

Scope and Sequence

Music/Recorders – Third Grade

Unit: Melody

- a. Identify skills in simple musical examples.
- b. Develop finger dexterity and proper recorder handling/playing.
- c. Identify and play notes: B, A, G

Unit: Rhythm

- a. Reinforce note/rest identification skills through reading simple rhythm patterns.
- b. Echo activities develop and reinforce rhythm reading skills.
- c. Apply rhythm reading skills in various written patterns.

Unit: Form

- a. Same/different parts of a song are compared and contrasted.
- b. Songs contain various parts.

Unit: Tone Color

- a. A proper tone is produced on the recorder
- b. Pitches are started and stopped by use of tonguing.

Unit: Tempo

- a. Songs are played at various speeds or tempos.

Unit: Dynamics

- a. A pleasing sound is produced on the recorder.
- b. Determine volume by the number of players used.

Unit: Appreciation

- a. Develop performance skills through laying songs.
- b. Develop creative skills through playing different types of music.

Music/Recorders Planned Course -- Third Grade

Unit: **Melody**

Content Standard: **Identify, read, and play melodic notation from the staff.**

State Curriculum Standard: **9.1.3A Know and use the elements and principles of each art form to create works in the arts and humanities.**
9.1.3B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
9.1.3C Recognize and use fundamental vocabulary within each of the art forms.
9.1.3D Use knowledge of varied styles within each art form through a performance or exhibition of unique works.
9.1.3G Recognize the function of rehearsals and practice sessions.
9.1.3H Handle materials, equipment, and tools safely at work and performance spaces.
9.1.3I Identify arts events that take place in school and in communities.
9.1.3J Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.
9.1.3K Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.
9.3.3A Recognize critical processes used in the examination of works in the arts and humanities.
9.3.3C Know classification skills with materials and processes used to create works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Identify Skills in Simple Musical Examples	<ul style="list-style-type: none"> Read notes on the lines/spaces of the staff in various examples of music: <ul style="list-style-type: none"> On the board In method books On song sheets 	<ul style="list-style-type: none"> <u>The Complete Recorder Resource Kit</u> (Denise Gagne, Themes and Variations, 1997) <u>Recorder Karate</u> (Barb Philipak, Plank Road Publishing, 2001) 	<ul style="list-style-type: none"> Teacher observation Class discussion Self observation
B. Develop Finger Dexterity and Proper Recorder Handling/Playing	<ul style="list-style-type: none"> Show proper hand position while playing echoed patterns Show proper fingerings while playing songs and echoed patterns 	<ul style="list-style-type: none"> <u>Do It!</u> (James O. Froseth, M.Wilder, C. Stewart, GIA Publications, 2001) <u>Ed Sueta Recorder Method</u> (Ed Sueta, Macie Publishing, 1991) 	<ul style="list-style-type: none"> Teacher observation Self observation
C. Identify and Play Notes: <ul style="list-style-type: none"> B A G 	<ul style="list-style-type: none"> Recognize B, A, G on the staff and played correctly in various songs and echoed patterns 	<ul style="list-style-type: none"> <u>Recorder Classroom</u> (Plank Road Publishing, 2009) Teacher generated supplemental material 	<ul style="list-style-type: none"> Teacher observation Self observation Peer observation

Music/Recorders Planned Course -- Third Grade

Unit: **Rhythm**

Content Standard: **Identify, read, and play rhythmic notation from the staff.**

State Curriculum Standard: **9.1.3A Know and use the elements and principles of each art form to create works in the arts and humanities.**
9.1.3B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
9.1.3C Recognize and use fundamental vocabulary within each of the art forms.
9.1.3D Use knowledge of varied styles within each art form through a performance or exhibition of unique works.
9.1.3E Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works in the arts.
9.1.3G Recognize the function of rehearsals and practice sessions.
9.1.3J Know and use traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.
9.3.3A Recognize critical processes used in the examination of works in the arts and humanities.
9.3.3B Know that works in the arts can be described by using the arts elements, principles, and concepts.

Course Content	Student Performance	Resources	Assessments
A. Reinforce Note/Rest Identification Skills Through Reading Simple Rhythm Patterns	<ul style="list-style-type: none"> Read rhythm patterns made of various notes and rests: <ul style="list-style-type: none"> On the board In method books On song sheets 	<ul style="list-style-type: none"> <u>The Complete Recorder Resource Kit</u> (Denise Gagne, Themes and Variations, 1997) <u>Recorder Karate</u> (Barb Philipak, Plank Road Publishing, 2001) <u>Do It!</u> (James O. Froseth, M.Wilder, C. Stewart, GIA Publications, 2001) <u>Ed Sueta Recorder Method</u> (Ed Sueta, Macie Publishing, 1991) <u>Recorder Classroom</u> (Plank Road Publishing, 2009) Teacher generated supplemental material 	<ul style="list-style-type: none"> Teacher observation Self assessment
B. Develop And Reinforce Rhythm Reading Skills Through Eco Activities	<ul style="list-style-type: none"> Echo various rhythm patterns using a specified note (B,A, or G) which are played by the teacher 		<ul style="list-style-type: none"> Teacher observation Self assessment Peer observation
C. Apply Rhythm Reading Skills In Various Written Patterns	<ul style="list-style-type: none"> Play written rhythm patterns: <ul style="list-style-type: none"> On the board In method books On song sheets using specified notes (G, A, B) 		<ul style="list-style-type: none"> Teacher observation Self assessment

Music/Recorders Planned Course -- Third Grade

Unit: **Form**

Content Standard: **Identify specific parts of a song such as introduction, coda, and 1st and 2nd endings.**

State Curriculum Standard: **9.1.3A Know and use the elements and principles of each art form to create works in the arts and humanities.**

9.1.3B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.3C Recognize and use fundamental vocabulary within each of the art forms.

9.1.3D Use knowledge of varied styles within each art form through a performance or exhibition of unique works.

9.1.3E Demonstrate the ability to define objects, express emotions, illustrate an action, or relate an experience through creation of works in the arts.

9.3.3A Recognize critical processes used in the examination of works in the arts and humanities.

9.3.3C Know classification skills with materials and processes used to create works in the arts.

9.3.3F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
<p>A. Compare And Contrast Same/Different Parts Of A Song</p> <p>B. Songs Contain Various Parts</p>	<ul style="list-style-type: none"> Identify parts of a song that are the same or different by reading the musical symbols and playing them correctly Identify an introduction, coda, and 1st /2nd endings while playing various examples of music 	<ul style="list-style-type: none"> <u>The Complete Recorder Resource Kit</u> (Denise Gagne, Themes and Variations, 1997) <u>Recorder Karate</u> (Barb Philipak, Plank Road Publishing, 2001) <u>Do It!</u> (James O. Froseth, M.Wilder, C. Stewart, GIA Publications, 2001) <u>Ed Sueta Recorder Method</u> (Ed Sueta, Macie Publishing, 1991) <u>Recorder Classroom</u> (Plank Road Publishing, 2009) Teacher generated supplemental material 	<ul style="list-style-type: none"> Teacher observation Class discussion Teacher Observation

Music/Recorders Planned Course -- Third Grade

Unit: **Tone Color**

Content Standard: **Produce proper tone and use articulation while playing recorder**

State Curriculum Standard: **9.1.3A Know and use the elements and principles of each art form to create works in the arts and humanities.**
9.1.3B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.3D Use knowledge of varied styles within each art form through a performance or exhibition of unique works.
9.1.3E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.3J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
9.3.3A Recognize critical processes used in the examination of works in the arts and humanities.
9.3.3C Know classification skills with materials and processes used to create works in the arts.
9.3.3F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Produce A Proper Tone On The Recorder	<ul style="list-style-type: none"> Demonstrate breath control while playing B, A, G in various examples and/or songs 	<ul style="list-style-type: none"> <u>The Complete Recorder Resource Kit</u> (Denise Gagne, Themes and Variations, 1997) <u>Recorder Karate</u> (Barb Philipak, Plank Road Publishing, 2001) <u>Do It!</u> (James O. Froseth, M.Wilder, C. Stewart, GIA Publications, 2001) <u>Ed Sueta Recorder Method</u> (Ed Sueta, Macie Publishing, 1991) <u>Recorder Classroom</u> (Plank Road Publishing, 2009) Teacher generated supplemental material 	<ul style="list-style-type: none"> Teacher observation Self Assessment
B. Start And Stop Pitches By Use Of Tonguing	<ul style="list-style-type: none"> Use tonguing techniques to produce echoed patterns and perform songs from the method book 		<ul style="list-style-type: none"> Teacher Observation Self Assessment

Music/Recorders Planned Course -- Third Grade

Unit: **Tempo**

Content Standard: **Demonstrate control of steady beat at various speeds while playing.**

State Curriculum Standard: **9.1.3A Know and use the elements and principles of each art form to create works in the arts and humanities.**

9.1.3C Recognize and use fundamental vocabulary within each of the art forms.

9.1.3D Use knowledge of varied styles within each art form through a performance or exhibition of unique works.

9.1.3E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

9.1.3G Recognize the function of rehearsal and practice sessions.

9.3.3A Recognize critical processes used in the examination of works in the arts and humanities.

9.3.3C Know classification skills with materials and processes used to create works in the arts.

9.3.3F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Play Songs At Various Speeds Or Tempos	<ul style="list-style-type: none"> Demonstrate correct fingerings and articulations while keeping a steady beat at various tempos 	<ul style="list-style-type: none"> <u>The Complete Recorder Resource Kit</u> (Denise Gagne, Themes and Variations, 1997) <u>Recorder Karate</u> (Barb Philipak, Plank Road Publishing, 2001) <u>Do It!</u> (James O. Froseth, M.Wilder, C. Stewart, GIA Publications, 2001) <u>Ed Sueta Recorder Method</u> (Ed Sueta, Macie Publishing, 1991) <u>Recorder Classroom</u> (Plank Road Publishing, 2009) Teacher generated supplemental material 	<ul style="list-style-type: none"> Teacher Observation Self Assessment Peer Observation

Music/Recorders Planned Course -- Third Grade

Unit: **Dynamics**

Content Standard: **Demonstrate breath control to change dynamics in a song**

State Curriculum Standard: **9.1.3A Know and use the elements and principles of each art form to create works in the arts and humanities.**

9.1.3C Recognize and use fundamental vocabulary within each of the art forms.

9.1.3E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

9.1.3G Recognize the function of rehearsal and practice sessions.

9.1.3J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.3.3A Recognize critical processes used in the examination of works in the arts and humanities.

9.3.3B Know that works in the arts can be described by using the arts elements, principles and concepts.

9.3.3C Know classification skills with materials and processes used to create works in the arts.

9.3.3E Recognize and identify types of critical analysis in the arts and humanities.

9.3.3F Know how to recognize and identify similar and different characteristics among works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Produce A Pleasing Sound On The Recorder	<ul style="list-style-type: none"> Utilize Proper Breath control to play B, A, G in a pleasing manner in various songs 	<ul style="list-style-type: none"> <u>The Complete Recorder Resource Kit</u> (Denise Gagne, Themes and Variations, 1997) 	<ul style="list-style-type: none"> Teacher Observation Self Assessment
B. Determine Volume By The Number Of Players Used	<ul style="list-style-type: none"> Experiment with small and large group playing: <ul style="list-style-type: none"> In solos In various song examples 	<ul style="list-style-type: none"> <u>Recorder Karate</u> (Barb Philipak, Plank Road Publishing, 2001) <u>Do It!</u> (James O. Froseth, M.Wilder, C. Stewart, GIA Publications, 2001) <u>Ed Sueta Recorder Method</u> (Ed Sueta, Macie Publishing, 1991) <u>Recorder Classroom</u> (Plank Road Publishing, 2009) Teacher generated supplemental material 	<ul style="list-style-type: none"> Class Discussion Self Assessment Peer Observation

Music/Recorders Planned Course -- Third Grade

Unit: **Appreciation**

Content Standard: **Gain an understanding of performance skills as well as creativity through playing**

State Curriculum Standard: **9.1.3B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.**

9.1.3C Recognize and use fundamental vocabulary within each of the art forms.

9.1.3D Use knowledge of varied styles within each art form through a performance or exhibition of unique works.

9.1.3E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

9.1.3G Recognize the function of rehearsal and practice sessions.

9.1.3I Identify arts events that take place in schools and in communities.

9.1.3J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.3.3A Recognize critical processes used in the examination of works in the arts and humanities.

9.3.3C Know classification skills with materials and processes used to create works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Develop Performance Skills Through Playing Songs	<ul style="list-style-type: none"> Play songs from method books and song sheets: <ul style="list-style-type: none"> Using correct hand position Fingerings Articulations 	<ul style="list-style-type: none"> <u>The Complete Recorder Resource Kit</u> (Denise Gagne, Themes and Variations, 1997) <u>Recorder Karate</u> (Barb Philipak, Plank Road Publishing, 2001) 	<ul style="list-style-type: none"> Teacher Observation Self Assessment
B. Develop Creative Skills Through Playing Different Types of Music	<ul style="list-style-type: none"> Utilize knowledge of B, A, G to play and create examples of short songs 	<ul style="list-style-type: none"> <u>Do It!</u> (James O. Froseth, M.Wilder, C. Stewart, GIA Publications, 2001) <u>Ed Sueta Recorder Method</u> (Ed Sueta, Macie Publishing, 1991) <u>Recorder Classroom</u> (Plank Road Publishing, 2009) Teacher generated supplemental material 	<ul style="list-style-type: none"> Class discussion Teacher Observation Self Assessment

Music/Recorders Planned Course -- Third Grade