

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

<b>Course Title: General Music</b>		
<b>School: BRS</b>	<b>Grade: Third Grade</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: Vocal Development (Singing)</b>	<b>Unit Two: Movement</b>	<b>Unit Three: Music Literacy Rhythmic (Beat/Rhythm)</b>
<b>Unit Pacing: 36 Weeks</b>	<b>Unit Pacing: 36 Weeks</b>	<b>Unit Pacing: 36 Weeks</b>
<p><b>Unit Overview:</b></p> <p>In this unit students will continue to develop their singing (head) voice focusing on matching pitch with the teacher and student models. Students will experience and develop their voices through a variety of melodic patterns, classroom songs as well as individually created melodic responses.</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will move their bodies to a variety of recorded music and music games. Students will move through a variety of leveled movement activities including single and double circle games, choosing partner games, Longways Set dances, passing games and body percussion activities utilizing both classroom singing and recorded music.</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will gain a solid understanding of rhythms in both Duple and Triple Meter. Students will experience and develop their rhythm skills through echoing, reading and writing a variety of simple Duple (quarter notes, eighth notes, quarter rest, half notes and sixteenth notes) and Triple (dotted quarter notes, 3 eighth notes, dotted quarter rest) Meter Rhythm patterns.</p>
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do I use my voice to sing?</li> <li>- How do I make my voice sound the same as others?</li> <li>- How do my melodic responses connect with the songs I sing in class?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do I choose a partner for a game?</li> <li>- How do I follow directions with my movements?</li> <li>- How does recorded music give me directions without words?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do musical rhythms relate to words and sentences?</li> <li>- How does the meter of a piece affect how it is felt/spoken/sung?</li> </ul>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can use my singing voice to match pitch.</li> <li>2. I can sing alone and with others using my singing voice.</li> <li>3. I can create my own vocal response using</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can move by myself and with others while keeping my body and the bodies of others safe.</li> <li>2. I can respectfully choose and partner for a variety of games.</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can evaluate the difference between duple and triple meter in both familiar and unfamiliar songs.</li> <li>2. I can demonstrate a variety of simple duple and triple meter rhythm patterns</li> </ol>

<p>my singing voice.</p>	<p>3. I can follow given directions in music games.</p>	<p>on my body and on unpitched percussion.</p> <p>3. I can read, write and create my own duple and triple meter rhythm patterns.</p>
<p><b>Unit Four: Music Literacy Melodic (Tonal)</b></p>	<p><b>Unit Five: Form</b></p>	<p><b>Unit Six: Vocal Performing Ensembles</b></p>
<p><b>Unit Pacing: 36 Weeks</b></p>	<p><b>Unit Pacing: 36 Weeks</b></p>	<p><b>Unit Pacing: 12 Weeks</b></p>
<p><b>Unit Overview:</b></p> <p>In this unit students will develop an understanding of written melodies and familiar songs. Students will gain this understanding by reading these patterns and songs off the Music Staff. Students will correctly respond to the pitches DRMFSL-D'. This will be completed through echoing (singing and signing) patterns as well as recognizing the pitches in familiar/unfamiliar songs and patterns.</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will gain understanding of the following musical forms: Rhythmic and Melodic Ostinatos, Baselines, Melody vs. Harmony and Rounds. This will be completed through performing and creating a variety of rhythmic and melodic ostinatos as well as performing and creating different baselines and harmonies on pitched percussion instruments to accompany classroom songs. Students will experience 2-part rounds through recorded performances as well as singing rounds in class.</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will develop an understanding of the different types of vocal ranges people can have. Students will learn about and experience these vocal ranges through listening to and watching a variety of vocal ensembles.</p>
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do I use my body to show different Solfege notes?</li> <li>- How do the pitches DRMFSLD' relate to familiar songs I know?</li> <li>- How can I relate different intervals to stair steps?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How does an ostinato change the mood of a piece of music?</li> <li>- How can I use my music literacy knowledge to enhance a classroom song with a variety of instruments?</li> <li>- How can voices blend together to make harmonies?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How does my voice relate to different vocal ranges?</li> <li>- How do vocal ensembles relate to and differ from Instrumental ensembles?</li> </ul>
<p><b>Priority Learning Targets</b></p> <p>1. I can echo, sing and sign the pitches</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can perform and create a variety of</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can identify different vocal ranges.</p>

<p>DRMFSL-D'.</p> <ol style="list-style-type: none"> <li>2. I can identify and read DRMFSL-D' in familiar songs from the music staff.</li> <li>3. I can create my own DRMFSL-D' patterns with my voice.</li> </ol>	<p>ostinatos (on pitched and unpitched percussion instruments), baselines and harmonies within given parameters.</p> <ol style="list-style-type: none"> <li>2. I can sing a 2-part round with my class while staying on my part and blending my voice with others.</li> </ol>	<ol style="list-style-type: none"> <li>2. I can be a respectful audience member while listening to a variety of vocal music.</li> </ol>
<p><b>Unit Seven: Instrument Families - Science of Sound</b></p>		
<p><b>Unit Pacing: 8 Weeks</b></p>		
<p><b>Unit Overview:</b></p> <p>In this unit students will review their previous knowledge of the four instrument families and they will learn how each different family creates their sound. Through this unit students will gain a deeper understanding of how different parts of instruments function in order to make different sounds and pitches.</p>		
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How does the design of an instrument drive how it is played?</li> <li>- How are sound waves made with different types of instruments?</li> </ul>	<p>-</p>	
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can identify the four instrument families.</li> <li>2. I can identify different parts of instruments in relation to how they made their sound.</li> <li>3. I can group instruments together in regards to how they make their sound.</li> </ol>		

