

# Wallenpaupack Area School District Planned Course Curriculum Guide

## Music

### General Music – Third Grade

#### Course Description:

Students in Grade 3 participate in all General Music activities. Appropriate music making experiences include group activities such as singing, rhythms, listening, historical/cultural music, song games, playing classroom instruments, and learning/drawing musical symbols. Teaching and technology are constantly evolving and changing. Because of this, new and various resources become available online.

#### Revision Date:

February 16, 2023

#### Revised by:

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Wallenpaupack Area School District Curriculum

**COURSE:** General Music

**GRADE/S:** Third Grade

**UNIT 1:** Rhythm

**TIMEFRAME:** School year

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Clap steady beat and ostinatos  
Identify various rhythm values  
Identify changing tempos  
Identify rhythm patterns

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Play rhythm instruments  
Accompany music using various rhythm values  
Accompany songs with rhythm instruments  
Notes using words to fit long/short patterns  
Group movement (steady beat)  
Individual movement (steady beat)  
Recognizing and reading various rhythm patterns

**ANCHOR VOCABULARY:** steady beat, rhythm, tempo, time signature

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

[www.musicplayonline.com](http://www.musicplayonline.com)

[www.musick8.com](http://www.musick8.com)

**RESOURCE SPECIFIC VOCABULARY:**

Tempo, notation, steady beat, time signature

Wallenpaupack Area School District Curriculum

COURSE: General Music

GRADE/S: Third Grade

UNIT 2: Melody

TIMEFRAME: School year

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Matching pitch  
Sing Sol-Mi-La melodies  
Echoing  
Pentatonic and diatonic melodies  
Identify high/low and long/short sounds  
Solfège hand signs/singing  
Melody singing with or without accompaniment  
Melody contour  
Scales

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Echo songs  
Solfège  
Pentatonic/diatonic scales  
Movement of notes – up, down, stays the same  
Singing  
Rote teaching  
Improvisation

**ANCHOR VOCABULARY:** pitch, high, medium & low sounds, same sounds, improvisation, solfège

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
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**RESOURCE SPECIFIC VOCABULARY:** pitch, high, medium & low sounds, same sounds, la-sol-mi, solfege, melody contour, improvisation

Wallenpaupack Area School District Curriculum

**COURSE:** General Music

**GRADE/S:** Third Grade

**UNIT 3:** Timbre

**TIMEFRAME:** School year

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Identify classroom and orchestral instruments by name and sound  
Use instruments  
Produce sounds

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Demonstrate instruments  
Identify by sight and sound

**ANCHOR VOCABULARY:** Families of instruments (Brass, Woodwind, Percussion & String)

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

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[www.musick8.com](http://www.musick8.com)

**RESOURCE SPECIFIC VOCABULARY:** Identify, instrument names, instrument families, sounds

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: General Music</b>	<b>GRADE/S: Third Grade</b>
<b>UNIT 4: Culture/History</b>	<b>TIMEFRAME: School year</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

- 9.1
- 9.2
- 9.3
- 9.4

**UNIT OBJECTIVES (SWBATS):**

Identify music in daily experiences  
 Identify characteristics that make music suitable for specific use  
 Demonstrate appropriate behavior for context and style of music performed

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Listening  
 Singing

**ANCHOR VOCABULARY:** Listening, composer genres

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
 Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
 Create an inclusive classroom  
 Provide choice  
 Use scaffolding  
 Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

[www.musicplayonline.com](http://www.musicplayonline.com)  
[www.musick8.com](http://www.musick8.com)  
[www.classicsforkids.com](http://www.classicsforkids.com)

**RESOURCE SPECIFIC VOCABULARY:**

Genre, style, culture, listening

Wallenpaupack Area School District Curriculum

**COURSE:** General Music

**GRADE/S:** Third Grade

**UNIT 5:** Form

**TIMEFRAME:** School year

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Two-part form  
Improvisation

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Move to music in two parts  
Dancing  
Movement  
Listening  
Using instruments to differentiate sections

**ANCHOR VOCABULARY:** steady beat, rhythm, tempo, improvisation

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

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**RESOURCE SPECIFIC VOCABULARY:**

Form, improvisation, verse refrain

Wallenpaupack Area School District Curriculum

**COURSE: General Music**

**GRADE/S: Third Grade**

**UNIT 6: Dynamics**

**TIMEFRAME: School year**

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Identify soft and loud  
Identify the piano and forte (p & f)  
Identify mezzo piano and forte (mp & mf)  
Identify very soft and very loud (pp & ff)  
Introduce crescendo and decrescendo

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Singing  
Playing classroom instruments  
Improvising movements to recreate  
Listening examples

**ANCHOR VOCABULARY:** loud, soft, piano and forte, dynamics

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

[www.musicplayonline.com](http://www.musicplayonline.com)  
[www.musick8.com](http://www.musick8.com)

**RESOURCE SPECIFIC VOCABULARY:** piano, forte, pianissimo, fortissimo, mezzo piano, mezzo forte, decrescendo, and crescendo

Wallenpaupack Area School District Curriculum

**COURSE:** General Music

**GRADE/S:** Third Grade

**UNIT 7:** Performance

**TIMEFRAME:** School year

**PA COMMON CORE/NATIONAL STANDARDS:**

9.1  
9.2  
9.3  
9.4

**UNIT OBJECTIVES (SWBATS):**

Perform variety of songs learned and memorized  
Demonstrate appropriate behavior for context and style of music performed

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Listening  
Singing  
Movement

**ANCHOR VOCABULARY:** Listening, matching pitch, memorization

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Teacher observation
- Student participation

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

Teacher observation  
Student participation  
Attendance at public performance

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

Incorporate technology  
Create an inclusive classroom  
Provide choice  
Use scaffolding  
Balance group work and individual work

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

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[www.musick8.com](http://www.musick8.com)

**RESOURCE SPECIFIC VOCABULARY:**

Pitch, memorize, behavior, listening