

3rd Grade

25. Know the language of the arts

25A. Understand and demonstrate knowledge of the sensory elements, organizational principles, and expressive qualities of the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Distinguish between long and short sounds.	1. Play a long/short/long pattern on instrument.	Student demonstrates long and short pattern.
2. Identify rhythmic patterns using notation.	2. Use 4-beat rhythm patterns to read rhythms on the board.	Students perform rhythms using rhythmic syllables. (ta-ti)
3. Replicate the beat in a musical composition.	3. Show steady beat on laps in $\frac{3}{4}$ time, 1 on laps, 2 3 soft claps. "America"	Student demonstrates beat pattern on lap.
Focal Point: Melody		
4. Distinguish between high/low sounds.	4. Sing up and down body scale using solfege syllables. High "do" Low "do"	Student demonstrates scale.
5. Identify melodic contour, i.e. up, down, stays the same	5. Use song "Old Paint" to show melodic contour with arms	Student shows melodic contour with arms.
Focal Point: Form		
6. Identify simple music forms such as rondo and ostinato.	6. "I Got a Letter" rondo, play ABACA Play "America, the Beautiful", use 3 quarter/1 dotted half ostinato.	Student demonstrates rondo form and ostinato pattern.
Focal Point: Expressive Qualities		
7. Distinguish between loud/soft.	7. "Jickety Can", speak with dynamics, <i>p</i> and <i>f</i>	Student demonstrates song with varying dynamics.
8. Distinguish between fast/slow music.	8. Listen to "Different Trains", listen for tempo changes, show with patting beat	Student demonstrates varying tempi with patting beat on laps.

9. Identify different sensory elements that create a mood, emotion, or idea in a simple musical selection.	9. "Grand Canyon Suite", "Sabre Dance", Halloween songs- minor/major tonalities	Classroom discussion
Focal Point: Harmony		
10. Identify basic harmonic patterns	10. Using pitched instruments, e.g., boomwhackers or tone bells, create a harmonic accompaniment to a given melody.	Student plays harmonic accompaniment on classroom instrument.
Focal Point: Texture		
11. Distinguish between homophonic and polyphonic textures.	11. Sing songs with a descant or in a round, and create harmonic accompaniments using instruments.	Student performs song in a round, and demonstrates instrumental accompaniment.
Focal Point: Tone Color		
12. Distinguish between same and different tone colors (timbres) of voices, classroom instruments, and environmental sounds.	12. "Pop Goes the Weasel"- orchestral sounds, "In the Good Old Summertime" – Barbershop quartet	Classroom discussion
13. Identify strings, woodwinds, brass, and percussion families of instruments.	"Montage of Orchestral Sounds"- listen to woodwind, string, percussion, brass	Classroom discussion

25. Know the language of the arts

25B. Understand the similarities, distinctions and connections in and among the arts.

Objectives	Sample Activities	Assessment
Focal Point: Expressive Qualities		
1. Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea.	Follow a listening map, "Hoedown". Discuss visual and auditory qualities.	Student follows listening map with accuracy.

26. Through creating and performing, understand how works of art are produced.

26A. Understand the processes, traditional tools, and modern technologies used in the arts.

Objectives	Sample Activities	Assessment
Focal Point: Rhythm		
1. Echo, read, and/or write accurately rhythm patterns with whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4 meter signatures.	Use 1 beat rhythm patterns to create 8 beat rhythms. Students perform rhythms on classroom instruments.	Students create and perform rhythms with accuracy.
Focal Point: Melody		
2. Sing or play accurately simple pitch notation in the treble clef using a symbol system (e.g., icons, syllables, numbers, letters).	Use tone bells to play scale using solfege syllables. Remove some bells and ask student to play and notate new melody.	Students notate and play melody.
Focal Point: Tone Color		
3. Distinguish between the sounds of two different voices (e.g., man and child).	Listen to “The Telephone Song”. Experiment with light and heavy voices on call and response.	Student demonstrates song using light and heavy registers.
4. Distinguish between the sounds of two different environmental sounds (e.g., pencil sharpener and chalkboard).	Assemble several “found” instruments in the classroom. Behind partition, play instrument and ask student to guess the environmental sound.	Classroom discussion
5. Distinguish between the sounds of two different classroom instruments (e.g., tambourine and drum).	Assemble several classroom instruments. Behind partition, play instrument and ask students to guess instrument sound.	Classroom discussion
6. Identify orchestral/band instruments visually.	Use large color posters to introduce instrument and instrument families. Listen to “Peter and the Wolf” and identify specific instruments that represent characters.	Classroom discussion

7. Use appropriate vocal timbre and volume when singing classroom songs.	Sing "Draw a Bucket of Water" using appropriate vocal timbre and volume.	Student demonstrates appropriate timbre and volume.
8. Use correct technique (e.g., holding mallets, striking drums) when playing classroom instruments.	Play a CG bordun. Remind students to hold mallets with thumbs up, elbows wide, light bounce.	Student demonstrates correct mallet technique.

26. Through creating and performing, understand how works of art are produced.

26B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

Objectives	Sample Activities	Assessment
Focal Point: History / Culture		
1. Sing on pitch or play on classroom instruments songs of various cultures in rhythm, with appropriate timbre and maintaining a steady tempo.	Study spirituals during the month of February. Sing "Chatter with the Angels", "Ezekiel Saw the Wheel", and discuss the life and culture of slaves during the time of slavery.	Classroom discussion

27. Understand the role of the arts in civilizations past and present.

27A. Understand how the arts function in history, society and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: History / Culture		
Roles of Artists and Audiences		
1. Distinguish between appropriate and inappropriate audience behaviors.	Present “Concert Manners”. Discuss how a respectful audience acts at a concert.	Teacher Observation Class Discussion
2. React to performances/art works in a respectful, constructive, and supportive manner.	Practice listening silently and without movement. Show support by clapping at the conclusion of performance.	Teacher asks students to assess their concert manners.
3. Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama).	Discuss the career of recording engineer. Talk about the recording studio and what skills a recording engineer must have.	Classroom Discussion
Focal Point: Contributions of the Arts		
4. Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances).	Discuss a Native American celebration. Listen to “Seneca Stomp Dance”. Perform stomp –dance movements.	Teacher Observation Divide class in half and students watch each other perform “Stomp Dance”.
5. List the things that artists make or do when they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings).	Study William H. Johnson, an African American painter. Study the painting Swing Low, Sweet Chariot, and discuss how the painting combines art, music and dance.	Classroom Discussion
6. Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, social dances, choirs, lessons).	Student can attend a concert or musical performance and discuss experience with class.	Students share musical experience with class.
7. Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect).	Listen to recorded interview “Peter Yarrow”. Discuss the life and career of a professional songwriter and singer.	Classroom Discussion

27. Understand the role of the arts in civilizations past and present.

27B. Understand how the arts shape and reflect history, society and everyday life.

Objectives	Sample Activities	Assessment
Focal Point: History / Culture		
1. Identify cultural characteristics of a work or art.	Listen to “Bate, Bate”, and translate song to English. Discuss the combination of chocolate, rice and tomatoes!	Classroom Discussion
2. Describe how the arts inform viewers about people and events from history.	Sing “America, the Beautiful” and discuss the landscape and history of the United States as listed in the lyrics of the song.	Classroom Discussion