

Step~BY~Step Classroom Music: Long Range Plans for Grade 3 music for the 1998 Arts Curriculum

Term 1: Lessons 1 - 8	Term 2: Lessons 9 - 18	Term 3: Lessons 18 - 29
<p>Knowledge</p> <ul style="list-style-type: none"> • demonstrate understanding of the difference between the terms beat and rhythm (e.g., indicate the beat in a piece of music while others perform the rhythmic patterns); • identify the beat, rhythm, melodic contour (or shape), dynamics, and tempo in familiar pieces of music; • recognize that sounds and silences of different durations may be represented by symbols; <p>Creative Work</p> <ul style="list-style-type: none"> • create melodic contour "maps" that indicate the direction of pitches (higher, lower) in familiar songs (e.g., "Twinkle, Twinkle Little Star"); • create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or "found" instruments; • create and perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or "found" materials. <p>Critical Thinking</p> <ul style="list-style-type: none"> • communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media • identify the feelings that are evoked by a particular piece of music • reproduce musical symbols that represent durations of sound and silence 	<p>Knowledge</p> <ul style="list-style-type: none"> • identify the beat, rhythm, melodic contour (or shape), dynamics, and tempo in familiar pieces of music; <p>Creative Work</p> <ul style="list-style-type: none"> • sing music from a variety of cultures and historical periods; <p>Critical Thinking</p> <ul style="list-style-type: none"> • express their response to music from a variety of cultures and historical periods • identify the feelings that are evoked by a particular piece of music • explain, using appropriate musical terminology, their preference for specific songs or pieces of music; • identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments). 	<p>Knowledge</p> <ul style="list-style-type: none"> • identify the instruments within the percussion family of orchestral instruments • sing music from a variety of cultures and historical periods; <p>Creative Work</p> <ul style="list-style-type: none"> • substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody; • indicate, with appropriate arm movements, the dynamics heard in familiar music (e.g., big movements for loud passages, small movements for soft); • sing expressively, showing awareness that changes in volume or speed can help to convey the meaning of the text; • create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or "found" instruments; <p>Critical Thinking</p> <ul style="list-style-type: none"> • communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media * create instruments within the percussion family of orchestral instruments * perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds and use the voice, instruments, or "found" instruments