

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** General Music – Grade 3

**Course Number:** 08383

**Course Prerequisites:** None

**Course Description:** Each year, students will build upon prior knowledge with emphasis placed on singing, playing, moving, listening, and creative activities that build musical excellence as well as confidence and pride in their musical abilities. Third grade students will

**Suggested Grade Level:** Grade 3

**Length of Course:** Two Semesters

**Units of Credit:** None

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 55 – Music Education

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

☐ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

**GPA Type:** ☒ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society  
☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

**State Course Code:** 05133

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**WARREN COUNTY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Quaver Music  
**Publisher:** QuaverEd Inc  
**ISBN #:** N/A  
**Copyright Date:** 2022  
**WCSD Board Approval Date:** N/A

**Supplemental Materials:** As needed

**Curriculum Document**

**WCSD Board Approval:** 6/27/2022  
**Date Finalized:** 5/25/2022  
**Date Approved:** 6/27/2022  
**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.A.6 – Principles – Music: composition – form – genre – harmony – rhythm - texture
- 9.1.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms.
- 9.3.A – Recognize critical processes used in the examination of works in the arts and humanities.

Skills:

- Review music classroom rules
- Review use and care of classroom instruments
- Define: ostinato, call and response, range, musical alphabet, interval
- Name the four voices – talk, whisper, shout, sing
- Sing a canon
- Name lines and spaces of the treble clef
- Describe Pentatonic scale and its use

Content:

- Meter
- Ostinato
- Call and Response
- Four Voices
- Range
- Musical Alphabet
- Canon
- Treble Clef – Lines and Spaces
- Steps
- Skips
- Repeated Notes
- Pentatonic Scale

## **Marking Period 2**

### Standards:

- 9.1.A.6 – Principles – Music: composition – form – genre – harmony – rhythm - texture
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms.
- 9.2.A – Explain the historical, cultural and social context of an individual work in the arts
- 9.2.B – Relate works in the arts chronologically to historical events
- 9.2.C – Relate works in the art to varying styles and genre and to the periods in which they were created.
- 9.2.E – Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.3.D – Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
- 9.4.A – Know how to respond to philosophical statement about works in the arts and humanities

### Skills:

- Recognize the characteristics of the Classical Period: order, balance, simplicity
- Recall that the pianoforte became popular in the Classical Period
- Explain the purpose of the pianoforte
- Identify the most notable Classical composers
- Recognize sixteenth notes beamed in groups of 4
- Identify and perform whole notes and rests
- Review and perform half, quarter and eighth notes and rests
- Write 2 measures of rhythms, consisting of whole, half, quarter notes and rests, paired eighth notes and beamed sixteenth notes
- Define: mezzo forte, mezzo piano, sforzando
- Describe: crescendo, decrescendo
- Identify dynamic changes

### Content:

- Classical Period in Music History
- Pianoforte
- String Quartet
- Classical Composers

- Sixteenth Notes Beamed in Groups of 4
- Whole Notes and Rests
- Composition
- Mezzo Forte
- Mezzo Piano
- Sforzando
- Crescendo
- Decrescendo
- Dynamic Changes

### **Marking Period 3**

#### Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.A.6 – Principles – Music: composition – form – genre – harmony – rhythm - texture
- 9.1.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.2.A – Explain the historical, cultural and social context of an individual work in the arts
- 9.3.D – Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.

#### Skills:

- Properly hold and make a sound on a recorder
- Name 3 instruments of the woodwind family
- Identify notes B and A on a treble clef
- Play a G on the recorder
- Define the Blues and recall two facts about it
- Demonstrate basic recorder techniques and fingerings for notes B, A, and G
- Play recorder notes B, A, and G within a song
- Define: molto, ritardando, accelerando
- Recall that a metronome keeps the steady beat

#### Content:

- Notes B, A, and G on Treble Clef and Recorder
- The Blues

- Molto
- Ritardando
- Accelerando

#### **Marking Period 4**

##### Standards:

- 9.1.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.A.6 – Principles – Music: composition – form – genre – harmony – rhythm - texture
- 9.1.B.2 – Music: sing – play an instrument – read and notate music – compose and arrange – improvise
- 9.1.C – Recognize and use fundamental vocabulary within each of the arts forms.

##### Skills:

- Define: harmony, chord
- Play C on recorder
- Play a song on recorder using notes: B, A, G, C
- Describe the purpose of an introduction in a song
- Explain what a refrain is
- Recall Rondo form
- Explain the form elements that can be combined in a song or piece of music
- Sing, move, and play instruments to selected favorite songs

##### Content:

- Harmony
- Chord
- Notes: B, A, G, C
- Introduction of a Song
- Refrain of a Song
- Rondo Form
- Form Elements

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Recall and describe the four voices: talk, whisper, shout, sing	9.1.A	MP 1
Describe range in singing	9.1.A	MP 1
Sing a song in a round/canon	9.1.A	MP 1
Recite the musical alphabet	9.1.A	MP 1
Name the lines and spaces of the treble clef	9.1.A	MP 1
Sing <i>high do</i>	9.1.A	MP 1
Identify sixteenth notes	9.1.A	MP 1
Signal to show aural identification of crescendo and decrescendo	9.1.A	MP 2
Signal to show aural identification of mezzo forte, mezzo piano, and sforzando	9.1.A	MP 2
Demonstrate how dynamics relate to the world around us	9.1.A	MP 2
Know and describe major and minor elements in a song	9.1.A	MP 2
Recall Rondo form	9.1.A	MP 4
Describe the purpose of an introduction in a song	9.1.A	MP 4
Compose an ostinato for a song in the meter of 4	9.1.A	MP 4
Sing a song in a canon/round		
Sing pitch <i>low sol</i>	9.1.B.2	MP 1
Sing a song containing steps, skips, and repeated notes	9.1.B.2	MP 1
Listen to and write 2 measures of rhythms consisting of whole, half, quarter notes and rests	9.1.B.2	MP 1
Properly hold and make sounds on a recorder	9.1.B.2	MP 1
Play a song on recorder to a steady beat	9.1.B.2	MP 2
Demonstrate understanding of steps, skips, and repeated notes while reading and performing melodies	9.1.B.2	MP 2
Describe how tempo effects the feel of the music	9.1.B.2	MP 2
Play C on recorder	9.1.B.2	MP 3
Play a song on recorder using notes B, A, G, C	9.1.B	MP 3
Recall definition of ostinato	9.1.B.2	MP 4
Describe the Pentatonic scale and its use	9.1.B.2	MP 4
Recall the blues and describe 2 facts		
Describe ritardando and accelerando in music	9.1.C	MP 1
Describe Harmony and how it is used in music	9.1.C	MP 1
Define Chord	9.1.C	MP 3
Recognize the characteristics of the Classical period in music history	9.1.C	MP 3
Name the most notable Classical period composers	9.1.C	MP 4
Recognize the pianoforte and its popularity during the Classical period	9.1.C	MP 4
Recognize emergence of the string quartet during the Classical period	9.2.C	MP 4
Play a Blues style song on the recorder using notes B, A, and G	9.2.C	MP 3
Name three instruments belonging to the woodwind family	9.2.C	MP 3

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

[illegible]



<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

[illegible]

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

[illegible]

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

[illegible]

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

[illegible]

<p style="text-align: center;"><b>WARREN COUNTY SCHOOL DISTRICT</b></p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:**

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:**