

# Third Grade

## Unit One

### Welcome Song

LSA		Rhythm Patterns	5A2
Perform	ART.M.I.3.1	Sing melodies accurately with age-appropriate tone quality	<i>I Like Candy</i> {diction}
	ART.M.I.3.6	Play rhythmic and chordal ostinati and melodies on classroom instruments	<i>Built My Lady</i> {Orff MMC 5} <i>Obwisana</i> {Schultz Multicultural Passing Games, 2 JRI 144}
Create	ART.M.II.3.1	Create rhythmic and melodic ostinati accompaniments	<i>Creating Rhythmic Phrase</i> {Orff MMC 3} <i>Donkey Riding</i> {Orff MMC 12} <i>Drum It Out</i> {Pop Music MMC} Krohn MMC 4 <i>One Big Beautiful Earth</i> {Sams} <i>Pete the Cat</i> {Bridge MMEA}
Assess	MAEIA M.207 <sup>1</sup>	PRE-TEST: read rhythms	Use official assessment materials Use second page of fourth grade test for triple meter {page 12}

<sup>1</sup>See assessment materials downloaded from <https://maeia.artsednetwork.org/>

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## Unit One

Rocky Mountain		Singing Technique
3: 36 Finale	ART.M.I.3.I ART.M.I.3.6 ART.M.II.3.I	
<ul style="list-style-type: none"> <li>Listen to 3 CD I #14 → look at map &amp; images → discuss text</li> <li>Add macro/micro movement</li> <li>Learn melodic ostinato</li> </ul>		Posture
<ul style="list-style-type: none"> <li>Review melodic ostinato</li> <li>C = melodic ostinato &amp; I = verse 1</li> <li>Learn verse 1</li> </ul>		Breathing
<ul style="list-style-type: none"> <li>Review verse 1</li> <li>C = verse 1 &amp; I = melodic ostinato</li> <li>Learn verse 2</li> <li>Compose melodic ostinato<sup>1</sup></li> <li>Learn 1<sup>st</sup> ½ dance</li> </ul>		Diction
<ul style="list-style-type: none"> <li>Review verse 2 &amp; composed ostinato</li> <li>C = verse 2 &amp; I = composed ostinato → switch</li> <li>Learn verse 3</li> <li>Learn 2<sup>nd</sup> ½ dance</li> </ul>		Open Mouth
<ul style="list-style-type: none"> <li>Review verse 3</li> <li>C = verse 3 &amp; I = composed ostinato</li> <li>Learn ½ melody and ½ composed ostinato</li> <li>Assemble dance</li> <li>Introduce and practice ASK ME card &amp; distribute printed notation</li> </ul>		Review All

<sup>1</sup>Each class composes an ostinato for the melody. Notate in Finale file.

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## Unit Two

*Hey! Welcome to the Music Room*

LSA		Tonal Patterns	5B2
Perform	ART.M.I.3.4	Collectively sing multi-part songs that include melodies, basslines, and/or ostinati	<i>Body Electric 2.0</i> {33} Continue singing rounds throughout year Improvise rhythms on BL & C hums melody
Listen	ART.M.III.3.5	Visually and aurally identify the string family	3 JRI: 261 PowerPoint
	ART.M.III.3.I	Recognize musical forms including round and canon	Movement ideas {Classic Tunes 236} <i>Picture This</i> {Hiller MMC #1 p. 1}-movement <i>Frere Jacques Dance</i> {Gagne Singing Games}
	ART.M.III.3.I	Identify chord changes presented aurally: I and V	Beattle's <i>Paperback Writer</i> Concept Lesson Krohn <i>Harmonizing MMC</i> Lego activity {Index Card} <i>Pete the Cat</i> {Bridges MMEA}
Assess	ART.M.I.3.6	Play rhythmic and chordal ostinati and melodies on classroom instruments	

<sup>1</sup>Sing chord tone accompaniment rather than simply chord roots

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## Unit Two

Canoe Song		Jubilee Rag
Finale & JRI 4: 260	ART.MI.3.4, ART.M.III.3.I, and ART.M.III.3.I	Listen to the Mockingbird: 5 Any jig or reel
<ul style="list-style-type: none"> <li>• Listen to 4 CD I #60 → tonal solfege → ID minor</li> <li>• Cue RT with ball</li> <li>• Learn ostinato while I play xylophone → add xylophones</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss etiquette and protocols</li> <li>• Choose partners</li> <li>• Form 2 longways sets with 6-8 pairs</li> <li>• Learn A1</li> </ul>	
<ul style="list-style-type: none"> <li>• Review ostinato with xylophones</li> <li>• C = ostinato and I = verse 1</li> <li>• Learn verse 1</li> <li>• I demonstrate verse 1 in a round</li> </ul>	<ul style="list-style-type: none"> <li>• Review A1</li> <li>• Learn A2</li> <li>• Add recording</li> </ul>	
<ul style="list-style-type: none"> <li>• Review verse 1</li> <li>• Learn verse 2</li> <li>• C = verse 2 and I = ostinato/xylophone</li> <li>• Learn <math>\frac{1}{2}</math> melody and <math>\frac{1}{2}</math> ostinato</li> <li>• C = melody &amp; I = round → introduce round</li> </ul>	<ul style="list-style-type: none"> <li>• Review A1 &amp; A2</li> <li>• Learn B1 &amp; B2</li> <li>• Add recording</li> </ul>	
<ul style="list-style-type: none"> <li>• Review <math>\frac{1}{2}</math> melody and <math>\frac{1}{2}</math> ostinato</li> <li>• Learn melody in a round</li> <li>• Introduce and practice ASK ME card &amp; distribute printed notation</li> </ul>	<ul style="list-style-type: none"> <li>• Review B1 &amp; B2</li> <li>• Assemble entire dance with recording</li> <li>• Record video for teacher/families</li> </ul>	

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## Unit Three

*Sing Together* {Book of Canons #55}

LSA		Rhythm Patterns	5BI
Perform	ART.MI.3.4	Collectively sing multi-part songs that include melodies, basslines, and/or ostinati	
	ART.MI.3.1	Move to the macro and micro beats	<i>I Like To Move IH</i> {MMC} Macro/Micro Movement Activity Series {2016-17} <i>Song of the Sticks</i> JRI 3: 64
	ART.MI.3.8	Independently play instrumental parts while other students sing	<i>Donkey Riding</i> {Orff MMC 12}
	ART.MI.3.9	Utilize a syllable system for chanting rhythms in duple meter: eighth, quarter, <i>dotted quarter</i> , half, dotted half, and whole notes	Review duple meter Basketball OT = dotted notes <i>Emperor's String Quartet</i> {Classic Tunes 176} Duple meter reading games <sup>1</sup>
Create	ART.M.II.3.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic antecedent phrases	Article {Lesson B} <i>Down in the Jungle</i> {DeBoer Programs} <i>Rig a Jig Jig</i> {Valerio Engagement/Fluency}
Listen	ART.M.III.3.5	Visually and aurally identify the violin	

### <sup>1</sup>Duple Meter Reading Games

1. Four Corners Game {Olszewski Assessment MMC}
2. Notation Game {Orff MMC 5}
3. Rhythm Dice Game {Navin Assessment}
4. *Our Old Sow* {Gagne Singing Games}—simple song and fun chasing game—USE
5. Add recording while chanting rhythm. Use STOP/GO sign and Conversational Solfege flashcards/recordings.

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## Unit Three

Alouette	
Finale, JRI 4: 112 {G+}, 4: 371 {F+}	ART.MI.3.4, ART.MI.3.8, ART.MI.3.9, ART.M.II.3.2
<ul style="list-style-type: none"> <li>• Listen to JRI 4 CD 2 #13 or <u>4 CD 9 #8</u> {Share the Music}</li> <li>• Look at map → discuss text</li> <li>• Add macro/micro movement with solfege/signs → rhythm solfege → ID duple</li> <li>• Learn bassline with hands/solfege and leveled movement → I add xylophone</li> </ul>	
<ul style="list-style-type: none"> <li>• Review bassline → add xylophones/Suzuki Music Pads</li> <li>• C = bassline &amp; I = melody</li> <li>• Learn melody part A</li> <li>• Listen as I improvise rhythmic phrases with solfege and inflection at repeats</li> </ul>	
<ul style="list-style-type: none"> <li>• Review melody part A</li> <li>• C = melody part A &amp; I = bassline</li> <li>• Learn melody part B</li> <li>• Experiment with improvisations</li> </ul>	
<ul style="list-style-type: none"> <li>• Review melody part B</li> <li>• C = melody &amp; I = bassline</li> <li>• Learn <math>\frac{1}{2}</math> melody and <math>\frac{1}{2}</math> bassline</li> <li>• Add xylophones and improvisation<sup>1</sup></li> <li>• Introduce and practice ASK ME card &amp; distribute printed notation</li> </ul>	

<sup>1</sup>Use spot dots to space instruments and improvisation microphones around circle {xylophone bassline/rhythmic improvisation/vocal leader} → C rotates one space on each repeat

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## Unit Four

*Come Along and Sing With Me*

LSA		Tonal Patterns	5C2
Perform	ART.M.I.3.3	Sing expressively using dynamics: <i>pianissimo</i> , piano, <i>mezzo piano</i> , mezzo forte, forte, <i>fortissimo</i> , crescendo, and decrescendo	Concept Lesson <sup>1</sup> 4: 136 {Listening: <i>Over the Hills</i> } 4: 227 {Listening: <i>Slavonic Dance</i> }
	ART.M.I.3.9	Utilize a syllable system for chanting rhythms in triple meter: eighth, dotted quarter, dotted half, quarter-eighth figures, and <i>division and elongation patterns</i>	Triple meter reading games <sup>2</sup>
Listen	ART.M.III.3.3	Use movement, drawing, and other means to respond to given criteria in aural examples	<i>Violin Concerto</i> {Orff MMC 15}
	ART.M.III.3.5	Visually and aurally identify the viola	
Assess	ART.M.II.3.2	Improvise stylistically-appropriate consequence phrases in response to rhythmic antecedent phrases	

<sup>1</sup>Lesson One = Day One

Lesson Two = review and experiment using repertoire

Lesson Three = Day Two

<sup>2</sup>Triple Meter Reading Games

1. Notation Game {Orff MMC 5}
2. Rhythm Dice Game {Navin Assessment}
3. Add recording while chanting rhythm. Use STOP/GO sign and Conversational Solfege flashcards/recordings.

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## Unit Four

Let There Be Peace on Earth		Kokoleoko	
Multiple Sources <sup>1</sup> Finale	ART.M.I.3.3 ART.M.I.3.9	Sheet Music	Concert Activity
<ul style="list-style-type: none"> <li>Listen to dramatic singing and look at illustrations</li> <li>Discuss text, message, and implications</li> <li>Echo rhythm solfege → ID triple</li> <li>Echo rhythm solfege using flashcards at :lls</li> </ul>		<ul style="list-style-type: none"> <li>Listen → look at map → discuss</li> <li>Watch Keicher video of body percussion</li> <li>Form concentric circles</li> <li>Learn transitional claps/rotation in measures 6 &amp; 8 while I sing</li> </ul>	
<ul style="list-style-type: none"> <li>Learn verse one</li> <li>Decode rhythm flashcards #1-6</li> </ul>		<ul style="list-style-type: none"> <li>Learn 1<sup>st</sup> ½ melody</li> <li>Learn 1<sup>st</sup> ½ hand jive without partner → add partner</li> <li>Practice hand jive in formation</li> </ul>	
<ul style="list-style-type: none"> <li>Review verse one</li> <li>Learn verse two</li> <li>Decode rhythm flashcards #7-10</li> </ul>		<ul style="list-style-type: none"> <li>Review 1<sup>st</sup> ½ melody → learn 2<sup>nd</sup> ½ melody</li> <li>Review 1<sup>st</sup> ½ hand jive with partner in formation</li> <li>Add transitional claps/rotation in measures 6 &amp; 8</li> <li>Skip learning 2<sup>nd</sup> ½ hand jive because too difficult</li> <li>Assemble entire hand jive in formation</li> </ul>	
<ul style="list-style-type: none"> <li>Review verse two</li> <li>Add expression to melody using dynamics</li> <li>Decode rhythm flashcards #11-13</li> <li>Introduce and practice ASK ME card &amp; distribute printed notation</li> </ul>		<ul style="list-style-type: none"> <li>Assemble entire dance</li> <li>Record video for teacher/families</li> </ul>	

<sup>1</sup>Let's Get America Singing Again! by NAFME {music} and Let There Be Peace on Earth by Jill Jackson & Sy Miller at JDL {text and revised lyrics}



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## Unit Five

*Hello, Good Day and A Rhyme in Time*

LSA		Rhythm Patterns	7BI
Create	ART.M.II.3.2	Improvise stylistically appropriate consequence phrases in response to melodic antecedent phrases	<i>Arioso</i> {Feierabend MMC} <i>Category Game</i> {Orff MMC 3} <i>Forest &amp; Trees</i> {Taggart MMC-MUSIC} <i>Rocket Cruiser</i> {Finale}
Listen	ART.M.III.3.5	Visually and aurally identify the cello	
Assess	ART.M.I.3.9	Utilize a syllable system for chanting rhythms in triple meter: eighth, dotted quarter, dotted half, quarter-eighth figures, and <i>division and elongation patterns</i>	

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## Unit Five

Rocket Cruiser	
Finale	ART.M.II.3.2
<ul style="list-style-type: none"><li>• Listen</li><li>• Macro and micro signs Hoberman's sphere</li></ul>	
<ul style="list-style-type: none"><li>• Learn melody</li><li>• Learn hand jive I improvise at each :  </li></ul>	
<ul style="list-style-type: none"><li>• Learn bassline</li><li>• C → S improvises consequent phrase at each :   using <i>Rocket Cruiser</i> chant or <i>Out in Space</i> {Word}</li><li>• Learn to switch with partner and jump in self-space</li></ul>	
<ul style="list-style-type: none"><li>• <math>\frac{1}{2}</math> = melody and <math>\frac{1}{2}</math> = bassline</li><li>• Add dance to hand jive and improvisation</li><li>• Introduce and practice ASK ME card &amp; distribute printed notation</li><li>• Record video for teacher/families</li></ul>	

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## Unit Six

*Hello Somebody*

LSA		Tonal Patterns	7AI
Perform	ART.M.III.3.2	Utilize standard notation to notate simple rhythmic patterns in duple and triple meters	Rhythm Bingo game Rhythm packets from Arnold White board dictation
Listen	ART.M.III.3.5	Visually and aurally identify the string bass	
Analyze	ART.M.V.3.1	Recognize and identify similarities and differences in vocabulary used in all arts	
	ART.M.V.3.2	Connect musical concepts to grade-level concepts	
	ART.M.V.3.3	Discuss rationale for using music in daily experiences	
Assess	ART.M.I.3.9	Utilize a syllable system for chanting rhythms in duple meter: eighth, quarter, <i>dotted quarter</i> , half, dotted half, and whole notes	
	MAEIA M.207 <sup>1</sup>	PRE-TEST: read rhythms	Use official assessment materials Use second page of fourth grade test for triple meter {page 12}

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## Unit Six

Career Project		Chimes of Dunkirk
Michigan Career Development Model	ART.M.V.3.1, ART.M.V.3.2 ART.M.V.3.3	Chimes of Dunkirk 9 Chimes of Dunkirk #1
Introductory Lesson		<ul style="list-style-type: none"> <li>• Discuss etiquette and protocols</li> <li>• Choose partners → form groups {longways sets with 6 pairs}</li> <li>• Learn A</li> </ul>
Guest Speaker		<ul style="list-style-type: none"> <li>• Review A</li> <li>• Learn B1</li> </ul>
Follow-Up Lesson		<ul style="list-style-type: none"> <li>• Review B1</li> <li>• Learn B2</li> </ul>
X		<ul style="list-style-type: none"> <li>• Review B2</li> <li>• Record video for teacher/families</li> </ul>

# Third Grade

## Unit Seven

*Hello To All My Friends!*

LSA		Rhythm Patterns	7B2
Perform	ART.MI.3.10	Use standard notation to read pitches in a major scale	Use various keys, whiteboards, magnadoodle, life-size staff, & BINGO DMS → RF → LT → review
Create	ART.M.II.3.3	Create melodic embellishments for a song or rhyme	
	ART.M.II.3.4	Compose a song for voice and pitched instruments <sup>2/3</sup>	<i>Arioso</i> {Feierabend MMC} <i>Arrange Frere Jacques</i> {Taggart Arranging MMC} Poems → songs
Assess	ART.M.III.2.2	Use graphic or standard notation to notate rhythmic patterns presented aurally	
Other			<i>Momma Don't Allow...</i> {Navin K-5 Dances}–Laban Mvmt Review

<sup>1</sup>Use long version in verse and refrain form

<sup>2</sup>Revise animal poem → song composition template to omit rhythm staff and use all F's on pitch staff. This will allow me to simply drag the pitches into place during class rather than inputting pitch notation later. Use a final draft from 2019 as a template due to desirable formatting.

<sup>3</sup>See Shouldice Research handout for details about how to modify existing song composition project. Specifically, teach class how to compose a melody for a poem in a brief example to demonstrate the process, then help students complete the project in small groups using the Q Chord to accompany the compositions. This modification should curb boredom and increase student engagement/investment. {Check 2019 lesson plans for possible completion before reading handout.}

# Third Grade

## Unit Seven

Michigan Center Fight Song	Composition Project <sup>1</sup>
Finale	Finale
<ul style="list-style-type: none"> <li>• Listen</li> <li>• Learn 1<sup>st</sup> <math>\frac{1}{4}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss project</li> <li>• Listen to poem → discuss</li> <li>• Learn to chant poem</li> <li>• Identify meter</li> </ul>
<ul style="list-style-type: none"> <li>• Review 1<sup>st</sup> <math>\frac{1}{4}</math></li> <li>• Learn 2<sup>nd</sup> <math>\frac{1}{4}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Chant poem using text</li> <li>• Choose tonality/resting tone</li> <li>• Compose first half of melody</li> </ul>
<ul style="list-style-type: none"> <li>• Review 1<sup>st</sup> <math>\frac{1}{2}</math></li> <li>• Learn 3<sup>rd</sup> <math>\frac{1}{4}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Learn to sing first half of melody</li> <li>• Compose second half of melody</li> </ul>
<ul style="list-style-type: none"> <li>• Learn 4<sup>th</sup> <math>\frac{1}{4}</math></li> <li>• Review all with clear diction</li> <li>• Reinforce starting pitch {C+ = MI}</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to sing second half of melody</li> <li>• Add melodic embellishments</li> <li>• Add pitched instruments</li> <li>• Introduce and practice ASK ME card &amp; distribute printed notation</li> </ul>

<sup>1</sup>Locate short poem(s) about animals or other subjects of interest and prepare the following materials:

1. Text and rhythmic notation in F+
2. Picture of subject with list of facts below

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## Unit Eight

*Hello {Hello}* by Jennings

LSA		Tonal Patterns	7BI
Perform	ART.MI.3.5	Respond to conducting cues to <i>blend timbres</i> and match dynamic levels	Explain via timbre from <i>Peter and the Wolf</i>
Listen	ART.M.III.3.2	Use graphic or standard notation to notate melodic patterns presented aurally	
	ART.M.III.3.5	Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families	Concept Lesson: <i>Peter and the Wolf</i>
Assess	ART.MI.3.10	Use standard notation to read pitches in a major scale	

# Third Grade

## Unit Eight

Keicher Pride	Melodic Dictation	Peter and the Wolf
Finale		
ART.M.I.3.5	ART.M.III.3.2	ART.M.III.3.5
<ul style="list-style-type: none"> <li>● Listen</li> <li>● Learn beginning to <i>spirit</i></li> </ul>	<ul style="list-style-type: none"> <li>● Notate DMS using staves/blue chips</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Flute</li> </ul>
<ul style="list-style-type: none"> <li>● Review with correct posture</li> <li>● Learn <i>spirit</i> to <i>sag</i></li> </ul>	<ul style="list-style-type: none"> <li>● Notate DRMFS using staff paper</li> </ul>	<ul style="list-style-type: none"> <li>● Oboe</li> <li>● Clarinet</li> <li>● Bassoon</li> </ul>
<ul style="list-style-type: none"> <li>● Review breathing &amp; open mouth</li> <li>● Learn <i>sag</i> to <i>school</i></li> </ul>	<ul style="list-style-type: none"> <li>● Notate DRMFSLT using whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>● French Horn</li> <li>● Strings</li> <li>● Percussion</li> </ul>
<ul style="list-style-type: none"> <li>● Review with clear diction</li> <li>● Learn <i>school</i> to end</li> <li>● Distribute printed notation</li> </ul>	<ul style="list-style-type: none"> <li>● Review DRMFSLT using life-size staff</li> </ul>	<ul style="list-style-type: none"> <li>● Movie</li> </ul>