

GRADE LEVEL: Third Grade

SUBJECT: Music

DATE: 2019-2020

MONTH/GRADING PERIOD: Quarter 1

MASTER COPY 1-15-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and personal experience. <ul style="list-style-type: none"> Interests Skills 	3-5 Cn.1.5.1 Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.	<ul style="list-style-type: none"> Discuss personal interests and their impact on creating, performing, and responding to music. 	<ul style="list-style-type: none"> Classroom discussions Class programs 		IMPORTANT
<ul style="list-style-type: none"> Life skills Cooperation Effort Perseverance Respect Disciplines Contexts 	3-5 Cn.1.5.2 Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	<ul style="list-style-type: none"> Cooperate with others to create a class song or class instrumental piece. Utilize effort and perseverance to learn and perform program songs. Demonstrate respect for others' ideas and musical preferences. 	<ul style="list-style-type: none"> Teacher observation Class discussions Class activities 	<ul style="list-style-type: none"> Cooperation Effort Perseverance Respect 	CRITICAL
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Interdisciplinary Connections 	3-5 Cn.2.5.1 Discover, identify, and explore how music connects to language arts and/or science, mathematics.	<ul style="list-style-type: none"> Identify the connection between music and mathematics. Compare the similarities/differences between authors and composers. 	<ul style="list-style-type: none"> Teacher observation Class discussions 	<ul style="list-style-type: none"> Composer 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> American Music World Cultures Authentic Performances 	3-5 Cn.3.5.2 Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.	<ul style="list-style-type: none"> Analyze the similarities and contrasts between contemporary American music and various world cultures. 	<ul style="list-style-type: none"> Class discussions Class programs Listening selections 	<ul style="list-style-type: none"> Contemporary Authentic Culture 	ADDITIONAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	3-5 LR.4.5.1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	<ul style="list-style-type: none"> Read notated music using the notes so-mi-la. Perform songs in AB form and in 2/4 and 4/4 meters, using various tempi and tonalities. Combine instruments and movements to accompany a variety of poems both familiar and unfamiliar. 	<ul style="list-style-type: none"> Teacher observation Singing games 	<ul style="list-style-type: none"> Tempo 2/4 Meter 4/4 Meter Tonality AB form 	CRITICAL
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Terms Examples 	3-5 LR.5.5.1 Define expressive music terms and apply them to selected musical examples.	<ul style="list-style-type: none"> Demonstrate understanding of dynamics when singing and moving by adjusting volume and movements. Create a musical word bank to include the Italian terms for dynamic markings such as piano, forte, mezzo forte, and mezzo piano. 	<ul style="list-style-type: none"> Teacher observation Program performance Class discussion 	<ul style="list-style-type: none"> Dynamic markings Piano (p) Forte (f) Mezzo Forte (mf) Mezzo Piano (mp) 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
<ul style="list-style-type: none"> • Quality • Effectiveness • Performances 	3-5 LR.5.5.2 Develop criteria for evaluating the quality and effectiveness of music performances, and compositions and apply these criteria to performances.	<ul style="list-style-type: none"> • Describe appropriate behavior for various types of performance. • Classify various behaviors as examples or non-examples of appropriate listening behaviors. • Demonstrate listening behaviors during various performances. 	<ul style="list-style-type: none"> • Teacher observation • Class discussion • Program performance rubric 		IMPORTANT
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. <ul style="list-style-type: none"> • Rhythmic Patterns • Simple Meter • Compound Meter 	3-5 LR.6.5.1 Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.	<ul style="list-style-type: none"> • Sing songs following the cues of a teacher/student conductor. • Create movements to demonstrate simple meter. 	<ul style="list-style-type: none"> • Program performance • Teacher observation 	<ul style="list-style-type: none"> • Conducting • Cues • Simple meter 	CRITICAL
<ul style="list-style-type: none"> • Melodic Contour • Harmonic Progression 	3-5 LR.6.5.2 Demonstrate changes in melodic contour and simple harmonic progression through movement.	<ul style="list-style-type: none"> • Create movements to demonstrate changing melodic contours. 	<ul style="list-style-type: none"> • Teacher observation 		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
<ul style="list-style-type: none"> • Form • Phrasing • Expressive Qualities • Timbre 	3-5 LR.6.5.3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> • Express AB form through movement. • Perform a variety of songs and discuss the music concepts. • Express mood and emotion evoked by a piece of music. • Listen and respond to a variety of listening selections. • Utilize a variety of folk dances to express music concepts. 	<ul style="list-style-type: none"> • Teacher observation • Singing games • Listening selection responses • Folk dances 	<ul style="list-style-type: none"> • Timbre • AB Form • Phrasing 	CRITICAL
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Breath Control • Pitch • Tone Quality • Posture 	3-5 P.7.5.1 Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	<ul style="list-style-type: none"> • Match pitch while singing pentatonic scale songs. • Produce good tone quality. • Use good posture (standing or sitting) when singing. • Develop clear diction while singing. 	<ul style="list-style-type: none"> • Teacher observation • Singing rubric • Singing games 	<ul style="list-style-type: none"> • Pentatonic scales • Diction • Posture • Pitch • Unison • Tone 	CRITICAL
<ul style="list-style-type: none"> • Dynamics • Phrasing • Articulation 	3-5 P.7.5.2 Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation.	<ul style="list-style-type: none"> • Sing songs from diverse cultures using appropriate language, movement, dynamics, phrasing, and articulation. 	<ul style="list-style-type: none"> • Teacher observation • Program performance 	<ul style="list-style-type: none"> • Culture • Phrasing • Articulation 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<ul style="list-style-type: none"> • Unison • Two-part Songs • Partner Songs • Rounds • Acapella • Accompaniment 	3-5 P.7.5.3 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	<ul style="list-style-type: none"> • Sing unison songs and rounds either acapella or with a variety of accompaniment. 	<ul style="list-style-type: none"> • Teacher observation • Singing games • Singing rubric 	<ul style="list-style-type: none"> • Unison • Rounds • A capella • Accompaniment 	CRITICAL
<ul style="list-style-type: none"> • Cues • Conductor 	3-5 P.7.5.4 Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> • Follow the cues of a student/teacher conductor during program performances. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Cues • Conductor • Cut-off • Tempo 	IMPORTANT
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> • Pitched Percussion • Unpitched Percussion • Technique 	3-5 P.8.5.1 Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	<ul style="list-style-type: none"> • Play pitched and unpitched percussion using correct techniques. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Pitched percussion • Unpitched percussion • Technique 	CRITICAL
<ul style="list-style-type: none"> • Melodic Patterns • Rhythmic Patterns • Chordal Patterns • Consistent Tempo 	3-5 P.8.5.2 Play melodic, rhythmic, and chordal patterns at a consistent tempo.	<ul style="list-style-type: none"> • Play melodic and rhythmic patterns using classroom instruments maintaining a consistent tempo. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Melodic • Rhythmic 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<ul style="list-style-type: none"> • Styles • Cultures • Rhythms • Tempi • Dynamics 	3-5 P.8.5.3 Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	<ul style="list-style-type: none"> • Play percussion instruments in small groups concentrating on consistent tempi and correct rhythms. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Tempo 	CRITICAL
<ul style="list-style-type: none"> • Cues • Conductor 	3-5 P.8.5.4 Perform appropriately for a variety of audiences while following the cues of a conductor.	<ul style="list-style-type: none"> • Respond to cues of the conductor when performing for various audiences. 	<ul style="list-style-type: none"> • Teacher observation • Program performance 	<ul style="list-style-type: none"> • Cut-off • Tempo 	IMPORTANT
CREATE					
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. <ul style="list-style-type: none"> • Meter 	3-5 Cr.11.5.2 Create, notate, and perform songs in a variety of meters.	<ul style="list-style-type: none"> • Notate and perform songs in a variety of meters, including 2/4 and 4/4 meter. • Read and perform rhythms using quarter notes, eighth notes, and quarter rests. 	<ul style="list-style-type: none"> • Teacher observation • Rhythmic activities • Rhythm rubric 	<ul style="list-style-type: none"> • Quarter note • Eighth notes • Quarter rest • 2/4 Meter • 4/4 Meter 	CRITICAL

GRADE LEVEL: Third Grade

SUBJECT: Music

DATE: 2019-2020

MONTH/GRADING PERIOD: Quarter 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> Historical Periods State Events Regional Events National Events 	3-5 Cn.3.5.1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.	<ul style="list-style-type: none"> Identify and perform a variety of music from historical periods and national events, including Veteran's Day. 	<ul style="list-style-type: none"> Teacher observation Veteran's Day songs Patriotic songs 	<ul style="list-style-type: none"> National Anthem Veteran's Day 	IMPORTANT
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	3-5 LR.4.5.1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	<ul style="list-style-type: none"> Sing songs that include major and minor tonalities. Read poems using faster and slower tempi. 	<ul style="list-style-type: none"> Singing games Teacher observation Halloween songs and poems 	<ul style="list-style-type: none"> Tonality (Major and minor keys) 	CRITICAL
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Terms Examples 	3-5 LR.5.5.1 Define expressive music terms and apply them to selected musical examples.	<ul style="list-style-type: none"> Define crescendo and diminuendo. Expand the complexity of the musical examples applying appropriate dynamic markings, adding crescendo and diminuendo. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Dynamic markings Crescendo (cresc.) Diminuendo (dim.) 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Breath Control Pitch Tone Quality Posture 	3-5 P.7.5.1 Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	<ul style="list-style-type: none"> Match pitch while singing pentatonic scale songs adding low la. Exhibit continued use of good posture, tone quality, and clear diction while singing. 	<ul style="list-style-type: none"> Teacher observation Singing rubric Singing games 	<ul style="list-style-type: none"> Low la 	CRITICAL
<ul style="list-style-type: none"> Unison Two-part Songs Partner Songs Rounds A Capella Accompaniment 	3-5 P.7.5.3 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	<ul style="list-style-type: none"> Sing songs expanding the range to include more complex rounds. 	<ul style="list-style-type: none"> Teacher observation Singing games Singing rubric 		CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitched percussion Unpitched percussion Technique 	3-5 P.8.5.1 Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	<ul style="list-style-type: none"> Play pitched and unpitched percussion using correct techniques adding more complex patterns. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 		CRITICAL
<ul style="list-style-type: none"> Melodic patterns Rhythmic patterns Chordal patterns Consistent tempo 	3-5 P.8.5.2 Play melodic, rhythmic, and chordal patterns at a consistent tempo.	<ul style="list-style-type: none"> Play extended varieties of melodic and rhythmic patterns using classroom instruments, maintaining a consistent tempo. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<ul style="list-style-type: none"> • Styles • Cultures • Rhythms • Tempi • Dynamics 	3-5 P.8.5.3 Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	<ul style="list-style-type: none"> • Play percussion instruments in small groups with consistent tempi, correct rhythms, adding appropriate dynamics. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Dynamics 	CRITICAL
CREATE					
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. <ul style="list-style-type: none"> • Meter 	3-5 Cr.11.5.2 Create, notate, and perform songs in a variety of meters.	<ul style="list-style-type: none"> • Notate and perform songs adding half notes and half rests in 2/4 and 4/4 meter. 	<ul style="list-style-type: none"> • Teacher observation • Rhythmic activities • Rhythm rubric 	<ul style="list-style-type: none"> • Half note • Half rest 	CRITICAL

GRADE LEVEL: Third Grade

SUBJECT: Music

DATE: 2019-2020

MONTH/GRADING PERIOD: Quarter 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Language Arts Science Mathematics 	3-5 Cn.2.5.1 Discover, identify, and explore how music connects to language arts and/or science, mathematics.	<ul style="list-style-type: none"> Explore the connection between the science of sound and music. Play different length bars on the xylophones to study sound, connecting science and music. 	<ul style="list-style-type: none"> Teacher observation Class discussion 		IMPORTANT
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> Historical Periods State Events Regional Events National Events 	3-5 Cn.3.5.1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.	<ul style="list-style-type: none"> Sing songs related to President's Day and Martin Luther King Day. 	<ul style="list-style-type: none"> Teacher observation Classroom songs 	<ul style="list-style-type: none"> President's Day Martin Luther King Day 	IMPORTANT
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	3-5 LR.4.5.1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	<ul style="list-style-type: none"> Accurately speak or read notated music adding 3/4 meter. 	<ul style="list-style-type: none"> Singing games Teacher observation 	<ul style="list-style-type: none"> 3/4 meter 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Terms Musical Examples 	3-5 LR.5.5.1 Define expressive music terms and apply them to selected musical examples.	<ul style="list-style-type: none"> Define and extend the expressive music terms to include a variety of Italian tempi terms. Sing appropriate musical dynamics when singing songs in class and during performances. 	<ul style="list-style-type: none"> Teacher observation Quiz 	<ul style="list-style-type: none"> Adagio Allegro Presto Andante 	CRITICAL
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. <ul style="list-style-type: none"> Rhythmic Patterns Simple Meter Compound Meter 	3-5 LR.6.5.1 Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.	<ul style="list-style-type: none"> Define compound meter. Demonstrate through conducting or movement the concept of compound meter. 	<ul style="list-style-type: none"> Teacher observation Class discussion 	<ul style="list-style-type: none"> Compound meter 	CRITICAL
<ul style="list-style-type: none"> Form Phrasing Expressive Qualities Timbre 	3-5 LR.6.5.3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> Design a small group movement composition to demonstrate understanding of ABA form. Plan and perform a class movement composition in Rondo form (ABACA). Participate in folk dances using movement to accurately demonstrate the phrasing. 	<ul style="list-style-type: none"> Teacher observation Class discussion 	<ul style="list-style-type: none"> ABA form Rondo form Phrasing 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Breath Control Pitch Diction Tone Quality Posture 	3-5 P.7.5.1 Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	<ul style="list-style-type: none"> Apply good singing techniques such as breath control, accurate pitch, good diction, and tone quality while adding the note Low so 	<ul style="list-style-type: none"> Teacher observation Singing rubric Singing games 	<ul style="list-style-type: none"> Low so 	CRITICAL
<ul style="list-style-type: none"> Unison Two-part Songs Partner Songs Rounds A Capella Accompaniment 	3-5 P.7.5.3 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	<ul style="list-style-type: none"> Sing songs expanding the difficulty to include partner songs. 	<ul style="list-style-type: none"> Teacher observation Singing games Singing rubric 	<ul style="list-style-type: none"> Partner songs 	CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitched Percussion Unpitched Percussion Technique 	3-5 P.8.5.1 Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	<ul style="list-style-type: none"> Play percussion instruments adding the dotted half note. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 	<ul style="list-style-type: none"> Dotted half note 	CRITICAL
<ul style="list-style-type: none"> Melodic Patterns Rhythmic Patterns Chordal Patterns Consistent Tempo 	3-5 P.8.5.2 Play melodic, rhythmic, and chordal patterns at a consistent tempo.	<ul style="list-style-type: none"> Play rhythmic patterns increasing the difficulty to include patterns in beats of 3. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<ul style="list-style-type: none"> • Styles • Cultures • Rhythms • Tempi • Dynamics 	3-5 P.8.5.3 Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	<ul style="list-style-type: none"> • Play instruments expanding the difficulty by adding appropriate dynamics to the pieces. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric • Class discussion 	<ul style="list-style-type: none"> • Dynamics 	CRITICAL
CREATE					
Create a varied repertoire of music by improvising melodies, variations, and accompaniments. <ul style="list-style-type: none"> • Improvisation • Melodic Phrases • Song 	3-5 Cr.9.5.1 Improvise independently and cooperatively successive melodic phrases to create a song.	<ul style="list-style-type: none"> • Improvise 4-beat patterns to create a class song, using a pentatonic scale. 	<ul style="list-style-type: none"> • Teacher observation • Improvisation rubric 	<ul style="list-style-type: none"> • Improvise 	ADDITIONAL
<ul style="list-style-type: none"> • Improvisation • Variations • Learned Songs • Singing • Instruments 	3-5 Cr.9.5.2 Improvise single-line melodic and rhythmic variations of learned songs by singing and using instruments.	<ul style="list-style-type: none"> • Use instruments to create variations on a simple tune (i.e. Twinkle, Twinkle, Little Star, or Mary Had a Little Lamb). 	<ul style="list-style-type: none"> • Teacher observation • Improvisation rubric 		ADDITIONAL
<ul style="list-style-type: none"> • Improvisation • Accompaniments • Pitched • Unpitched • Classroom Instruments • Electronic Sound Sources 	3-5 Cr.9.5.3 Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and unpitched classroom instruments and/or electronic sound sources.	<ul style="list-style-type: none"> • Use a poem to improvise a class piece, including sound effects from the electronic keyboard or other classroom instruments. 	<ul style="list-style-type: none"> • Teacher observation • Improvisation rubric 		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. <ul style="list-style-type: none"> Rhythmic Speech Compositions Text Performance Indicators Tempo Dynamics 	3-5 Cr.11.5.1 Plan, notate, and perform rhythmic speech compositions with text, including performance indicators such as tempo and dynamics.	<ul style="list-style-type: none"> Create rhythmic speech compositions in question/answer form including the appropriate tempi and dynamics. 	<ul style="list-style-type: none"> Teacher observation Class discussion 		ADDITIONAL
<ul style="list-style-type: none"> Songs Meter 	3-5 Cr.11.5.2 Create, notate, and perform songs in a variety of meters.	<ul style="list-style-type: none"> Notate, create, and perform songs in 3/4 meter adding the dotted half note. 	<ul style="list-style-type: none"> Teacher observation Singing games 	<ul style="list-style-type: none"> 3/4 meter 	CRITICAL

GRADE LEVEL: Third Grade

SUBJECT: Music

DATE: 2019-2020

MONTH/GRADING PERIOD: Quarter 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Arts Humanities 	3-5 Cn.2.5.2 Discover, identify, and explore how music connects to other arts and humanities.	<ul style="list-style-type: none"> Compare music to other related arts subjects such as art, PE, and drama. 	<ul style="list-style-type: none"> Teacher observation Class discussion 		ADDITIONAL
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> Roles Musicians Society 	3-5 Cn.3.5.3 Recognize and describe various roles of musicians in society.	<ul style="list-style-type: none"> Create a list of the possible roles and/or professions of musicians. 	<ul style="list-style-type: none"> Teacher observation Class discussion 		ADDITIONAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Forms Tempi Meters Tonalities 	3-5 LR.4.5.1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	<ul style="list-style-type: none"> Sing songs that include 6/8 meter. 	<ul style="list-style-type: none"> Singing games Teacher observation 	<ul style="list-style-type: none"> 6/8 meter 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Breath Control Pitch Diction Tone Quality Posture 	3-5 P.7.5.1 Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	<ul style="list-style-type: none"> Match pitch while singing pentatonic scale songs adding high do while using good tone quality, posture, and clear diction. 	<ul style="list-style-type: none"> Teacher observation Singing rubric Singing games 	<ul style="list-style-type: none"> High do 	CRITICAL
<ul style="list-style-type: none"> Diverse Cultures Languages Dynamics Phrasing Articulation 	3-5 P.7.5.2 Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation.	<ul style="list-style-type: none"> Sing songs from diverse cultures using appropriate language, movement, dynamics, phrasing, and articulation, expanding the variety of music and cultures. 	<ul style="list-style-type: none"> Teacher observation Singing games 		IMPORTANT
<ul style="list-style-type: none"> Unison Two-part Songs Partner Songs Rounds A Capella Accompaniment 	3-5 P.7.5.3 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	<ul style="list-style-type: none"> Sing songs expanding the range to include two-part part songs. 	<ul style="list-style-type: none"> Teacher observation Singing games Singing rubric 		CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitched Percussion Unpitched Percussion Technique 	3-5 P.8.5.1 Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	<ul style="list-style-type: none"> Play pitched and unpitched percussion using correct techniques adding more complex patterns. 	<ul style="list-style-type: none"> Teacher observation Instrument rubric 	<ul style="list-style-type: none"> Pitched percussion Unpitched percussion Technique 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
<ul style="list-style-type: none"> • Styles • Cultures • Rhythms • Tempi • Dynamics 	3-5 P.8.5.3 Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	<ul style="list-style-type: none"> • Play percussion instruments in small groups with attention to appropriate dynamics, tempi, and correct rhythms. 	<ul style="list-style-type: none"> • Teacher observation • Instrument rubric 	<ul style="list-style-type: none"> • Tempo • Dynamics 	CRITICAL
CREATE					
Create a varied repertoire of music by representing audiated and aurally perceived music. <ul style="list-style-type: none"> • Rhythm • Melody • Form • Traditional • Non-traditional 	3-5 Cr.10.5.1 Demonstrate the rhythm, melody, and form of an audiated and/or aurally perceived song through traditional and/or nontraditional notation.	<ul style="list-style-type: none"> • Create individual compositions using sources such as the “Outside the Lines” composition book. • Perform the compositions demonstrating understanding of rhythm, melody, and form. 	<ul style="list-style-type: none"> • Teacher observation • Composition rubric 	Composition	ADDITIONAL
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. <ul style="list-style-type: none"> • Songs • Meter 	3-5 Cr.11.5.2 Create, notate, and perform songs in a variety of meters.	<ul style="list-style-type: none"> • Notate and perform songs adding whole notes and dotted quarter notes. 	<ul style="list-style-type: none"> • Teacher observation • Rhythmic activities • Rhythm rubric 	<ul style="list-style-type: none"> • Whole note • Dotted quarter note 	CRITICAL
<ul style="list-style-type: none"> • Accompaniments • Melodies 	3-5 Cr.11.5.3 Plan, arrange, and perform accompaniments to given melodies within specific guidelines.	<ul style="list-style-type: none"> • Create a 4 beat pattern to accompany a familiar class song. 	<ul style="list-style-type: none"> • Teacher observation • Composition rubric 		ADDITIONAL