

COMMUNITY UNIT SCHOOL DISTRICT 200

Vocal Music Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation, and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture, and the world.

Grade 3

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

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.2c a. identify elements and expressive qualities *such as* tone color, harmony, melody, form (rondo, theme and variation), rhythm/ meter and dynamics in a variety of musical styles
- Sensory Elements**
- distinguish high-low sounds
 - distinguish move and echo a steady beat
 - describe the tempo(s) and dynamic level(s) in a simple musical example
 - identify timbre of the instrument families and explore the tone colors of specific instruments and voices
 - explore major-minor tonality
 - identify the tone color(s){timbre(s)}of the instruments and/or voices in an aural musical example
 - identify melodic movement *such as* upward, going downward, and staying the same in a written musical example
 - define melody and harmony
- Organizational Principles**
- indicate the phrases or sections in simple AB and ABA songs
 - explore simple musical forms and patterns *such as* rondo and ostinato
- Expressive Qualities**
- identify different sensory elements that create a mood, emotion, or idea in a simple musical selection

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NOTE: *such as* = an example used for clarification, but not a mandatory concept
including = a mandatory concept

- = exceeds state standards

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**Essential Learning 2
(Learning Standard B)**

**Understand the similarities, distinctions and connections in
and among the arts**

- Critical Content 25.B.1 a. identify similarities in and among the arts *such as* pattern, sequence and mood
- examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same art form
 - identify sensory elements, organizational principles, and expressive qualities used in more than one art form

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**2. Subject expectation
(State Goal 26)**

The student will understand how works of art are produced through creating and performing.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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- Critical Content 26.A.2c a. classify musical sound sources into groups *such as* instrumental families, vocal ranges, and solo/ensembles
- 26.A.2d b. read and interpret the traditional music notation of note values and letter names

Tools

- distinguish between the sounds of two different voices *such as* adult and child
- distinguish between the sounds of two different environmental sounds *such as* pencil sharpener and chalkboard
- distinguish between the sounds of two different classroom instruments *such as* tambourine and drum
- identify orchestral/band instruments visually
- identify orchestral/band instruments from aural examples
- describe how selected instruments produce their sound

Processes

- use appropriate vocal timbre and dynamics when singing classroom songs
- use correct technique *such as* holding mallets and striking drums when playing classroom instruments
- echo, read, and/or write accurately rhythm patterns with whole, half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- sing or play with accuracy simple rhythmic and melodic patterns from a written score

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge necessary to create and perform in one or more of the arts
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- Critical Content 26.B.2c a. sing or play classroom instruments demonstrating technical skill
- Skills**
- sing on pitch or play on classroom instruments, songs of various cultures with appropriate timbre while maintaining a steady tempo

Creating

- improvise rhythmic and melodic accompaniments for songs of various cultures
- create short songs or instrumental pieces within specified guidelines

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4. Subject expectation * The student will evaluate music and music performance.

Essential Learning 1	*	Develop and apply criteria for music performance
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- Critical Content
- * a. come to a performance at designated time in proper attire
 - * b. listen to and follow directions
 - * c. follow the conductor during the performance
 - * d. begin and end at the same time
 - * e. sing with melodic and rhythmic accuracy

Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
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- Critical Content
- * a. use precise language versus broad statements such as, "It was good," to constructively critique an individual or group performance

Essential Learning 3	*	Apply constructive suggestions for improvement
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- Critical Content
- * a. reflect upon what worked or needed improvement after an individual or group performance
 - * b. affirm positive feedback
 - * c. adjust behavior in future individual or group performances

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