

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

3rd Grade Music



...singing, performing, improvising, composing, reading, listening, evaluating, understanding music (National Standards)

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	<ul style="list-style-type: none"> <li>• Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat.</li> <li>• Rhythmic durations can be notated with icons or specific music symbols.</li> <li>• Meter is the organization of the underlying pulse into groups of twos or threes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chant, move to, create, improvise, and play a variety of rhythms in duple and triple meters.</b></li> <li>• <b>Read standard symbols representing rhythmic notation.</b></li> <li>• <b>Use appropriate terminology when explaining music notation.</b></li> </ul>
Melody	<ul style="list-style-type: none"> <li>• Melody is the organization of pitch and duration and may have a tonal center.</li> <li>• Melodies can be notated with icons or specific musical symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, analyze, and describe characteristics of a melody.</li> <li>• Sing and play a melody independently and with others.</li> <li>• <b>Read and perform simple pitch notation.</b></li> <li>• <b>Improvise and create melodies within the context of a tonality, such as major/minor.</b></li> <li>• <b>Create and arrange short songs and instrumental pieces.</b></li> <li>• <b>Use appropriate terminology in explaining music notation.</b></li> </ul>
Harmony	<ul style="list-style-type: none"> <li>• Harmony is the simultaneous performance of two or more parts that are different yet musically compatible.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform independent instrumental parts while others sing.</li> <li>• Perform simple ostinato accompaniments.</li> <li>• <b>Sing simple harmonies, such as rounds, partner songs, and easy chordal progressions.</b></li> </ul>
Form	<ul style="list-style-type: none"> <li>• Form is the organization of musical ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing, perform, and/or create songs and instrumental pieces using authentic musical forms including introduction, interlude, bridge, and coda.</b></li> <li>• <b>Identify specific musical forms through analytical listening.</b></li> </ul>

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Expression	<ul style="list-style-type: none"> <li>Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the effect that expression has on music.</li> <li><b>Sing expressively with appropriate dynamics, phrasing, and tempo.</b></li> <li><b>Begin to identify symbols and traditional terms referring to dynamics.</b></li> </ul>
Timbre	<ul style="list-style-type: none"> <li>Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic, and electronic music.</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music.</li> </ul>
Style	<ul style="list-style-type: none"> <li>Styles of music reflect historic/cultural traditions and genres.</li> <li>One piece of music may be performed in a variety of different styles.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and perform a varied repertoire of music representing genres and styles from diverse cultures.</li> <li>Listen, move to, and describe a variety of styles, cultures, and historical periods.</li> </ul>
Texture	<ul style="list-style-type: none"> <li>Texture is the layering of sounds.</li> </ul>	<ul style="list-style-type: none"> <li><b>Perform and identify layers in a piece of music.</b></li> <li><b>Create and/or arrange short songs and instrumental pieces that reflect an understanding of the use of layered sound in music.</b></li> </ul>
Etiquette	<ul style="list-style-type: none"> <li>At a performance, there are expectations for both performers and audience members.</li> <li>Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate correct posture while performing.</li> <li>Respond appropriately to the musical cues of a director.</li> <li>Demonstrate active listening skills when listening to a performance.</li> <li>Demonstrate proper handling of classroom instruments.</li> </ul>