

J.E. COSGRIFF SCHOOL

MR. DAVID ASMAN

### **THIRD GRADE MUSIC CURRICULUM**

My curriculum will sequence music skills and objectives that support the National Standards for Arts Education, which in turn influenced the Utah State Music Core, as well as that of our Diocese.

Objectives are organized into six conceptual areas: Rhythm, Melody, Harmony, Form, and Timbre.

Students approach objectives through a variety of experiences: Moving, Speaking, Singing, Listening, Playing, and Notating.

Lessons unfold through different stages of learning: Imitation, Exploration, Improvisation, and Visualization.

Objectives are presented through different stages of teaching: Introduction, Reinforcement, and Assessment.

Your students will be playing mallet instruments, including glockenspiels, metallophones, and xylophones. The unpitched instruments include woods (wood blocks, claves, maracas, cabasa, guiros, temple blocks, vibraslap, ratchet, castanets, piccolo blocks, rain sticks and log drums), metals (tambourines, triangles, finger cymbals, cowbells, jingle bells, sleigh bells, agogo bells, flex-a-tone, suspended cymbal, wind chimes, and gong), skins (hand drums, conga drums/tubanos, bongo drums, djembe, snare drum and bass drum).

They will be taught RHYTHM: pulse, whole note, whole rest, dotted half note, sixteenth notes, question-answer technique; MELODY: vocal technique, song repertoire, the music staff, so la mi re do melodies, et al, identify fa scale tone, and treble clef lines and spaces; HARMONY: mallet technique, ostinato, Major/minor, simple bordun, canon/round, and score reading; FORM: phrase, interlude, extended form, and rondo; TIMBRE: crescendo and decrescendo, string family, percussion family, accent, and fermata.

A sampling of songs they will sing include: A Rig-A-Jig-Jig, Burn Little Candles, Dancing Snowflakes, Do-Re-Mi-Fa, The Halloween Cat, Leprechauns, Wizards and Giants, Li'l Liza Jane, Old Brass Wagon, Old Joe Clarke, Pease Porridge Hot, Sally Go 'Round the Sun, The Star-Spangled Banner, and When the Saints Go Marching In.

We will listen to recordings including: Baby Elephant Walk, Doudlebska Polka, Jazz Pizzicato, March from The Nutcracker, Minuet from Water Music, Twelfth Street Rag, and Young Person's Guide to the Orchestra.

## **GRADING POLICY**

The ability to perform, create, and listen to music with understanding is a goal for every student.

Students are evaluated in the areas of content (50%), and effort/participation (50%).

The following assessment tools are used to determine mastery of material being taught:

1. Auditory- For example: pitch matching, solfege singing, listening
2. Verbal- For example: definitions of terms
3. Visual- For example: reading melodic and rhythmic notation
4. Kinesthetic- For example: movement activities, body percussion
5. Written- For example: describe musical terms, identify Major/minor

Classroom Rules: ***M.U.S.I.C***

***Make Good Choices***

***Use Your Best Voice***

***Stay In Your Place***

***Instruments – Use Them Properly***

***Care About Others in Room***

Classroom management is maintained, in part, utilizing the following discipline cycle: Visual warning>Verbal warning>Watching turn/Disciplinary Referral (depending on grade)>Removal from activity along with communication with parent(s) and administration.

The development of musicianship is the goal of the program. The ultimate aim is to enrich the lives of the children-aesthetically, socially, academically, and personally. For all students, music can be a catalyst toward the maximum development of individual potential.