

3rd Grade Music student at St. Patrick's will receive a well-balanced curriculum that includes: singing, playing instruments, improvising music, composing music according to guidelines, reading music, writing music, listening to music, describing music, analyzing music, evaluating musical performance, understanding music in relation to other arts, and understanding music in relation to history and culture. The music curriculum is designed around these aforementioned areas of study as defined by the National Association for Music Education and is offered to every St. Patrick's student as a means of supporting a well-rounded education. Music students at St. Patrick's will be taught using a varied assortment of music methods and sources. These materials will include: Yamaha Music Methods, Orff-Schulwerk Methods, Kodaly Methods, Dalcroze Eurhythmics, Ethnic and World Music Methods, McGraw-Hill Spotlight on Music Textbook series, K-8 Music, and various other resources. Students in the 3rd grade will demonstrate a mastery of all previous grade level material.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
3.1	Singing, alone and with others, a varied repertoire of music	<ul style="list-style-type: none"> - Students will participate in a minimum of one public performance per year - sing with others in a round - sing a varied repertoire of songs - perform simple actions to songs 	Instructor Observation Oral assessment Public Performance
3.2	Performing on instruments, alone and with others, a varied repertoire of music.	<ul style="list-style-type: none"> - Students will use Orff instruments to supplement learning. Such instruments may include drums, cabasas, claves, rhythm sticks, tambourines, recorders, xylophones as well as other pitched and un-pitched instruments. - play simple rhythms on instruments 	Instructor Observation Rhythm Tests
3.3	Improvising melodies, variations, and accompaniments.	<ul style="list-style-type: none"> - Students will improvise rhythmic patterns and melodic accompaniments on instruments in class activities - demonstrate an ability to identify and play syncopated rhythms 	Instructor Observation Written Assignments Daily Board Work
3.4	Composing and arranging music within specified guidelines.	<ul style="list-style-type: none"> - Students will create simple rhythmic and melodic ostinati. - identify musical elements such as verse, chorus and refrain 	Instructor Observation Written Assessment Peer Evaluation

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
3.5	Reading and notating music.	<ul style="list-style-type: none"> - Students will read and write music appropriate to their grade and ability level. - Students will sight-read simple melodies. - identify whole (ta-oh-oo-uh) notes and rhythms - identify eighth-dotted quarter-eighth (ti-ta-ti) note rhythms - identify 16th & 8th (tiki-ta & ta-tiki) note combination rhythms - students will be able to identify notes beyond the staff and the ledger lines upon which they appear 	<p>Instructor Observation Written Assessment Board Work</p>
3.6	Listening to, analyzing, and describing music.	<ul style="list-style-type: none"> - Students will listen to several genres of music from the different musical eras and create descriptions based on emotional response to the music. 	<p>Instructor Observation Verbal Description Written Assessment Class Discussion</p>
3.7	Evaluating music and music performances.	<ul style="list-style-type: none"> - Students will evaluate self performances as well as the performances of their peers through written and oral presentation. - play simple rhythms on instruments - Partake in one musical-theatre themed video/project per semester 	<p>Instructor Observation Written Assessment Class Discussion</p>
3.8	Understanding relationship between music, the other arts, and disciplines outside the arts.	<ul style="list-style-type: none"> - Students will compare and contrast similarities on the eras of music with the eras of art as well as other disciplines. - Students will discover connections between music and the visible light spectrum. 	<p>Instructor Observation Written Assessment Projects</p>

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
3.9	Understanding music in relation to history and culture	-Students will explore similarities and differences between the different eras of music as well as experience the progressive development of music.	Instructor Observation Written Assessment Projects
