MUSIC CURRICULUM FRAMEWORK[1]
Based on *UbD Template 2*.0 : Stage 1 – Desired Results

Elementary General Music   Third Grade
Course Title   **Grade Level(s)**

Course Structure   ⟲ Single Semester   Full Year (Single Grade)   ⟲ Multiple Years (Combined Grades)

Course Description   **Elementary General Music comprises a balanced and sequential course of singing, playing instruments, listening to music, improvising, composing and moving to music. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, analyze and describe music, make informed evaluations concerning music, understand music practices in relation to history and culture, as well as relating music to other disciplines. Students will learn by actively participating in music and in understanding the basic principles of music such as *Rhythm, Melody, Harmony, Timbre/Tone Color, Expression, Form, Vocal Skills, Instrumental Skills, Innovation, Historical and Cultural Context and Critical and Aesthetic Response***

Established Goals	Transfer
MPG1 Develop skills in music reading MPG 2 Perform with musical expression MPG 3 Listen to music with understanding MPG 4 Make value judgments about music	*Students will be able to independently use their learning to . . .* 1. Participate in music as a lifelong avocation 2. Intelligently discuss music using concepts and terminology 3. Make informed decisions as music consumers.

	Meaning	
	Understandings Students will understand that . . .	*Essential Questions* Students will keep considering . . .
	1. Music reading skills provide the basis for creating, understanding and performing music 2. Making expressive choices personalizes music 3. Music from various styles, cultures and historical eras globally affects all individuals 4. Music is a lifelong avocation that requires personal choices and critical response 5. Knowledge of vocal and instrumental techniques are necessary to Properly produce quality music	1. What is music? 2. How can music be expressive? 3. How does music impact all of us? 4. What makes good music good?

[1] Adapting to *SAS*: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

Acquisition of Knowledge & Skill[2]	
Knowledge Students will know . . .	*Skills* Students will be skilled at . . . **Rhythm: Beat, Meter, Duration, Rhythmic Patterns**
1. Beat and rhythm are different 2. Rhythm has its own notation 3. Meter determines how beats are grouped	1. Demonstrate steady beat, strong beats, the off-beat and simple rhythmic patterns (MPG1, 9.1) 2. Perform the silent beat or rest (MPG1, 9.1) 3. Perform music with meter of 2, 3 or 4 (MPG1, 9.1) 4. Identify the terms, meter, measure and bar line (MPG1, 9.1) 5. Perform rhythmic patterns which include whole note, dotted half note, half note, quarter note, paired eighth notes, eight notes, half rest and quarter rest (MPG1, 9.1) **Melody: Pitch, Melodic Contour, Melodic Patterns, Melodic Phrases, Scales and Tonality**
1. Melody has its own notation 2. Melodic phrases have specific characteristics	1. Identify line and space notes of the treble clef (MPG1, 9.1) 2. Identify pitches that repeat or move by steps and skips (MPG1, 9.1) 3. Identify upward or downward melodic movement (MPG1, 9.1) 4. Perform vocally or instrumentally a melodic ostinato (MPG1, 9.1) 5. Identify melodic phrases that are same/different or longer/shorter (MPG1, 9.1) **Harmony**
1. Not all music is in unison	**1.** Perform partner songs and rounds (MPG1, 9.1) **Timbre/Tone Color: Vocal, Instrumental, Classroom Instruments)**
1. Vocal production can be varied 2. Music ensembles vary in size, instrumentation and voicing 3. Instruments of the orchestra have specific characteristics and are grouped by similarities 4. Instruments can be pitched or un-pitched 5. Classroom instruments provide a unique opportunity to perform music successfully with limited instruction	1. Identify vocal tone qualities produced by children's and adult voices (male/female) and those of individuals vs. a group (MPG2, 9.1) 2. Identify various tone qualities produced by vocal groups including chorus, duet and solo (MPG2, 9.1) 3. Identify visually and aurally individual instruments and families of instruments (MPG3, 9.1) 4. Categorize common characteristics associated with each family of instruments (MPG3, 9.1)

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[2] PFD Note: Link these *desired outcomes* to "Established Goals" (Music Program Goals, National Music Standards, or PDE Academic Arts Standards.

		5. Determine how choices of instrumental timbre effect musical style and expression (MPG2, 9.1) 6. Differentiate between pitched and un-pitched instruments (MPG3, 9.1) 7. Identify classroom instruments (MPG3, 9.1)
		Expression: Style Dynamics, Tempo
	1. Music can be individualized using changes in dynamics and tempo 2. Performing with musical expression is a key component in making music unique	1. Identify dynamic markings pp, p, f and ff (MPG2, 9.1) 2. Demonstrate gradual and sudden changes in dynamics (crescendo/decrescendo) (MPG2, 9.1) 3. Demonstrate gradual and sudden changes in tempo (accelerando/ritardando) (MPG2,9.1) 4. Demonstrate smooth and detached articulation (legato/marcato) (MPG2, 9.1)
		Form
	1. Music ideas can be organized	1. Identify and perform examples of an introduction, coda and DC al fine (MPG1, 9.1) 2. Distinguish between the use of the following forms: AB, and ABA (MPG1, 9.1)
		Vocal Skills
	1. Everyone can sing 2. Proper vocal skills will create a more confident aesthetically pleasing singer 3. Singing songs from memory allows for more flexibility to personalize music 4. Singing a wide variety of music either alone or in groups will create challenging singing scenarios	1. Demonstrate various uses of the voice (head voice, chest voice and falsetto) (MPG1, 9.1) 2. Match pitches while expanding vocal range (MPG1, 9.1) 3. Sing expressively showing greater control in tempo, dynamics, style and phrasing (MPG2, 9.1) 4. Demonstrate appropriate tone quality, posture, clarity of diction and breathing (MPG1, 9.1) 5. Demonstrate confidence in solo singing by singing songs confidently with correct notes and rhythms (MPG1, 9.1) 6. Sing songs from memory (MPG1, 9.1) 7. Sing alone and in groups (MPG1, 9.1) 8. Perform one or more of the following: traditional songs, folk dances, line dances, action songs and singing games from various cultures (MPG1, 9.1)
		Instrumental Skills
	1. Proper instrumental skills will create a more confident instrumentalist 2. Instrumental performance requires a combination of elemental	1. Play instruments independently and confidently while other students sing or play contrasting parts (MPG1, 9.1) 2. Play instruments in combination while developing basic mallet

skills 3. The term instrument is multi-faceted	techniques (MPG1, 9.1) 3. Develop combination skills of reading and playing MPG1, 9.1) 4. Perform accompaniments using body percussion and/or classroom instruments (MPG1, 9.1) **Innovation: Composition and Improvisation**
1. Music improvisation and composition are creative outlets to take ownership of music	1. Improvise simple rhythmic and/or melodic accompaniments (MPG2, 9.1) 2. Create original verses (MPG2, 9.1) 3. Create simple rhythm patterns (MPG2, 9.1) **Cultural Context**
1. Music is a part of every culture 2. Local music has impacted us individually and globally 3. Knowledge of multi-cultural music is a necessity in developing the ability to understand music as an art that transcends physical boundaries	1. Identify and perform examples of traditional American folk music (MPG3, 9.2) 2. Identify and perform musical examples from various cultures of the world (MPG3, 9.2) **Historical Context**
1. Musical works and composers from varied historical periods are an important component of musical literature 2. Music often captures and mimics unique historical periods and events 3. Significant musical works and composers continue to impact music	1. Recognize musical examples from various historical periods (MPG3, 9.2) 2. Recognize significant composers and/or musicians from various genres and periods (MPG3, 9.2) 3. Relate musical works to varying styles, genres and periods in which they were created (MPG3, 9.2) 4. Relate musical works chronologically to historical events (MPG3, 9.2) **Critical Response**
1. Music is limitless 2. Music is interrelated with other disciplines 3. Validation of critical perception should be accompanied by facts and correct terminology	1. Differentiate between music of diverse styles and cultures (MPG3, 9.3) 2. Use correct terminology in describing or answering questions about music (MPG3, 9.3) 3. Identify ways in which subject matter of other disciplines are interrelated with music (MPG3, 9.3) 4. Identify various uses of music and describe characteristics that make certain music suitable for each use (MPG3, 9.3) **Aesthetic Response**
1. Music is a personal choice	1. Demonstrate quiet and appreciative attention to the performance

	2. Articulating personal choices should correspond with knowledge of music terminology 3. Audience etiquette is a necessary part of being a responsible music consumer	of others and express criticism of a performance with clapping, compliments or constructive criticism (MPG4, 9.4) 2. Identify, using music terminology, personal preferences for specific musical works and styles (MPG4, 9.4) 3. Demonstrate attentiveness and be actively engaged when listening to a variety of music of appropriate length and complexity (MPG4, 9.4) 4. Identify criteria for selecting music for personal use that are based on knowledge, insight and experience rather than pre-conception, prejudice and social pressure (MPG4, 9.4) 5. Articulate personal opinions using appropriate music vocabulary (MPG4, 9.4)