

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS  
HILLSBOROUGH, NJ 08844

NEW  REVISED CURRICULUM

DATE: JULY 2013

CONTENT AREA: FINE & PERFORMING ARTS – ELEMENTARY – GENERAL MUSIC,  
GRADE 3

SUPERVISOR:	CURRICULUM REVISION TEAM:
Olga Zarestky	Lisa Reifschneider
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**WHY WAS THIS CURRICULUM REVISION COMPLETED?**

Revise and update to 2009 NJ Core Curriculum Content Standards

**HOW IS THIS RELATED TO THE DISTRICT PLAN FOR CURRICULUM DEVELOPMENT?**

As scheduled on the five-year curriculum revision cycle

Other

**WERE THE FINANCIAL RESOURCES BUDGETED FOR THIS REVISION?**

Yes

No (please explain) \_\_\_\_\_  
\_\_\_\_\_

**OTHER COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVAL DATES:**

3.25.14 Approved by Assistant Superintendent

3/18/14 Approved by Curriculum Committee Chairperson

1 of Education

Board of Educ. Approved  
3/24/14

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS  
FINE & PERFORMING ARTS

**GENERAL MUSIC**  
**GRADE 3**

JULY 2013

# Course Overview

General Music – Grade 3 is a year-long course for all Third Grade students. The class meets for 40 minutes once every six days for a total of about 30 classes per year.

This course is an extension of the skills learned throughout the Kindergarten to Second Grade General Music Curricula, and includes a strong focus in the areas of Singing/Vocal Performance, Listening/Responding, Instrumental Performance, Movement, and Reading and Writing Music Notation. Instructional materials and literature are selected to specifically build upon and develop musical skills and solidify understandings. All Third Grade students are given the opportunity to participate in an evening concert performance during the year.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards for Visual and Performing Arts which are:

- **Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **Standard 1.2 History of Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **Standard 1.4 Aesthetic Responses and Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21<sup>st</sup> Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

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<p><b>Enduring Understandings</b></p>	<ol style="list-style-type: none"> <li>1. Music is one of the oldest forms of communication and expression.</li> <li>2. Music is organized sound.</li> <li>3. A person must learn how to listen critically in order to analyze and truly understand music.</li> <li>4. Singing and playing instruments provides people with the means of learning musical skills and knowledge.</li> <li>5. Reading and notating music are essential to music literacy.</li> <li>6. Music is a reflection of history and culture.</li> <li>7. Formal and informal performances provide opportunities for growth.</li> <li>8. Performing music can make people feel good about themselves by promoting confidence, self-esteem and self-discipline.</li> </ol>
<p><b>Days</b></p>	<p>10</p>
<p><b>NJCCCS</b></p>	<p><b>1.1. The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.  <b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.  <b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.  <b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p><b>NJCCCS CPI</b></p>	<p>1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.          1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.          1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.          1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.          1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p>
<p><b>Essential Questions</b></p>	<p>How do people sing?          How do I produce a healthy tone when I sing?          Why don't all voices sound the same?          What can I do to make my voice sound the best it can?          Why is singing in harmony a challenge?</p>
<p><b>Skills</b>  <b>The Student Will...</b></p>	<p>Apply knowledge of good posture and enunciation in singing.          Experiment with use of the head voice in singing activities.          Recognize and practice singing songs from different historical periods and cultures.          Recognize and practice singing rounds, partner songs and call and response songs.          Discuss how songs from different cultures and historical periods should be sung.</p>
<p><b>Assessment</b></p>	<p>Teacher observation of participation in singing activities with feedback from teacher.</p>

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	Participate in teacher led exercises for vocal exploration with feedback from teacher. Discuss singing technique as observed by teacher.
<b>Literacy Integration</b>	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.4 Determine the meaning of general academic an domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>Science Integration</b>	5.1.4.D.1 Actively participate in discussions about student data, questions, and understandings.
<b>Social Studies Integration</b>	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
<b>World Language Integration</b>	7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
<b>Technology Integration</b>	8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

	Unit/Skill: Listening and Responding
<b>Days</b>	6
<b>NJCCCS</b>	<p><b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<b>NJCCCS CPI</b>	<p>1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theater and visual art from diverse cultures throughout history.</p> <p>1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural and historical points of view.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology and evaluate the strengths and weaknesses of works of dance, music, theater and visual art.</p>
<b>Essential Questions</b>	<p>How do people analyze music?</p> <p>Why should we try to understand music?</p> <p>Why do musical instruments make different sounds?</p> <p>How can critiquing ourselves and others be a valuable tool for growth and self-esteem?</p>

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<p><b>Skills</b>  <b>The Student Will...</b></p>	<p>Listen to examples of music containing a variety of expressive qualities (e.g., tempo, dynamics, and timbre).                  Listen to songs and pieces of music that represent various historical periods and cultures.                  Recognize and describe the orchestra families.                  Express criticism in a positive manner about a performance.                  Explore and identify ways to improve upon one's own performances.</p>
<p><b>Assessment</b></p>	<p>Analyze and differentiate the tempo, dynamics and timbre of selected pieces.                  Respond on listening checklist provided by the teacher.                  Identify and name families of the instruments using listening examples.                  Identify families of instruments using online website.</p>
<p><b>Literacy Integration</b></p>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p><b>Health &amp; Phys. Ed Integration</b></p>	<p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.                  5.1.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p>
<p><b>Science Integration</b></p>	<p>5.1.4.A.2 Use outcomes of investigations to build and refine questions, models, and explanations.</p>
<p><b>Social Studies Integration</b></p>	<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
<p><b>World Language Integration</b></p>	<p>7.1.JL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>
<p><b>Technology Integration</b></p>	<p>8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.</p>
<p><b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>
<p style="text-align: center;"><b>Unit/Skill: Playing Instruments</b></p>	
<p><b>Days</b></p>	<p>4</p>
<p><b>NJCCCS</b></p>	<p><b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.  <b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.  <b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.  <b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p><b>NJCCCS CPI</b></p>	<p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords and melodic and harmonic progressions and differentiate basic structures.</p>

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	<p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>
<b>Essential Questions</b>	<p>How can I produce the best sound with a musical instrument?</p> <p>What is good playing technique?</p> <p>How can the timbre of an instrument help express a certain idea?</p> <p>Why is it important to treat instruments with care?</p>
<b>Skills The Student Will...</b>	<p>Accompany songs using classroom instruments following direction of the teacher.</p> <p>Read and perform rhythmic patterns and accompaniments on classroom instruments.</p> <p>Choose instruments based on timbre to accompany particular songs or stories.</p> <p>Improvise accompaniment using classroom instruments.</p> <p>Compose short instrumental pieces in small groups demonstrating good playing technique and use of the elements of music to provide variety and interest.</p> <p>Critique performances of classmates and self.</p>
<b>Assessment</b>	<p>Teacher observation of student performance accompanying songs using classroom instruments following direction of the teacher.</p> <p>Self and peer critique worksheet for performance of rhythmic patterns and accompaniments on classroom instruments.</p> <p>Written group composition of short instrumental piece.</p>
<b>Literacy Integration</b>	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<b>Health &amp; Phys. Ed Integration</b>	<p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p>
<b>Science Integration</b>	<p>5.1.4.D.1 Actively participate in discussions about student data, questions, and understandings.</p>
<b>Social Studies Integration</b>	<p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
<b>Technology Integration</b>	<p>8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.</p>
<b>21<sup>st</sup> Century Life &amp; Careers</b>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p>
	<b>Unit/Skill: Movement and Folk Dance</b>
<b>Days</b>	5
<b>NJCCCS</b>	<p><b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p>

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	<p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p><b>NJCCCS CPI</b></p>	<p>1.1.5. B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.2.5. A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.3.5. A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.</p> <p>1.4.5. A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theater and visual art according to established classifications.</p> <p>1.4.5. A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural and historical points of view.</p>
<p><b>Essential Questions</b></p>	<p>Why do people move and dance to music?          Why have most cultures developed dances?          How does folk dance reflect a culture or time in history?</p>
<p><b>Skills The Student Will...</b></p>	<p>Interpret songs and pieces of music that represent various historical periods and other cultures through movement.          Analyze the expressive qualities of songs and pieces of music through movement.          Practice folk dances of the United States and other countries (e.g., square dance, line dance, play party and contra dance).</p>
<p><b>Assessment</b></p>	<p>Teacher observation of participation in movement activities and folk dances with teacher feedback.          Move in ways that reflect the expressive qualities of songs and pieces of music with peer and teacher discussion of success or failure.</p>
<p><b>Literacy Integration Health &amp; Phys. Ed Integration</b></p>	<p>5.1.4. D.1 Actively participate in discussions about student data, questions, and understandings.          2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p>
<p><b>Science Integration Social Studies Integration</b></p>	<p>2.5.4. A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.          5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.          6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p>
<p><b>World Language Integration</b></p>	<p>7.1.II.A.8 Compare and contrast unique linguistic elements in English and the target language.          7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p>
<p><b>21<sup>st</sup> Century Life &amp; Careers</b></p>	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p>



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Unit/Skill: Reading and Writing Music Notation	
Days	5
NJCCCS	<p><b>1.1 The Creative Process:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theater and visual art.</p> <p><b>1.2 History of the Arts and Culture:</b> All students will understand the role, development and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance:</b> All students will synthesize those skills, media, methods and technologies appropriate to creating, performing and/or presenting works of art in dance, music, theater and visual art.</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords and melodic and harmonic progressions and differentiate basic structures.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p>1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>
Essential Questions	<p>How does being able to read music notation help students learn music?</p> <p>Why does music notation exist?</p> <p>How do composers tell us how they want their music to be performed?</p> <p>What does a melody look like?</p>
Skills The Student Will...	<p>Practice performing rhythm patterns and phrases in isolation in 2/4, 4/4 and 3/4 time containing quarter notes and rests, eighth notes and rests, half notes and whole notes.</p> <p>Identify rhythm patterns and phrases from known songs.</p> <p>Produce rhythmic patterns and phrases through improvisation using known rhythms.</p> <p>Write short rhythmic patterns and phrases to be read and performed by others using known rhythms.</p> <p>Practice singing melodic patterns in known songs and in isolation.</p> <p>Produce melodic patterns playing pitched percussion instruments.</p> <p>Recognize and identify melodic patterns and phrases from known songs.</p> <p>Recognize and identify line notes and space notes on the staff.</p> <p>Recognize, identify and label the notes of the treble clef staff.</p> <p>Recognize how melodies are written on the staff to represent steps, skips, leaps and repeated pitches.</p> <p>Recognize and perform short melodic phrases from known songs.</p> <p>Write short melodic patterns and phrases to be read and performed by others.</p>
Assessment	<p>Read and perform rhythmic patterns and phrases containing quarter notes &amp; rests, paired eighth notes, half notes &amp; rests, and whole notes &amp; rests using flashcards and reading notation of known song with feedback from teacher and peers.</p> <p>Write and perform eight measure rhythmic composition in 4/4 time.</p>

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	Complete treble clef worksheet requiring the labeling of notes on lines and spaces designed by the teacher. Teacher observation of student using notation software and/or completion of exercises on interactive music website.
<b>Literacy Integration</b>	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
<b>Mathematics Integration</b>	3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when $a$ whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .
<b>Science Integration</b>	5.1.4.D.1 Actively participate in discussions about student data, questions, and understandings.
<b>Social Studies Integration</b>	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
	6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
<b>Technology Integration</b>	8.1.4.A.1 Demonstrate effective input of text and data using an input device.
<b>21<sup>st</sup> Century Life &amp; Careers</b>	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

# Bibliography

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- Wee Sing Around the Campfire* by Pamela Deall and Susan Nipp.
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## Webliography

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<http://www.oyunlar1.com/musicgames.asp> (On-line Music Games)

<http://www.musictheory.net/index.html> (Interactive Music Theory)

<http://www.agame.com/games/music/music.html> (Music Creation Game)