

Third Grade Scope & Sequence

Adopted 2015, Revised 2018

TEKS	BISD Clarification	Clarification Documents
Foundations: music literacy The student describes and analyzes musical sound.		
3.1A = Categorize and explain a variety of musical sounds, including those of children’s and adult’s voices	<u>Treble and bass</u> voices	<u>3.1A Clarification Document</u>
3.1B = Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion and instruments from various cultures	<u>Multiple instruments</u> from each family	<u>3.1B Clarification Document</u>
3.1C = Use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	Exposure to <u>major, minor</u>	<u>3.1C Clarification Document</u>
3.1D = Identify and label small and large musical forms such as ABAC, AB and ABA presented aurally in simple songs and larger works	<u>Canon</u>	<u>3.1D Clarification Document</u>
Foundations: music literacy . The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples.		
3.2A = Read, write and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	Continue Gordon counting system	<u>3.2A Clarification Document</u>

<p>3.2B = Read, write and reproduce extended pentatonic melodic patterns using standard staff notation</p>	<p>Utilize S, L, D R M S L D' and Do clef; Curwen hand signs</p>	<p><u>3.2B Clarification Document</u></p>
<p>3.2C = Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>See Clarification Document (SCD)</p>	<p><u>3.2C Clarification Document</u></p>

Creative expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.		
3.3A = Sing or play classroom instruments independently or in groups with accurate intonation and rhythm	<u>Rounds, part singing (ostinato vs. melody)</u> , songs that reinforce known pitches & rhythms	<u>3.3A Clarification Document</u>
3.3B = Sing or play a varied repertoire of music independently or in groups such as American folk songs and folk songs representative of local cultures	<u>Including Patriotic</u>	<u>3.3B Clarification Document</u>
3.3C = Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movements such as hands and feet moving together	<u>Simple line dances, concentric circles, passing games</u>	<u>3.3C Clarification Document</u>
3.3D = Perform simple partwork, including rhythmic and melodic ostinati, derived from known repertoire	SCD	<u>3.3D Clarification Document</u>
3.3E = Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	SCD	<u>3.3E Clarification Document</u>
Creative expression: The student creates and explores new musical ideas within specified guidelines.		
3.4A = Create rhythmic phrases through improvisation or composition	4 to 16 measures utilizing <u>whole note, whole rest, sixteenth notes</u>	<u>3.4A Clarification Document</u>
3.4B = Create melodic phrases through improvisation or composition	4 to 16 measures utilizing <u>S, L, D R M S L D'</u>	<u>3.4B Clarification Document</u>

3.4C = Create simple accompaniments through improvisation and composition	<u>Arioso creating pitches & words,</u> <u>ostinatos</u>	<u>3.4C Clarification Document</u>
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Historical and cultural relevance: The student examines music in relation to history and cultures.		
3.5A = Perform a varied repertoire of songs, movement and musical games representative of American and local cultures	SCD	<u>3.5A Clarification Document</u>
3.5B = Identify music from diverse genres, styles, periods and cultures	SCD	<u>3.5B Clarification Document</u>
3.5C = Identify the relationships between music and interdisciplinary concepts	Math (counting measures, fractions); language arts (reading comprehension); science (sounds of instruments); social studies (enhance academic)	<u>3.5C Clarification Document</u>
Critical evaluation and response: The student listens to, responds to, and evaluates music and musical performances.		
3.6A = Exhibit audience etiquette during live and recorded performances	Attend performances in classroom or off campus (ballet); attention to appropriate types of responses.	<u>3.6A Clarification Document</u>
3.6B = Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	<u>3.6B Clarification Document</u>
3.6C = Identify specific musical events in aural examples such as changes in timbre, form, tempo or dynamics using appropriate vocabulary	Utilize recorded music, teacher performance, peer performance	<u>3.6C Clarification Document</u>
3.6D = Respond verbally and through movement to short musical examples	Utilize recorded music, teacher performance, peer performance	<u>3.6D Clarification Document</u>

3.6E = Describe a variety of compositions and formal or informal musical performances using specific music vocabulary	Utilize recorded music, teacher performance, peer performance	<u>3.6E Clarification Document</u>
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