

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Music	Grade Level(s): 3rd
Department: Humanities	Credits: N/A
BOE Adoption Date: 9/17/2020	Revision Date(s): 6/18/2020

Course Description

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows. Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of creating. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture. 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 the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of performing/interpreting. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art. Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of responding. This standard pertains to all four 4 arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course: Music 3

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Meter Sign-Ostinato	1	<i>VPA.1.1.2.B.CS3</i> <i>VPA.1.3.2.B.CS1</i> <i>VPA.1.3.2.B.5</i> <i>VPA.1.3.2.B.CS6</i>	Define meter sign-Identify and perform the rhythms from one phrase of a familiar song-Define ostinato>Create an ostinato or rhythm combination for a song in a meter of 4-Play a two-measure improvisation over an ostinato	Understand that different meter signs impact the way the music feels-Understand that ostinatos are important building blocks for composition-
Unit 2: Identifying Different Voices-Music Alphabet-Rounds and Canons	1	<i>VPA.1.3.2.B.1</i> <i>VPA.1.3.2.B.CS2</i> <i>VPA.1.3.2.B.2</i> <i>VPA.1.3.2.B.CS4</i> <i>VPA.1.3.2.B.7</i>	Define call and response-Name the four different singing voices-Define range	Understand that call and response is an important building block for composition-Define the terms canon and round-Perform a canon and a round

Unit 3:Lines and Spaces-Melodic Movement-Extended Pentatonic Scale	1 1/2	VPA.1.1.5.B.CS1 VPA.1.1.5.B.1 VPA.1.1.5.B.CS2 VPA.1.1.5.B.2 VPA.1.3.5.B.CS3	Name the lines and spaces of the treble clef staff-Describe how melodies move by steps, skips, and repeated notes-Define interval-Recall that the pentatonic scale contains five notes and is useful for improvising-Perform an improvisation using the extended pentatonic scale	Understand that notes in the treble clef are the higher pitches-Create an original melody using steps, skips and repeats-Understand that improvisation is creating music on the spot
---	--------------	--	--	---

Unit 4: The Classical Period	3 Weeks	VPA.1.4.5.A.CS1 VPA.1.4.5.A.1 VPA.1.4.5.A.CS2 VPA.1.4.5.A.3	Recognize that the Classical period was characterized by order, balance, and simplicity in music, art, fashion, and architecture-Recall that the pianoforte was invented in the Classical period-Explain the purpose of the pianoforte-Identify the most notable Classical composers as Mozart, Beethoven, and Haydn-Recall that the Classical orchestra was larger than the Baroque orchestra	Understand how art and culture are related-Understand that works of art can be organized by their function-Utilize basic arts specific language
-------------------------------------	----------------	--	---	--

Unit 5: Mezzo Forte-Mezzo Piano and Sforzando-Crescendo and Decrescendo	1	VPA.1.1.5.B.CS2 VPA.1.1.5.B.2 VPA.1.3.5.B.CS2 VPA.1.3.5.B.2 VPA.1.3.5.B.4	Define mezzo forte, mezzo piano, and sforzando-Recognize that crescendos create excitement and anticipation-Recognize that decrescendos relieve excitement and anticipation	Understand how dynamics relate to the world around us, and how they relate to music- Identify and perform dynamic changes in different pieces of music
--	----------	--	--	---

Unit 6:Whole Notes and Whole Rests-Writing Rhythms-Composing With Rhythms	1 1/2	VPA.1.1.2.B.CS3 VPA.1.3.2.B.CS1 VPA.1.3.2.B.5 VPA.1.3.2.B.CS6	Review and perform half, quarter, and eighth notes and rests-Identify and perform whole notes and whole rests-Listen to, then notate rhythms consisting of whole, half, quarter notes and rests and paired eighth notes	Understand that different rhythms represent different lengths of sound-Accurately perform various contrasting durations of sound-Accurately notate rhythm patterns-Compose using contrasting durations
Unit 7:Recorders-Instrument Families	2	VPA.1.2.5.A.CS3 VPA.1.3.5.B.1 VPA.1.3.5.B.CS3 VPA.1.3.5.B.3 VPA.1.3.5.B.CS4 VPA.1.1.5.B.2	Name three instruments belonging to the woodwind family-Describe how to hold and produce sounds on the recorder-Identify notes B, A and G on the treble clef staff-Play notes B, A and G on the recorder within a song	Perform on the recorder using the finger pads, using a warm breath, holding left hand over right while sitting up straight-Quickly identify and play notes B, A and G on the recorder in a song