments</p>	<p>NS: 6A, 6E</p> <p>NS: 4, 5, 6</p> <p>NS: 1B, 2B, 2E, 6B</p>
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<p>October</p>	<p>Lesson 8: Notes to Know “Oh, Won’t You Sit Down” p. 28-29</p> <p>Lesson 9: Come on Home “Ida Red” p. 30</p> <p>Lesson 10: How Many Voices? “Mud” p. 32 <i>The Hippopotamus Song</i>, p. 33 <i>Poem to Mud</i>, p. 34 <i>Grasshoppers</i>, p. 35</p> <p>UNIT 2 Lesson 1: Train to Freedom “Train Is A-Comin’” p. 48 <i>Choo-Choo Joubert</i> (recording), use interactive listening map</p>	<p><i>-Sing and read a melody that includes the pitches mi, re, and do</i> <i>-Discuss and experience solo/chorus singing in an African American spiritual</i></p> <p><i>-Create a pentatonic song</i> <i>-Sing a pentatonic scale with solfege</i></p> <p><i>-Identify different solo voices</i> <i>-Read a poem written for two voices</i></p> <p><i>-Display tempo changes by creating and performing a rhythmic ostinato accompaniment to recorded music</i></p>	<p>-Assess student ability to perform the <i>mi-re-do</i> patterns accurately (in small groups) -Assign some students to sing the solo parts to assess pitch accuracy</p> <p>-Ask students to separate into small groups; each group should create their pentatonic composition and then play it for the class on a mallet instrument</p> <p>-Split class into groups of four; ask them to perform one verse of “Mud” -Each student should take one line and try to create a distinct timbre; assess their ability to create different sounding timbres</p> <p>-Have students perform their created ostinatos showing the different tempos of <i>Choo-Choo Joubert</i> -After the group performs, the rest of the class can discuss if the performers’ use of different tempos matched the recording</p>	<p>NS: 1A, 5B, 6B</p> <p>NS: 1A, 4B, 5B</p> <p>NS: 1A, 6B, 6D</p> <p>NS: 1C, 2A, 2B, 4B, 4C, 5C</p>
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October cont.	UNIT 12 Lesson 2: Pumpkin Time! “In the Pumpkin Patch” p. 380 “Halloween Is a Very Unusual Night” p. 382 <i>Pumpkin Poem</i> , p. 381	- <i>Create</i> rhythmic ostinatos using quarter notes, eighth notes, and half notes - <i>Discover</i> rhyming words in a poem and song lyrics	-Have students play their created rhythmic ostinatos; assess whether students used the correct note values in their ostinatos	NS: 3B, 4A, 5A, 6B
November	Music Theory, Grade 3: Lesson 6 – G Clef Lesson 7 – Line Notes Lesson 8 – Space Notes UNIT 2 Lesson 2: Name the New Rhythm “Mister Ram Goat-O” p. 54 Lesson 5: Follow the Leader “Great Day” p. 58 UNIT 12 Lesson 3: Head for Thanksgiving “Over the River and Through the Wood” p.	- <i>Read</i> and <i>notate</i> different note names correctly - <i>Create</i> notes and treble clefs accurately - <i>Learn</i> appropriate reminders/sayings to help notate line/space notes - <i>Read</i> and <i>sing</i> a song that includes syncopations - <i>Discover</i> facts about Trinidad (where the song comes from) - <i>Move</i> to demonstrate the responses in a call-and-response song - <i>Discuss</i> call and response in African American spirituals - <i>Sing</i> a traditional melody containing steps, skips, and	-Students will submit these worksheets as a graded assessment -Have the class split into small groups; have each group point to syncopation in the song and clap the rhythm of the response -Evaluate their ability to clap accurately; sing the entire song until all groups have been assessed -Discuss movement activity on p. 59 of student text -Sing “Great Day” and perform movements; assess students’ success in performing them during the response phrases -Have students sing “Over the River...” in small groups	NS: 4, 5, 6 NS: 4B, 5A, 6B NS: 1B, 2A, 2B, 5B, 6A NS: 5B, 6B, 6C, 8B

November cont.	384	repeated pitches -Identify symbols of Thanksgiving in song lyrics and art	while showing melodic contour; assess their ability to sing the melody accurately	
December	Lesson 4: Winter Weather Music “Knock No More” p. 386 <i>Dragon Smoke</i> , p. 387	-Play ostinatos with a song and poem -Explore descriptive language	-Have students read <i>Dragon Smoke</i> while playing the bell ostinatos -Ask them to sing “Knock No More” while playing ostinatos again; assess students’ ability to play ostinatos as they rehearse/perform	NS: 1D, 2F, 3B, 6C, 6E, 8B
	Lesson 5: Sing for Chanukah “Chanukah Games” p. 389 “Hanuka, Hanuka” p. 390 <i>The Dreydl Song</i> (recording)	-Sing Chanukah songs containing steps, skips, and repeated pitches -Learn about Chanukah, the Festival of Lights	-Performance/Self-Assessment: Students should list three ways they can improve their performance singing, and assess their accuracy on steps, skips, and repeated pitches	NS: 1A, 2B, 3B, 5A, 7A, 9A
January	UNIT 2 Lesson 6: Question and Answer Games “John Kanaka” pp. 60-61 “Bransle de la Torche” from <i>Dances from Terpsichore</i> (recording)	-Create and use different movements to accompany different phrases -Connect to the history of the song; learn about work done in harbors	-Divide class into small groups; have each group create a movement to show the questions & answers in “John Kanaka” -Observe their ability to perform contrasting movements for each question & answer	NS: 1A, 1E, 2B, 3A, 6A, 6B, 6E, 9C
	Lesson 7: Step This Way “The Loco-Motion” pp. 64-65 <i>Beautiful</i> (recording), see p. 67	-Move to show melodic contour -Explore styles of early rock	-Have small groups of students improvise on a mallet instrument with	NS: 1A, 3D, 4B, 6B, 6D, 6E, 9E

<p>January cont.</p>	<p>Lesson 8: Morning Melodies “One Morning Soon” p. 68 <i>On This Day</i>, p. 69</p> <p>UNIT 12</p> <p>Lesson 12: Honoring a King “Keep Your Eyes on the Prize” pp. 408-409 <i>Shed a Little Light</i> (recording), more info on p. 409</p> <p>Lesson 13: Sing for Right “Back of the Bus” pp. 410-411 <i>Sister Rosa</i> (recording), more info on p. 411</p>	<p>and roll</p> <p>-<i>Sing and use hand signs</i> to show low <i>la</i> in relation to known notes -<i>Read</i> and discuss a poem</p> <p>-<i>Sing</i> a song in verse-and-refrain form -<i>Describe</i> how songs can communicate ideas and goals</p> <p>-<i>Sing</i> a civil rights song with appropriate expression -<i>Learn</i> about an important figure in the civil rights movement</p>	<p>phrases that have steps, skips, or repeated pitches -The rest of the group should share how easy or difficult it was to determine those steps, skips, or repeated pitches</p> <p>-Have students determine where low <i>la</i> would go on each of the staves on p. 69 of the student text -Next, ask students to sing the song with pitch syllables and hand signs; observe their accuracy</p> <p>-Split class into two groups; one for verse and refrain -Assess ability to sing their assigned part at the correct time</p> <p>-</p>	<p>NS: 1A, 2F, 4B, 5B</p> <p>NS: 2F, 6A, 8B</p> <p>NS: 1B, 2B, 7A</p>
<p>February</p>	<p>Music Theory, Grade 3: Lesson 13 – Time Signatures Lesson 15 – Rests Lesson 17 – Notes & Rests Lesson 18 – Counting</p>	<p>-<i>Notate and identify</i> the correct time signatures in different musical excerpts -<i>Notate</i> rests and notes accurately to complete a measure -<i>Label</i> the counts of a measure correctly</p>	<p>-Students will submit these worksheets as a graded assessment</p>	<p>NS: 4, 5, 6</p>

March	Notation Review Relay Game -Using whole, dotted half, half, quarter, and eight notes/rests	<i>-Identify</i> the correct symbols to make up a measure in a certain time signature <i>-Cooperate</i> in teams to find the answer	-Observe each group's ability to come up with the correct rhythm within a measure -Adjust and explain corrections as necessary throughout the game	NS: 4, 5, 6
	Preparation for Spring Concert -various songs for performance	<i>-Sing</i> accurately with good pitch and tone <i>-Describe</i> appropriate concert etiquette	-Observe and listen in order to edit/finesse the performances	NS: 1A, 1B, 1D, 6A, 6E
April	Preparation for Spring Concert -various songs for performance	<i>-Sing</i> accurately with good pitch and tone <i>-Describe</i> appropriate concert etiquette	-Observe and listen in order to edit/finesse the performances	NS: 1A, 1B, 1D, 6A, 6E
May	UNIT 3 Lesson 2: Market Rhythms "Kingston Market" p. 90	<i>-Play</i> syncopated drum patterns (ostinato accompaniments) <i>-Discuss</i> community marketplaces	-Have the class sing the song and play the two ostinatos on drums in two groups -Observe students' ability to play the rhythms accurately	NS: 2B, 2F, 5A, 5D
	Lesson 3: Chicken 'n' Rhythm "Chicken on the Fence Post" pp. 92-93 <i>The Chickens</i> , p. 92	<i>-Create</i> a rhythmic composition using sixteenth notes <i>-Identify</i> the form of a song and use it to create individual compositions	-After students create compositions in groups, they will perform for the class -Peer Critique: Were the compositions four phrases long and did they use sixteenth notes? Were they in AAAB form?	NS: 2A, 4B, 5A, 5D, 7A
	Lesson 5: Songs of the Old West "Old Dan Tucker" p. 96 <i>Flop Eared Mule</i> (recording), more info on	<i>-Use</i> contrasting steady-beat movements to indicate contrasting sections in	-Listen to recording of <i>Flop Eared Mule</i> with eyes closed; perform different	NS: 1B, 2A, 3D, 6A, 6E

<p>May cont.</p>	<p>p. 99</p> <p>Lesson 6: Crocodile Form “Never Smile at a Crocodile” pp. 100-101</p> <p>Lesson 8: New Note Coming Through “Alabama Gal” p. 106</p> <p>Lesson 9: Get Up and Sing! “Old Man Mosie” p. 108 <i>Advice to Small Children</i>, p. 109</p>	<p>music</p> <p><i>-Describe</i> the role of dances in the social life of the Old West</p> <p><i>-Sing</i> a song following D.C. al Fine marking</p> <p><i>-Identify</i> the fact that the song is in ABA form</p> <p><i>-Read</i> and <i>sing</i> low <i>sol</i> in a new song</p> <p><i>-Share</i> facts about the state of Alabama</p> <p><i>-Sing</i> a song based on a pentatonic scale</p> <p><i>-Read</i> related poem and discuss its relationship to the song</p>	<p>movements with their hands during the A sections and B sections of the piece</p> <p>-Observe whether students change their hand movements to reflect the change in the sections</p> <p>-Have small groups of students sing “Never Smile...”</p> <p>-Assess their ability to follow the D.C. al Fine marking and sing song correctly</p> <p>-Music Reading Worksheet, resource book p. D-12: Have students sing song with pitch syllables</p> <p>-Ask them to show where low <i>la</i> and low <i>sol</i> would be</p> <p>-Have students sing again, this time adding hand signs; observe their accuracy</p> <p>-Have small groups sing “Old Man Mosie” with hand signs and pitch syllables; assess accuracy of both</p>	<p>NS: 1A, 6C, 6E</p> <p>NS: 1A, 1B, 5B</p> <p>NS: 1D, 2B, 5B</p>
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