

ELEMENTARY GENERAL MUSIC CURRICULUM - Brookings School District

3rd GRADE		KEY ELEMENT: Rhythm		
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Duration	1. Read and notate rhythm pattern combinations using <u>quarter note</u> , <u>quarter rest</u> , <u>paired eighth notes</u> , <u>half note</u> , <u>half rest</u> , <u>dotted half note</u> , <u>whole note</u> , <u>whole rest</u> , <u>fermata</u> , and <u>tie</u> through: <ul style="list-style-type: none"> • Non locomotor movement • Playing non pitched percussion • Playing recorder • Rhythm notation • Rhythm dictation 		1.2.A 1.2.B 1.2.D 1.2.F 3.1.A 3.1.D 4.1.B	2a 2b 2d 2f 5d
Meter	1. Read and conduct music in meter in 2, 3, and 4 2. Identify bar line, double bar line, measure, and meter signature		3.1.A 3.1.D	5a 6c 6e
Creating	1. Create/improvise simple rhythms through: <ul style="list-style-type: none"> • Rhythmic ostinati • Question and answer • Composing rhythm patterns 		2.1.A 2.1.B 2.2.B	3a 3b 4b

3rd GRADE				
KEY ELEMENT: Melody				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Melodic Contour	1. Show recognition of step, leap and repeated tones.	Listen and observe for accurate student response	3.1.B	5b 6c
Pitch	1. Demonstrate <i>so, mi, la, re, do, do^l, so₁, la₁</i> through: <ul style="list-style-type: none"> • Singing • Reading on the music staff • Movement and hand signs 2. Identify the pentatonic scale 3. Identify the notes of the treble clef <ul style="list-style-type: none"> • Reinforcement of B, A, & G through recorder playing 4. Compose melodic patterns on the recorder using B, A, & G	Listen and observe for accurate student response	1.1.A 1.2.A 1.2.E 2.1.A 2.2.B 3.1.B 4.1.B	1a 2a 2b 2d 2e 3a 4b 5b 6c

3rd GRADE				
KEY ELEMENT: Texture				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Accompaniment	1. Perform accompaniments using: <ul style="list-style-type: none"> • Vocal ostinati • Instrumental ostinati on non pitched percussion and barred instruments 2. Perform music to accompany a poem or story using various instruments	Listen and observe for accurate student response	1.1.D 1.2.B 1.2.F 2.1.B 2.2.A	1d 2b 2f 4a
Harmony	1. Students will create harmony by performing: <ul style="list-style-type: none"> • Rounds • Partner Songs 		1.1.D	1d

3rd GRADE				
KEY ELEMENT: Form				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Song Structure	<p>1. Compare and contrast phrases/sections of a song through:</p> <ul style="list-style-type: none"> • Discussion • Movement • Singing assigned phrases/sections <p>2. Experience various song forms including:</p> <ul style="list-style-type: none"> • Call and Response • Verse and Refrain • AB • ABA • Rondo <p>3. Identify:</p> <ul style="list-style-type: none"> • Introduction • Coda • Repeat sign • D.C.al Fine and Fine 	Observe and listen for accurate student response	<p>1.1.A</p> <p>1.1.B</p> <p>4.1.A</p> <p>4.1.C</p> <p>1.1.A</p> <p>1.1.B</p> <p>4.1.A</p> <p>4.1.C</p> <p>4.1.A</p>	<p>1b</p> <p>1c</p> <p>6a</p> <p>6e</p> <p>1b</p> <p>1c</p> <p>6a</p> <p>6e</p> <p>6c</p>

3rd GRADE				
KEY ELEMENT: Timbre/Tone Color				
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Voice	1. Use speaking and singing voice through various songs, chants and games 2. Sing independently a simple melodic pattern with accurate pitch through: <ul style="list-style-type: none"> • Echo singing • Question and answer • Singing games w/ solo response 		1.1.A 1.1.C 4.1.B	6d 1a 1c 1e
Instruments	1. Identify by sight and sound various non pitched percussion instruments, and barred instruments (glockenspiels, xylophones, and metallophones) 2. Participate in a recorder unit 3. Participate in an autoharp unit 4. Identify the instrument families of the orchestra		1.2.A 1.2.B 1.2.D 4.1.B 4.1.C	2a 2b 2d 6c 6d

3rd GRADE		KEY ELEMENT: Expressive Elements		
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Dynamics	1. Identify loud (forte), soft (piano), getting louder (crescendo) and getting softer (decrescendo) 2. Identify accents		3.1.C 4.1.B	5c 6c
Tempo	1. Differentiate between fast and slow		3.1.C 4.1.B	5c 6c
Articulation	1. Distinguish between legato and staccato		3.1.C 4.1.B	5c 6c

3rd GRADE		Curricular/Cultural Connections		
Concept	Benchmark	Assessment	SD Standards	Nat'l Standards
Cultural Connections	1. Experience music from various cultures through: <ul style="list-style-type: none"> • Listening • Singing • Movement • Folk Dance • Playing instruments 	No individual assessment. The teacher will incorporate songs from various cultures while teaching musical concepts.	1.1.C 1.2.C 4.1.C 5.2.A 5.2.B 5.2.D 5.2.E	1c 2c 6b 6d 9a 9c
Curricular Connections	1. Experience music in ways that connect to other curricular areas such as: <ul style="list-style-type: none"> • Language arts • Math • History • Science 	No individual assessment. The teacher will incorporate songs which reinforce other content areas while teaching musical concepts.	5.1.B	8b