

Elementary School Vocal/General Scope & Sequence

Grade 3

This scope and sequence reflects a rigorous program of instruction that is consistent with both the CCPS approved text resource and the Kodaly sequence of skills. It is expected that a well-rounded presentation of music curriculum includes multiple modalities for learning, including but not limited to: aural, vocal, visual, written, improvisational, critical thinking, creative, and kinesthetic experiences. The music concepts presented inherently build upon one another and require constant synthesizing of skills.

Days	Musical Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Ongoing	Rhythm and Beat	Students will <ul style="list-style-type: none"> ● learn equal and unequal beat division ● learn beamed sixteenth notes ● learn whole note ● learn whole rest 	How do musicians improve the quality of their performance?
Ongoing	Pitch/Melody	Students will <ul style="list-style-type: none"> ● learn the pentatonic scale ● learn Low La, Low So, and High Do ● transition to BAG (absolute pitch) on the treble staff 	How do musicians improve the quality of their performance?

Ongoing	Form	<p>Students will</p> <ul style="list-style-type: none"> ● identify rondo ● Identify similar versus identical phrases ● learn introduction and coda ● learn first and second endings 	How does understanding the structure and context of musical works inform performance?
Ongoing	Texture/Harmony	<p>Students will</p> <ul style="list-style-type: none"> ● define harmony 	How do musicians improve the quality of their performance?
Ongoing	Tone Color	<p>Students will</p> <ul style="list-style-type: none"> ● identify the four instrument families 	How do musicians make meaningful connections to creating, performing, and responding?
Ongoing	Expressive Qualities	<p>Students will</p> <ul style="list-style-type: none"> ● learn the function of a fermata 	How do musicians improve the quality of their performance?