

# SYLLABUS

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Conference Hours	By appointment

Course Name	MUSIC
Course Number	
Grade Level	Third Grade
Textbooks	none
Resources	none
Required Materials	2 two-pocket folders, 1 set 4x6 index cards (color and blank), 1 medium size composition book

**Course Description:**

The goal of this course is to recognize and enhance the third graders' growing physical and intellectual strengths, and provide them with a dynamic curriculum that can support their creative expression while nourishing their artistic skills and aesthetic judgment.

In music class, students will use their increased fine motor skills to play rhythmic and melodic ostinatos on classroom band instruments, such as rhythm sticks, tambourines, triangles, wood blocks, xylophones, boomwhackers, and tuned bells, to improvise and perform simple melodic patterns based on advanced rhythms, and to understand basic sound production by experimenting with actual instruments. Students will explore their ability of abstract perception to learn and identify tone color of instruments by families of orchestral instruments, female and male voices, the difference between folk songs and classical compositions, how to analyze the form of a musical composition, how to compare music from various cultures, and what criteria to use when judging a musical performance while exhibiting accepted audience behavior. Students will also recognize, read and write note values such as eighth notes, quarter notes, half notes, dotted half notes, whole notes and rests, and be able to create their own rhythmic patterns and melodic improvisations. Music examples will be provided for listening exercises, and students will discuss pitch, tempo, form and dynamics by using musical vocabulary.

Third grade music program combines the Visual and Performing Arts Standards set by the California Department of Education, with age-appropriate artistic, creative and cultural experiences detailed above, to group vocal training and choral performance of bilingual repertoire, from seasonal and holiday and other favorites, to songs meant to raise awareness of environmental issues and multicultural identities.

As a special project, third grade music students will form a boomwhacker ensemble and apply their knowledge of solfège, beats, rhythms and form, to group performance.

## ESLRs Addressed

1a 1b 1c	2a 2b 2c	3a 3b 3c	4a 4b 4c	5a 5b 5c
<b>Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course</b>				
1b	2b	3b	4a, 4b	5a, 5b, 5c

# Content Standards

The following is the California Department of Education Content Standards of this Course.

## Grade Three

*Visual and Performing Arts: Music Content Standards.*

### 1.0 ARTISTIC PERCEPTION

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*

*Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.*

#### Read and Notate Music

- *1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.*
- *1.2 Read, write, and perform pentatonic patterns, using solfege.*

#### Listen to, Analyze, and Describe Music

- *1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.*
- *1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.*
- *1.5 Describe the way in which sound is produced on various instruments.*
- *1.6 Identify simple musical forms (e.g., AABA, AABB, round).*

### 2.0 CREATIVE EXPRESSION

*Creating, Performing, and Participating in Music*

*Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.*

#### Apply Vocal and Instrumental Skills

- *2.1 Sing with accuracy in a developmentally appropriate range.*
- *2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.*
- *2.3 Play rhythmic and melodic ostinatos on classroom instruments.*

## **Compose, Arrange, and Improvise**

- 2.4 Create short rhythmic and melodic phrases in question-and-answer form.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

*Understanding the Historical Contributions and Cultural Dimensions of Music*

*Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.*

### **Role of Music**

- 3.1 Identify the uses of music in various cultures and time periods.

### **Diversity of Music**

- 3.2 Sing memorized songs from diverse cultures.
- 3.3 Play memorized songs from diverse cultures.
- 3.4 Identify differences and commonalities in music from various cultures.

## **4.0 AESTHETIC VALUING**

*Responding to, Analyzing, and Making Judgments About Works of Music*

*Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.*

### **Analyze and Critically Assess**

- 4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

### **Derive Meaning**

- 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
- 4.3 Describe how specific musical elements communicate particular ideas or moods in music.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

*Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*

*Students apply what they learn in music across subject areas. They develop competencies and creative*

*skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.*

## **Connections and Applications**

- 5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

## **Careers and Career-Related Skills**

- 5.2 Identify what musicians and composers do to create music.

**Questions: State Board of Education | 916-319-0827**

*Last Reviewed: Friday, April 6, 2018*

If need be please use additional pages

## **Common Core Standards (If available)**

**The following is the Common Core Standards**

**If need be please use additional pages**

## Subject Matter Covered

Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used

<b>Semi-Quarter 1</b>	
Week 1	Music Ed: Meet and greet, classroom rules Review note values: quarter note, half note, eighth note, dotted quarter note, tie, quarter rest, form Choir: “Music of the World” song, 44/3: everyday sounds
Week 2	Music Ed: Review 38/2, beat versus pitch, rhythm versus beat, hand signs for So-Mi, 4/4 meter, melody, up and down Review hand signs, up/down, scale
Week 3	Music Ed: Review 2/4 meter, add pitches to sound and not silence Choir: “I’m Gonna Sing” song, 9/2, African-American Spirituals, show melody with hands
Week 4	Music Ed: Orff Instruments: history and making, 31/2, high and low sounds. Three kinds: metallophones, xylophones, Glockenspiel: speech piece with beats. Rhythm Tree. Review 78/2, So-Mi-La, Find La, 2/4 versus 3/4
Week 5	Music Ed: Review 79/2, strong beat (body forward) versus weak beat (body backward) in duple and triple meter, 262/2, “Eating Lizards” song, 250/2 Choir: Դէպի Դպրոց, Armenian Back to School theme song

<b>Semi-Quarter 2</b>	
Week 1	Music Ed: “Loose Tooth” speaking piece, 28/2 student book, quarter note, quarter rest, eighth note Review 118/2, where is Do, Brass versus String, find So-Mi-Do, strong beat, half note and quarter note String instruments: Violin and bow, Erhu, Kamancha 94-97-99/2
Week 2	Music Ed: Listening to Music: B.Bartok, String quartet, J.Ibert, Flute Concerto, 120/2, 121/2 Choir: “He’s Got the Whole World” song, Spirituals, Do-Mi-So, 4/4, 116/2
Week 3	Music Ed: Listening to Music: C.Saint-Saëns, “Danse Macabre”, listening map, 363/3 Choir: “Boo” song, Halloween theme song, 362/3
Week 4	Music Ed: Review: dotted half note, Ré hand sign, listen to patterns and identify Do-Ré-Mi, duple meter versus triple meter, 158/2 Intro to Dynamics: Loud/Soft
Week 5	Music Ed: Review: question and answer, clap rhythms in 3/4 Boomwhacker: the instrument

	Choir: Աշուն Եկաւ Պողպէր, Armenian Fall theme song
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<b>Semi-Quarter 3</b>	
Week 1	Music Ed: Listening to music: String Quartet by Beethoven, discuss instruments Listening to Music: Opera by W.A.Mozart, “Magic Flute” 152/2 Choir: “Mister Rabbit” folk song, 150/2, identify Treble clef, and G. Cardboard drums
Week 2	Music Ed: “Mein Hat” song, 142/2, triple meter, half note, dotted half note, quarter rest Choir: “My Friend Tom (Gobble)” song, 364/3 “Boo” Halloween song, Studio 18, sing and play rhythms with cardboard drums
Week 3	Music Ed: Listening to Music: P.I.Tchaikovsky, “Peter and The Wolf”, storybook and CD, Violin and Clarinet, 160-161/2 Choir: “My friend Tom” song, 364/3, Thanksgiving theme song
Week 4	Music Ed: Brass Instruments: Tuba 168/2, French Horn 177/2, Trombone 192/2 Choir: “We’re Sailing Down The River” song, 166/2, 2/4. Meter
Week 5	Music Ed: Orff Instruments: Rhythm exercises 183/2 Choir: “Away For Rio” song, Pentatonic Scale, 170/2 <b>Տինկ, տոնկ, ձմրան երկնքում</b> , Armenian Christmas theme song

<b>Semi-Quarter 4</b>	
Week 1	Music Ed: Review: Identify Do-Ré-Mi-So-La, Identify 2/4., 198/2 “Peter and the Wolf”: characters and instruments, intro Choir: “It’s Time To Get Ready For Christmas” song, 372/3
Week 2	Music Ed: “Shoo, Fly” song, 222/2, ABA Form, Fermata Choir: <b>Տինկ, տոնկ ձմրան երկնքում</b> : add tuned bells
Week 3	Music Ed: Orchestral Instrument Families 228-229/2 “Peter and the Wolf”: listen to part 2 Choir: <b>Քաջ Վարդանանց Տօնն է Այսօր</b> , Vartanantz theme song
Week 4	Music Ed: Boomwhacker ensemble: Intro Choir: “Billy” song, 7/3, beat versus rhythm, sequences “Peter and the Wolf”: complete listening to the whole story
Week 5	Music Ed: “Way Down South” poem, 8-9/3, beat versus rhythm Choir: “I’m on my way” song, 382/3, Martin Luther king Jr. theme song “Peer and the Wolf”: discuss instruments violin, flute, oboe, clarinet, French horn, bassoon, kettledrum





<b>Semi-Quarter 5</b>	
Week 1	Music Ed: "I's the B'y" song, 12/3, melody versus pitch Choir: "Great Big House" song, 14/3, quarter note, eighth notes, quarter rest, rhythm patterns "Peter and the Wolf": instrument worksheet: family of instruments, sound production
Week 2	Music Ed: Classroom instruments: play rhythms in 4 part, 17/3 Choir: "This A Way and That A Way" song, 386/3, Valentine theme song
Week 3	Music Ed: "Happy Wanderer" song, 18/3, identify Mi-Ré-Do, hand signs Choir: Review <i>Վարդանանց Երգեր</i> , Assembly event
Week 4	Music Ed: Boomwhacker Ensemble: rhythms Choir: "Apple Tree" song, 24/3, play rhythms with band instruments "Love somebody yes I do" song, body percussion, quarter note, eighth note, sixteenth note
Week 5	Music Ed: Playalong rhythms on non pitched instruments, 29/3 Listening to Music: G.F.Haendel, "Water Music Suite", 27/3, tone color Choir: Chinese New Year song, 384/3, Zodiac signs, sing and play triangles

<b>Semi-Quarter 6</b>	
Week 1	Music Ed: Create your own melody and play 39/3 Piano and Guitar, 40-41/3, listen to excerpts Choir: "Happy Wanderer" song, 18/3, beat versus rhythm
Week 2	Music Ed: "The Flower" song, 46/3, form, section, Pentatonic scale Choir: "Spring Has Come" song, 392/3
Week 3	Music Ed: Boomwhacker ensemble: simple melodies Musical Instruments: Orchestra: seating charts, conductor Choir: "Sun Don't Set" song, 48/3, ABA Form
Week 4	Music Ed: "Shepherd, Shepherd" song, 56/3, So-La Choir: "Sun Don't Set" song, 60/3, countermelody and half notes <i>ՄԱՍԻՆ</i> , Armenian Spring theme song
Week 5	Music Ed: Listening to Music: G.Rossini, "William Tell Overture", 64/3, dynamics Choir: "La Cloche" song, 67/3, tempo, Largo versus Allegro, sing and play on tuned bells

<b>Semi-Quarter 7</b>	
Week 1	Music Ed: Listening to Music: M.Mussorgsky, “Ballet of The Unhatched Chicks”, 76/3, repetition and contrast Create and perform ABA Form rhythmic patterns, 79/3 Choir: “Spring has come”, Korean Folk song
Week 2	Music Ed: Listening to Music: A.Dvorak, “New World Symphony”, 81/3, English Horn Choir: Listening to Music: M.Maurice, “Sigh of The Soul”, 80/3, Saxophone
Week 3	Music Ed: “Everblue and Evergreen” song, Earth Month theme song, 330/3 Boomwhacker Ensemble: rhythms and melodies Choir: “Colors Of The Wind” song, 84/3, sign language <b>Հայաստանն ապրիր յաւիտեան</b> , Armenian Independence theme song
Week 4	Music Ed: “Gi’me Elbow Room” song, 88/3, 2/4. meter, gallop, unequal rhythms Choir: “Just Like The Sun” song, 394/3, Earth Month theme song, bagpipe <b>Հայրենիք</b> , Armenian Independence theme song
Week 5	Music Ed: Compare Equal division of the beat versus Unequal division of the beat, 96/3 Choir: “Treasure Chests” song, 90/3, verse, refrain, phrase, sing and use hand signs <b>Մեր մեծ Հայրենիք</b> , Armenian Independence theme song

<b>Semi-Quarter 8</b>	
Week 1	Music Ed: Conductor, meter, phrase length, 106/3 Choir: “Cumberland Gap” song, 98/3, low So, low La, sing and hum Orchestral Instrument Family: Project: page 1
Week 2	Music Ed: Listening to Music: Medley Polleritas, Brazilian Samba, 111/3 Choir: “La Mer” song, Samba, 110/3
Week 3	Music Ed: Choreography, ♪ versus ♫ 116/3 Choir: “Butterfly Come Play With Me” song, 112/3 Orchestral Instrument Family: Project: pages 2-6
Week 4	Music Ed: Boomwhacker Ensemble: simple melodies Choir: Pitch of the Day, sight-singing Fish Patterns, 116-117/3 ***MUSICAL INSTRUMENT SHOW AND TELL DAY***
Week 5	Music Ed: Listening to Music: G.F.Haendel, “Concerto in b minor”, Viola, 120/3, and E.Bozza, “Sonatine”, Brass Quintet, 121/3 Orchestral Instrument Family: Project: complete

# Classroom Rules

**This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.**

All school-wide rules apply to Music class.

In addition:

Respect Music Class

Respect Teachers and Classmates

Respect and Care for the Musical Instruments



# Assessment Method

## **This section includes rules set by the school administration**

### Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

### Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

### Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

## **This section includes grade percent distribution and additional rules set by the teacher**

Assessment in music class is primarily informal, and it consists of reviewing, questioning, repeating and re-teaching the material in efforts to encourage all learners regardless of their backgrounds, abilities and artistic inclinations.

Music class typically doesn't carry homework, test and exam requirements. However, students are required to collaborate in the group effort ahead of school assemblies or class projects, by memorizing lyrics, or researching and bringing various items to class.

Grading will be based on the student's participation and cooperation, which are essential in the learning process that music class offers.

# Department Rubrics

This section includes rules set by the school administration