

COMMUNITY UNIT SCHOOL DISTRICT 200
Fine Arts-Elementary Vocal Music

The arts are a major source of understanding and knowledge about ourselves as human beings and the world around us. Every child must be given an opportunity to develop his innate musical potential to the highest level possible, through singing, listening, playing instruments, moving to music, creating music, studying composers, and understanding traditional music of the United States and other cultures.

THIRD GRADE

1. Subject Expectation The students will know the language of the arts.
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Differentiate the elements, organizational principles and expressive qualities of music
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| Critical Content | 25.A.1c | <ul style="list-style-type: none"> a. select appropriate tempo to perform a song <i>such as</i> <ul style="list-style-type: none"> -slow/stroll - fast/ chase - gradually changing/train movement or merry-go-round |
| | 25.A.1c | <ul style="list-style-type: none"> b. determine how composers use dynamics as an expressive choice <i>such as</i> <ul style="list-style-type: none"> -loud/fireworks -soft/lullaby |
| | 25.A.1c | <ul style="list-style-type: none"> c. play long and short sounds and silences in music and recognize repeated rhythmic pattern |
| | 25.A.1c | <ul style="list-style-type: none"> d. respond to strong and weak beats in songs with a meter of four |
| | 25.A.2c | <ul style="list-style-type: none"> e. recognize melodic themes and notated ostinato patterns |
| | 25.A.2c | <ul style="list-style-type: none"> f. identify aspects of musical form including phrase, D.C. al fine, rondo |
| | 25.A.2c | <ul style="list-style-type: none"> g. perform and label harmony using ostinatos, rounds, partner songs, and chords |

Essential Learning 2 (Learning Standard B)	Survey the similarities, distinctions and connections in and among the arts
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| Critical Content | 25.B.2 | <ul style="list-style-type: none"> a. identify the musical technique used to convey the mood, plot, sequence or pattern in a story <i>such as</i> the ballet <i>Firebird</i> |
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**3. Subject expectation
(State Goal 27)**

The students will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Experience how the arts function in history, society and everyday life
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| Critical Content | 27.A.1a | a. identify the role of the composer, the performer and the accompanist
<i>-such as Bach or Beethoven</i> |
| | 27.A.1a | b. practice concert manners during a performance including
<i>- being polite</i>
<i>- listening</i>
<i>- showing appreciation by clapping</i> |
| | 27.A.1b | c. identify how the arts contribute to communication, celebrations, occupations, and recreations such as
<i>-holiday songs</i>
<i>-I'se the B'y (a sea shanty used by sailors)</i>
<i>-Chanukah Games</i> |

Essential Learning 2 (Learning Standard B)	Discover how the arts shape and reflect history, society and everyday life
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| Critical Content | 27.B.2 | a. know how images, sounds and movement convey stories about people, places and times such as
<i>- American Know-How (about Thomas Edison)</i>
<i>-Whaka Poi (a rowing song from New Zealand)</i>
<i>-Shuckin' of the Corn (harvesting)</i>
<i>-The Fifty Nifty (United States)</i>
<i>-Maps and Globes</i>
<i>-It's a Beautiful Land We Share</i> |
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