

## Third Grade Music Curriculum

Here is an overview of the key musical concepts we will focus on this year. This is not an exhaustive list, but rather an synopsis of the important skills students will be developing during their years at Milenio.

After each concept is a letter in parentheses: (I) indicates that this concept is being introduced for the first time this year; (X) indicates that a concept, which has been introduced previously, is being further explored this year; (M) indicates that this concept will be mastered this year. After a concept is mastered, it will be reviewed and used to introduce other, more challenging concepts.

BEAT: Students will demonstrate

- a steady beat at changing tempos (I)
- play a steady beat while singing a song or speaking a rhyme. (M)

RHYTHM: Students will

- play, read and compose rhythmic patterns using whole, half, quarter, eighths, and rests (I)

METER: Students will

- demonstrate an understanding of phrase length. (M)
- sing, move, and play pitched and non-pitched percussion instruments in 2/4, 4/4, 6/8 and 3/4 time. (I)

FORM: Students will

- sing and play two-part canons, and five and seven part rondos. (I)
- create "introduction" and "coda" sections to forms using A and B sections. (I)
- sing and play two-part canons, and five and seven part rondos. (I)

MELODY: Students will

- be introduced to reading notes on the treble clef staff. (I)
- sight-sing simple melodies using the solfege syllables "low so", "low la", "do", "re", "mi", "so", "la" and "high do". (I)
- begin to use Curwen-Glover hand signs for "do", "re", "mi", "so" and "la". (I)
- improvise and compose melodies on pitched percussion instruments. (X)

HARMONY: Students will

- experience singing two-part harmony (melody+ostinato). (M)
- experience singing one melodic line while playing a crossover bordun on pitched percussion instruments. (I)
- perform group melodic improvisations on pitched percussion instruments. (M)

EXPRESSION: Students will

- describe and perform "accent", "crescendo", "diminuendo" and "fermata". (I)

TIMBRE: Students will

- identify pitched percussion instruments by their register and tone quality. (M)
- identify non-pitched percussion instruments by their tone quality alone. (M)

STYLE: Students will

- perform and move to cultivated and vernacular music from various historic periods and world cultures. (X)