

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: General Music 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 understand and apply the music elements of duration through reading/performing beat groupings in compound meter, dotted half notes and sixteenth notes, and *pitch* through reading/performing/composing using low sol-la and counter melody. They will demonstrate understanding of the music principles of design through creation of basic compositions using known elements of rhythm, melody and form, and *tone color* through canon singing and expressive use of instruments. They will further explore the music principles of expressive qualities by discovering how music can both express and effect mood and feelings, and *cultural context* by explaining how music accompanies people as they travel the world.

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 chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Spotlight on Music Grade 3
Publisher: McGraw-Hill
ISBN #: 978-0-02-143801-3
Copyright Date: 2016
WCSD Board Approval Date: 07/31/2017

Supplemental Materials:

Curriculum Document

WCSD Board Approval:

Date Finalized: 7/1/2017
Date Approved: 7/31/2017
Date(s) Revised: 07/26/2021
Implementation Year: 2017-2018

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).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
9.1.A Know and use the elements and principles of each art form to create works in the arts and humanities.		
Demonstrate understanding of the difference between beat and rhythm of the words. <i>Elements of Music – Duration - Rhythm – Beat</i>	9.1.A.3	September
Signal to identify sounds lasting two beats. <i>Elements of Music – Duration – Rhythm</i>	9.1.A.3	October
Move to show equal and unequal division of the beat. (Intro to compound meter) <i>Elements of Music – Duration – Rhythm – Meter</i>	9.1.A.3	November December
Conduct 2/4 meter. <i>Elements of Music – Duration – Meter</i>	9.1.A.3	November December
Signal to show aural recognition of four sounds to a beat. (16 th notes) <i>Elements of Music – Duration – Rhythm</i>	9.1.A.39.1.A.3	January
Read high Do. <i>Elements of Music – Pitch</i>	9.1.A.3	January
Identify three sounds to one beat in a song. <i>Elements of Music – Duration – Rhythm</i>	9.1.A.3	April May
Signal to show aural identification of the beginning of a new section. <i>Principles of Music – Form</i>	9.1.A.3	October
Signal to show aural identification of crescendo and decrescendo. <i>Principles of Music – Intensity – Dynamics</i>	9.1.A.3	October
Describe musical elements that create mood. <i>Principles of Music – Intensity – Timbre – Texture – Form</i>	9.1.A.3	October
Move to show phrase length and AB form. <i>Principles of Music – Form</i>	9.1.A.3	November December
Sing a song in unison and in canon. <i>Principles of Music - Form</i>	9.1.A.3	November December
Signal to show identical and similar phrases in a melody. <i>Principles of Music – Form</i>	9.1.A.3	January

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Move to show recognition of staccato and legato articulations. <i>Principles of Music – Intensity – Articulation</i>	9.1.A.3	April May
Sing a song with a countermelody. <i>Principles of Music – Form</i>	9.1.A.3	April May
Identify simple rondo form in a listening selection. <i>Principles of Music – Form</i>	9.1.A.3	April May
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.		
Read and perform rhythm patterns consisting of quarter notes, eighth note pairs and quarter notes. <i>Read and Notate Music</i>	9.1.B.3	September
Read and perform a do, re, me melody using pitch syllables, hand signs, and accurate rhythms. <i>Read and Notate Music</i>	9.1.B.3	September
Demonstrate understanding of steps, skips, and repeated notes while reading and performing melodies. <i>Read and Notate Music</i>	9.1.B.3	September
Sing do, re, mi, so, la melodies using pitch syllables and hand signs. <i>Read and Notate Music – Sing</i>	9.1.B.3	October
Read and sing a melodic pattern that includes half notes. <i>Read and Notate Music – Sing</i>	9.1.B.3	October
Create and perform a piece showing selected form with two contrasting sections. <i>Read and Notate Music – Compose/Arrange Music</i>	9.1.B.3	October
Read half notes, quarter notes, quarter rests, and eighth note pairs. <i>Read and Notate Music</i>	9.1.B.3	October
Read and sing phrases including low so and low la using pitch syllables and hand signs. <i>Read and Notate Music – Sing</i>	9.1.B.3	November December
Read rhythms containing sixteenth notes. <i>Read and Notate Music</i>	9.1.B.3	January

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Create and perform answers to rhythmic questions. <i>Read and Notate Music – Compose/Arrange</i>	9.1.B.3	January
Show $\frac{3}{4}$ meter by creating and performing body percussion. <i>Read and Notate Music – Compose/Arrange</i>	9.1.B.3	February March
Read and perform dotted half note rhythms. <i>Read and Notate Music</i>	9.1.B.3	February March
Perform ostinato patterns to create an introduction and coda and accompaniment for a song. <i>Read and Notate Music – Compose/Arrange</i>	9.1.B.3	February March
Sing a melody from notation using known pitch names and/or syllables. <i>Read and Notate Music – Sing</i>	9.1.B.3	February March
Read eighth notes and eighth rests. <i>Read and Notate Music</i>	9.1.B.3	February March
Sing a song in canon form. <i>Read and Notate Music - Sing</i>	9.1.B.3	February March
Complete a melody by singing the tonal center. <i>Read and Notate Music – Compose/Arrange</i>	9.1.B.3	April May
Read patterns containing dotted quarter notes, dotted quarter rests and three beamed eighth notes. <i>Read and Notate Music</i>	9.1.B.3	April May
Create and perform rhythms in 6/8 meter using dotted quarter, eighth note and three beamed eighth note combinations. <i>Read and Notate Music</i>	9.1.B.3	April May
9.1.C Recognize and use fundamental vocabulary within each of the arts forms		
Describe how music can bot express and effect moods and feelings. <i>Use Fundamental Music Vocabulary to Describe Music</i>	9.1.C.3	April May

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9.2.G Relate works in the arts to geographic regions.		
Explain how people of the world share stories and songs to help form a larger community. <i>Relate Works in Music to Geographical Regions</i>	9.2.G.3	November December
Explain ways in which music can accompany people as they travel about the world. <i>Relate Music Works to Geographical Regions</i>	9.2.G.3	January
9.3.B Critical Response – know that works in the arts can be described by using the arts elements principles and concepts.		
Describe aural examples of tone color, evaluate performances, and explain personal preferences of musical works. <i>Critical Response – Describe Works in Music Using Elements and Principles of Music</i>	9.3.B.3	September May

ASSESSMENTS

PSSA 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: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning. Effective formative assessments for this course include: cooperative learning activities, games, online activities, oral responses, teacher observations, instruments, songs, and music.

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: 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: performance assessments, projects, tests, and quizzes.