

**Grace Christian Academy
Course Description**

Course Title: 3rd Grade General Music
Course Length: Full Year

Class Meetings (Per Week): 2/40 min. each
Curriculum: Music and You
McMillan/McGraw-Hill
God Made Music
Praise Hymn, 1985

General Course Description: Third grade music helps the student build upon the skills they have previously acquired. However, it is still very important that the material be presented in an atmosphere of joyful learning and appreciation.

Biblical Principles: “Sing and make music to the Lord.” Psalms 27:6, 57:7-8, 87:7, 144:9, 147:7

General Course Content:

1st Quarter:

Strong and steady beat while singing
American Folk music
Notation: time signature, bar & double bar lines, staff, measure, treble and bass clef, sharp, flat, fermata, quarter and half notes, quarter and half rests
Rhythm patterns in a song
High and low sounds
Musical phrasing
Similarities and differences in phrasing
Changes in tempo
Different sections in songs
Succoth program music
Vocal and performance technique.

2nd Quarter:

Notation: notes on treble and bass clef staves
Rhythm patterns using games, percussive instruments and body percussion
Christmas program music
Vocal and performance technique.

3rd Quarter:

Accented beat on classroom instruments while singing
Hand and body movements to illustrate a song
Rhythm visualization
Teamwork
Notation: note names
Reading notation in music: D.S. al capo, repeat signs, signs, and codas, first & second endings.
Notes and rests of different length
Pitch adjustment in singing
Crescendo and decrescendo
Tempo changes

- Spring program music
- Vocal and performance technique
- 4th Quarter:**
 - Silence in music
 - Same and different phrases
 - Instruments of various tone colors
 - Proper vocal technique and pronunciation while singing
 - Classical music and composers
 - Orchestra instruments
 - Keyboard arrangement
 - Notation: eight notes and rests, whole notes and rests
 - Whole and half steps
 - Rounds and canons

Related Student Objectives/Learner Objectives:

Then student will be able:

1. To identify and create both high and low, both aurally and spatially.
2. To sing and play rhythm instruments and body percussion loud and soft in imitation of the teacher.
3. To keep a steady beat by clapping or playing rhythm instruments while singing.
4. To echo a response to a teacher model both by singing and chanting.
5. To continue a steady beat when model is removed.
6. To sing a song and use movement to express words in a song.
7. To sing from memory.
8. To play rhythm instruments in patterns matching a simple chant in opposition to other patterns they are hearing.
9. To sing loud and soft to appropriately illustrate the meaning of the words.
10. To identify by sounds and sight various classroom, stringed and wind instruments.
11. To identify the accent in a 2, 3 or 4 beat rhythm.
12. To create an accented beat in song and motion.
13. To hear and identify sounds of the violin, cello, guitar and harp.
14. To identify and use various musical notations including staff, grand staff, brace, treble and bass clefs, eighth, quarter, half and whole notes, eighth, quarter, half and whole rests, fermata, accent, repeat sign, bar and double bar lines, measure, 1st ending, D.S. al capo, fine and coda, piano, forte, mezzo piano, mezzo forte, pianissimo, and fortissimo, crescendo and decrescendo and the time signatures 2/4, 4/4 and 3/4 and 6/8.
15. To understand and demonstrate that clef signs identify note names and that note placement on the staff determines the pitch of the note.
16. To identify the note names on, above and below the staff for both treble and bass clefs.
17. To recognize refrain and verse as two different sections of a song.
18. To identify ABA and ABBA form.
19. To identify and use fast, slow and medium tempos.
20. To identify and use crescendo and decrescendo and ritardando.
21. To use proper posture when singing and warm up his/her voice before singing.
22. To identify a song by its melodic rhythm.

23. To read rhythm patterns which include eighth notes and play classroom instruments on the assigned patterns.
24. To identify whole and half steps on a keyboard.
25. Memorize and sing the words of a Christian song with hand motions; participate in Succoth.
26. Memorize and sing the words of several Christmas songs and carols and participate in a Christmas program.
27. Memorize and sing the words of several songs and participate in a spring program.
28. Identify steady beat, strong beat (metric accent) and melodic rhythm on classroom percussion instruments.
29. Sing descants, rounds, and canons.
30. Play rhythm instruments and body percussion loud and soft in imitation of the teacher.
31. Play rhythm instruments in patterns matching a simple chant in opposition to other patterns they are hearing.
32. Create accented beat in song and motion.
33. Identify and use syncopated pattern.

Presentation Method:

Games
Worksheets
Songs
Listening selections
Modeling of instruments

Evaluation and Grading Methods:

Grades are given on a quarterly basis:

E = Exceeds Expectations

M = Meets Expectations

N = Needs Further Development

+ = Commendable

√ = Acceptable

— = Area of Concern

Enrichment and/or Supplemental Activities:

Succoth program in October

Christmas program in December

Spring program in March or April.