

HINSDALE MUSIC CURRICULUM

GRADE LEVEL/COURSE: **Third Grade Recorders**

STANDARD: **2. Play instruments, alone and with others, a varied repertoire of music**

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.	-Playing of basic melodies, while keeping a steady tempo.	-Recorder method book -Recorder Karate -Recorder -CDs/Recordings to play along with.	-Teacher Observation -Listen to recording of performance of songs, self assess or class assessment.
b. Students perform easy rhythmic and melodic patterns and accurately independently on melodic instruments.	-Play easy rhythm patterns on the recorder on different notes learned independently.	-Rhythm charts -Recorder Method Book -Recorder	-Teacher Observation -Student self assessment while listening to a recording of their performance.
c. Students perform a varied repertoire of music.	-Play and learn various folk songs and melodies.	-Recorder Method Book -Recorder -Silver Burdett books (have some recorder songs and accompaniments)	-Teacher observation
d. Students echo short rhythms and melodic patterns.	-Teacher can play rhythms or short melodies using specific notes learned and have students echo that rhythm or melody back.	-Recorder	-Teacher observation
e. Students perform in groups, blending instrumental timbres, and responding to the cues of the conductor.	-Play two part songs while blending together and listening to one another. -Have one group sing the song and another group play the recorder parts.	-Recorder -Recorder Method Book -Two part songs	-Teacher observation -Class self evaluation

f. Students perform independent instrumental parts while other students sing or play contrasting parts.	-Play two part songs while blending together and listening to one another. -Have one group sing the song and another group play the recorder parts.	-Recorder -Recorder Method Book -Two part songs	-Teacher observation -Class self evaluation
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STANDARD: 3. Improvise melodies, variations, and accompaniments

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students improvise “answers” to given melodic phrases.	-Teacher plays a short melody and the students responds by playing a short melody on their recorder	-Recorder	-Teacher observation
d. Students improvise short songs and instrumental pieces using a recorder.	-Give students an easy melody and leave some measures blank with only rhythms written above and have them improvise the rest of the song on those measures and go around the room and have students improvise on those empty measures.	-Recorder -Sheet music written with blank measures	-Teacher observation

STANDARD: 4. Compose and arrange music within specified guidelines

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
b. Students create and arrange short songs and instrumental pieces within specified guidelines.	-Have students write a short song using rhythms and notes that they know for recorder. Have them write it on Finale software, so that they have “professional” looking music.	-Finale Notepad -Recorders -Music paper -Pencils	-Students work, and did they follow the guidelines.

STANDARD: 5. Read and notate music

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Students read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures	-Playing songs using whole, half, dotted half, quarter and eighth notes and rests. -Quizzes and worksheets working on rhythm names and how many beats or counts they are worth.	-Recorder Method Book -Recorder -Worksheets	-Quizzes and worksheets -Teacher Observation of students playing the correct rhythms.
b. Students use a system to read simple pitch notation in the treble clef in major keys.	-Students learn sentences or “tricks” to remember the name of the notes of the treble clef staff. -Play songs and c major scale using notes of the treble clef staff.	-Recorder Method Book -Worksheets on note reading -Recorder -Pencils	-Quizzes and worksheets -Teacher observation of students playing the correct notes and fingerings for notes on the treble clef staff.
c. Students identify symbols and traditional terms referring to dynamics, articulation and interpret them correctly when performing	-Learn songs that use different dynamic and articulation markings.	-Recorder Method Book -Recorder -Flashcards on different markings	-Teacher observation of performance of different dynamics and articulations -Quizzes and worksheets

STANDARD: 9. Understand music in relation to history and culture

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
b. Students describe in simple terms how elements of music are used in music examples around the world	-Students learn where you might hear recorder music around the world. -Learn the history behind the recorder	-Recordings -Texts/References -Music History Book -Recorder Karate Book	-Teacher observation of how questions are answered in regards to recorder history and world culture -Quizzes/Tests
d. Students identify and describe roles of musicians in various music settings and cultures	-Students learn where you might hear recorder music around the world. -Learn about different recorder performance groups -Have students maybe research different recorder performing groups	-Recordings -Internet -References	-Internet research -Questions and observation of student responses

STANDARD: 10. Identify the range of careers in the field of music

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
a. Identify occupations in which people sing or play instruments	-Have students research groups where people play recorder	-Internet -Make posters or find pictures and recordings	-Formative assessment bases on students' research