



## Scope & Sequence : Third Grade Music

		Focus TEKS	Big Ideas	Learning Targets	Essential Questions
<b>Semester 1</b>	<b>Unit 1</b>  <b>Introduction to Third Grade Music</b>	3.1.1(C) 3.1.2 (A), 3.1.2 (B), 3.1.2 (C) 3.2.1 (A), 3.2.1 (B), 3.2.1 (C)3.2.1 (D) 3.2.1 (E) 3.3.1 (A), 3.3.1 (B), 3.3.1 (C) 3.4.1 (A), 3.4.1(B) 3.4.1 (C) 3.4.1 (D) 3.4.1(E)	Music literacy and performance.	* Review learned concepts from previous grades.	What are the many things that make up music?  How do musicians make sure that future generations of students can perform their music?  How do different styles of music make you feel?
	<b>Unit 2</b>  <b>Introduction to music symbols and the different parts of music</b>	3.1.1 (C) 3.1.1 (D) 3.1.2 (A)	Music symbols and sixteenth subdivision	*Create melodic and rhythmic patterns using sixteenth notes. *Utilize known music symbols and terminology referring to: *rhythm *melody *timbre *form *tempo *dynamics	Can music be seen in patterns?  Can music be performed in patterns?  What are your favorite parts of recorded music?  Did you know that the part you usually remember is usually called the melody?
	<b>Unit 3</b>  <b>Introducing extended pentatonic melodies</b>	3.1.1(C) 3.1.2(B) 3.1.2(A)	Musical Form and creation of live music.	*Read, write, reproduce extended pentatonic melodic patterns including low la and low so. .	What are some patterns that you have noticed at school?  Can music be seen in patterns? Can music be performed in patterns?  How do composers pass down their songs to future generations (folk songs)?

	<b>Unit 4 Creating music with the music elements of dynamics and timbre</b>	3.1.1(C) 3.1.2 (C) 3.1.1 (E) 3.1.2 (B)	Composing music with different timbre and using dynamic symbols.	*Compose music with different timbre and using dynamic symbols including mezzo piano and mezzo forte.	What makes the various instruments sound different? Can you tell them apart?  How does a composer indicate the different volumes in their music?  Can anyone create music for others to perform?
<b>Semester 2</b>	<b>Unit 5 Rhythmic Patterns</b>	3.1.2(A)	Whole Note, Whole Rest	*Read, write and reproduce rhythmic patterns including whole note and whole rest.	How many beats do you sing/play the long sound?  What is the real name of the long sound/rest?  Can you play a pattern using a whole note/whole rest?
	<b>Unit 6 Simple Accompaniments</b>	3.1.2 (C)	Create simple accompaniments using improvisation or composition	*Create simple accompaniment using improvisation or composition.	How many beats are in your pattern?  What rhythmic values will you use?  How many pitches will you use?  How will the melody move?  Which rhythmic value makes the accompaniment sound finished?
	<b>Unit 7 Musical Sounds (Instruments), Extended Pentatonic Concepts</b>	3.1.1(B) 3.1.2(B)	Musical Sounds, Extended Pentatonic Melodic Patterns	* Categorize a variety of musical sounds including those of strings, woodwinds, brass, percussion, and instruments from various cultures.  *Read, write, reproduce extended pentatonic melodic patterns .	How is an instrument classified in its family?  What is the difference in the way you play a brass and a woodwind instrument?  Is our new sound (low so ) a skip or step lower than la?
	<b>Unit 8 Musical Sounds (Voices)</b>	3.1.1(A)	Children and Adult Voices	*Identify the differences between children and adult voices.	How can you tell the difference between children and adult voices?  What type of music uses children's voices?  What type of music uses adult voices?