

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

3rd Grade Music



...singing, performing, improvising, composing, reading, listening, evaluating, understanding music (National Standards)

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	<ul style="list-style-type: none"> • Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes. 	<ul style="list-style-type: none"> • Chant, move to, create, improvise, and play a variety of rhythms in duple and triple meters. • Read standard symbols representing rhythmic notation. • Use appropriate terminology when explaining music notation.
Melody	<ul style="list-style-type: none"> • Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols. 	<ul style="list-style-type: none"> • Listen, analyze, and describe characteristics of a melody. • Sing and play a melody independently and with others. • Read and perform simple pitch notation. • Improvise and create melodies within the context of a tonality, such as major/minor. • Create and arrange short songs and instrumental pieces. • Use appropriate terminology in explaining music notation.
Harmony	<ul style="list-style-type: none"> • Harmony is the simultaneous performance of two or more parts that are different yet musically compatible. 	<ul style="list-style-type: none"> • Perform independent instrumental parts while others sing. • Perform simple ostinato accompaniments. • Sing simple harmonies, such as rounds, partner songs, and easy chordal progressions.
Form	<ul style="list-style-type: none"> • Form is the organization of musical ideas. 	<ul style="list-style-type: none"> • Sing, perform, and/or create songs and instrumental pieces using authentic musical forms including introduction, interlude, bridge, and coda. • Identify specific musical forms through analytical listening.

ELEMENT	KEY CONCEPTS	BENCHMARKS
Expression	<ul style="list-style-type: none"> Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood. 	<ul style="list-style-type: none"> Describe the effect that expression has on music. Sing expressively with appropriate dynamics, phrasing, and tempo. Begin to identify symbols and traditional terms referring to dynamics.
Timbre	<ul style="list-style-type: none"> Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic, and electronic music. 	<ul style="list-style-type: none"> Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music.
Style	<ul style="list-style-type: none"> Styles of music reflect historic/cultural traditions and genres. One piece of music may be performed in a variety of different styles. 	<ul style="list-style-type: none"> Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. Listen, move to, and describe a variety of styles, cultures, and historical periods.
Texture	<ul style="list-style-type: none"> Texture is the layering of sounds. 	<ul style="list-style-type: none"> Perform and identify layers in a piece of music. Create and/or arrange short songs and instrumental pieces that reflect an understanding of the use of layered sound in music.
Etiquette	<ul style="list-style-type: none"> At a performance, there are expectations for both performers and audience members. Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure. 	<ul style="list-style-type: none"> Demonstrate correct posture while performing. Respond appropriately to the musical cues of a director. Demonstrate active listening skills when listening to a performance. Demonstrate proper handling of classroom instruments.