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| Unit/Topic Title: **Theory of Music; Standard 3** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** | |

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| **Standard(s)**  3. Theory of Music | |
| **Prepared Graduates:**   * Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form | |
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| **Grade Level Expectation: 3rd Grade** | |
| **Concepts and skills students master:** | |
| 1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Analyze simple notational elements and form in music 3. Identify vocal and instrumental tone colors 4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**  2.a. Visually identify line and space notes and notate pitches on the treble clef staff.  2.c. Aurally identify rondo form  3.a, Identify families of instruments visually and aurally.  3.b. Differentiate male and female voices in choral settings  4.b. Identify and notate 16th notes and dotted half notes | **Inquiry Questions:**   1. What makes a composition interesting? 2. How will being able to identify notational elements help in music-making? 3. Howdoesidentifyingmelodicandrhythmicpatternsimproveperformanceskills? 4. What does harmony add to music? 5. Why does each voice and instrument sound different? 6. Whydoothershavedifferentmusicpreferences? 7. Howismusicusedincommunityeventsandcelebrations? 8. How do different styles of music affect audience response? 9. Howdoesidentifyingmelodicandrhythmicpatternsimproveperformanceskills? 10. Whatdoesharmonyaddtomusic? |
| **Relevance and Application:**   1. Mass media employs varying uses of dynamics, tempo, meter, and articulation when the goal is to draw attention to something. 2. Electronic keyboards are tools to demonstrate dynamics and articulation and provide rhythm styles that are in duple or triple meter. 3. Articulation in music mirrors the skill for articulation in speech and theatre productions and requires precise diction and clarity. 4. Various musical styles easily recognizable in society (such as marches, lullabies, holiday music) use simple notational elements and form. 5. American folk music and music of other cultures employ simple notational elements and form because they were shared in the aural tradition and needed to be easily remembered. 6. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors. 7. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener. 8. Similarities and differences can be identified between the use of color in visual arts and music. 9. The ability to recognize the patterns that occur in music relates to the patterns that can be found in many disciplines and vocations (such as mathematics, history, visual art and design, architecture, science). 10. Music from various cultures is identified through its unique and specific melodic, rhythmic, and harmonic patterns 11. Mass media chooses examples of music from various genres and styles to achieve desired melodic, rhythmic, and harmonic patterns. 12. There are definite mathematical components of 16th notes and dotted half notes that represent a fundamental understanding of fractions. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Expressive elements enhance musical performance. 2. Musical compositions have a specific structure that is defined by the use of elements. 3. Unique tone qualities are found in varying styles and genres of music 4. Music notation is a visual representation of organized sound and silence. 5. Patterns occur in music and in the world. |
| |  | | --- | | **Essential Vocabulary** | | * Dotted half note, form, half note, interlude, repetition, rondo, sixteenth note, staff, tie, tone color | | |  | | --- | | **Assessments** | | * TBD | | **Instructional Resources** | | * Spotlight on Music, Grade 3, teacher’s book; CD | | | |