



Prince George's County Public Schools
3rd Grade Vocal General Music
Course Syllabus

Prerequisites: 2nd Grade Vocal General Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical skills and concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

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GRADING
3rd Grade Vocal General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	Individual and group activities: In-class solo and ensemble performances, dictation, composition, critique, proper technique and interpretation of style, daily work, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials)	60%
Homework	Individual and group assignments, projects, journal entries, listening logs, incomplete complete class work, written critiques (self and group), ensemble etiquette and reports.	10%
Assessment	Individual and group evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at school based scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams.	30%

Course of Study

<u>Topics</u>	<u>Standards</u>
<u>Performing music</u>	Perform ostinatos to accompany melodies Conduct in simple duple and triple meter. (Two Patterns) Sing with good intonation, diction, and articulation Perform music using their recorder in Major, Minor and Dorian Modes Perform chants in Duple and Triple Meter Sing 2-3 part rounds Sing tonic and dominant tonal patterns in major and minor tonalities.
<u>Composition/Improvisation</u>	Read and compose rhythms in duple and triple meter, show contrast Improvise short melodies in major and minor tonalities Compose and notate “ostinati” in duple and triple meter Dictate rhythms in duple and triple meter using QN, QR, HN, 2EN in duple meter and DQN, DHN, 3EN in triple meter. Notate melodies using appropriate non-traditional -and/or- traditional notation Improvise music with tonal sounds and nontraditional sounds Use environmental sounds to enhance music
<u>Develop awareness of sounds</u> *CPA Schools	Aurally Identify ABA, call and response forms in music Distinguish major and minor tonality by resting tone. *Aurally identify major/minor tonic and dominant function tonal patterns
<u>Recognize the role of music</u>	Describe how music reflects daily experience Describe roles of musicians in community Perform cultural songs and games Perform world holiday songs Describe aural musical elements such as tempo, dynamics, and pitch in music
<u>Rhythm/Meter</u>	Demonstrate duple and triple meter through chanting and playing instruments Respond to meter (duple and triple) with movements
<u>Melody</u>	Listen to and perform music in major, minor, and Dorian modes Relate melodic contour to notation
<u>Audience Behavior</u>	Demonstrate appropriate audience behavior
<u>Movement</u>	Demonstrate musical characteristics (meaning, contour, form, dynamics) through movement Perform authentic dances of various cultures (American Play Party, etc.) Create movement that relates to/reflects music (meaning, contour, form, dynamics)
<u>Music Evaluation</u>	Discuss how music characteristics relate to own feelings and preferences