Strand 1: Artistic Foundations

Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:
The student will:
1. Identify and/or demonstrate knowledge of the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, and form

1. Melody
   - High/low
   - Higher/lower
   - Same/different pitch
   - Simple tone matching (1-3 pitches)
   - Expressive speech/singing
   - Sing/play SM, LSM, SMD, MRD
   - Steps vs skips (leaps)
   - Low LS, High D
   - Aural foundation for D and L centered pentatonic, diatonic, SMRD, LSRMD, home tone, major/minor
   - Sing/play GAB

2. Rhythm
   - Beat/words
   - Strong beat
   - Fast/slow
   - Accelerando
   - Aural foundation for 6/8
   - 2/4, 3/4, 4/4
   - Quarter note/rest, eighth notes
   - Half note/rest/tied quarter notes
   - Dotted half note
   - Whole note/rest
   - Sixteenth notes
   - Repeat sign
   - Treble clef
   - Barlines
   - Same/different rhythm patterns
   - Accented beat
   - Equal vs unequal
   - Beat divisions

3. Harmony
   - One pitch/many pitches
   - Sing/chant accompanied by pitched instruments
   - Vocal ostinati
   - 2 and 3 part canon (sung and played)

4. Dynamics
   - Loud/soft
   - Getting softer/getting louder
   - Forte/piano
   - Crescendo
   - Decrescendo
   - mf, f, mp, p
   - accent

5. Tone Color
   - Speaking/singing
   - Non-pitched instruments: woods, metals, drums, shakers, scrapers
   - Pitched instruments: Metallophones, xylophones, glockenspiels
   - Instrument families: string, woodwind, percussion, brass
   - Changed/unchanged voice

6. Texture
   - One sound/many sounds
   - Voice only/instrument only/both
   - Instruments used for story or poem sound effects
   - One ostinato
   - Rhythmic and vocal canon
   - Multi-layered sound
   - Bordun

7. Form
   - Beginning, middle, end
   - Same/different melody
   - Call/response
   - Echo
   - Repeat
   - Introduction/Coda
   - Phrase
   - Same/different phrases: AA vs AB
   - Question/answer
   - Verse/refrain
   -ABA
   - Sections
   - DC al fine
   - Theme & var.
   - 1st & 2nd endings
   - Rondo
   - AABA

(Bolded text indicates new material introduced/taught.)
Grade 3

Music

Strand 1: Artistic Foundations
Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Benchmarks:
The student will:
1. Demonstrate the ability to read and notate music
2. Demonstrate proper tone production and articulation while singing and/or playing a classroom instrument

8 Read and Notate
- Beat icons
- Rhythm icons
- Pitch icons
- Melodic contour lines
- Quarter note/rest
- Paired eighth notes
- Half note/rest
- Whole note/rest
- Sixteenth notes
- p/f, bar lines, fermata, accent, staff, measure, repeat
- SM, LSM
- SMD, MRD
- Pentatonic
- Intro to treble clef lines & spaces
- Meter signature
- GAB

9 Pedagogy
(Tone Production, Articulation, And Intonation)
- Model breathing, diction, support, expression
- Sing aloud/sing inside your head
- Pat beat/clap word rhythms
- Move on strong beat
- Bi-lateral/alternate patschen
- Clapping
- Stepping
- Simple folk dances
- Mirroring, imitation, pantomime
- Mallet skills: identify head, stem, handle; head plays, stem doesn’t click on bars, tremolo, glissando, crossover, moving bordun
- High, middle, low
- Scale
- Play steady beat with both hands, with one hand
- Play on word cues (star light, star bright)
- Rhythmic/melodic ostinati
- Self space/classroom space
- Sing/shout (call)/whisper/speak
- Posture
- Register (speak in upper/middle/lower register)
- Sustain pitch
- Tuneful singing with solfege: SMD, MRD, octaves
- Playing recorder
- Staccato, legato, fermata

10 Technology Resources
- Spotlight on Music Series
- Supplementary books, sheet music, DVDs, videos, recorded music, etc.
- I-tunes
- Garage Band
- Finale
- Smart Music
- Smartboard

(Bolded text indicates new material introduced/taught.)
Grade 3

**Music**

**Strand 1:** Artistic Foundations

**Standard 3:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota Indian tribes and communities.

**Benchmarks:**
The student will:
1. Describe the characteristics of music from a variety of cultures and historical times, including the contributions of the Minnesota Indian tribes and communities.
2. Describe the similarities and differences among the arts areas and among disciplines outside the arts areas such as mathematics, science, and history.

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**11 Cultural and Historical Contexts**
- Music in everyday life
- Celebration music
- Music from diverse cultures
- Explore similarities and differences between pieces from different cultures
- Stay current with classroom curriculum: Thanksgiving, MLK, patriotic, etc.

**12 Arts Connections**
- Poetry
- Dance
- Visual Arts
- Drama

*Bolded* text indicates new material introduced/taught.
**Strand II:** Create/Make

**Standard 1:** Create/make in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**
The student will:

1. Express musical ideas using improvisation and composition on classroom instruments.
2. Revise a musical creation based on feedback from others.

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**13 Improvise**
- Sound effects for stories and poetry
- Instrumental interludes
- Rhythmic accompaniment
- Melody for a simple rhyme
- LSM melody
- SMD, MRD
- Rhythmic question and answer including sixteenth notes
- Melodic question and answer in pentatonic

**14 Compose**
- Plan rhythm patterns using icons
- Quarter note/rest
- Paired eighth notes
- Half note/rest
- Sixteenth notes
- Whole note/rest
- Melodic composition in pentatonic using rhythms above
- Recorder composition

**15 Revise**
- Group discussion on performance of compositions: Accuracy? Add or change something? Interest? Ending?
- Partner feedback

(Bolded text indicates new material introduced/taught.)
Grade 3

Music

**Strand III:** Perform/Present

**Standard 1:** Perform/Present in a variety of contexts in the art area using the artistic foundations.

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**Benchmarks:**
The student will:
1. Sing and play a varied repertoire that includes simple rhythms and melodies.
2. Revise performance based on feedback of others.

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**16 Repertoire**
- “Spotlight on Music” Series

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**17 Rehearsal and Performance Feedback**
- Music programs
- Audience etiquette: sit still, be quiet, clap
- Solo performer etiquette: announce selection, bow, smile
- Group etiquette: when to watch conductor, when to smile at audience

*(Bolded text indicates new material introduced/taught.)*
Strand IV: Respond/Critique

Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:
The student will:
1. Describe the characteristics of a variety of musical works and performances.

- Selections from “Spotlight on Music” Series

Northfield Public Schools
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