

Marking Period 1 (MPI)	General Music Curriculum Pacing Guide -Grade: 3
<p>MP 1</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.3 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.3 Students organize musical ideas using rhythmic notation, pitch patterns, and expressive elements. • MU:Cr3.1.3 Students refine musical ideas through practice, repetition, and teacher-guided feedback. • MU:Pr4.1.3 Students demonstrate understanding of rhythm, melody, and expressive elements through singing and instrument performance. • MU:Pr5.1.3 Students rehearse music with attention to accuracy, steady beat, expression, and ensemble awareness. • MU:Pr6.1.3 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.3 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.3 Students interpret musical ideas by identifying patterns, form, and expressive elements. • MU:Cn10.1.3 Students relate musical ideas to personal experiences, stories, and interdisciplinary connections. • MU:Cn11.1.3 Students explore how music reflects cultural traditions, history, and community life.
<p>MP 1</p> <p>Topics</p>	<p>Review of Foundational Rhythms</p> <p>Dotted Rhythms Introduction</p> <p>Staff Literacy and Pitch Placement</p> <p>Melodic Patterns on Instruments</p> <p>Form Study – AB, ABA, and Rondo</p> <p>Expressive Elements – Dynamics, Tempo, and Articulation</p> <p>Cultural Music and Identity Awareness</p> <p>Beginning Composition – Rhythm and Melody</p> <p>Ensemble Skills and Performance Readiness</p> <p>End-of-Unit Demonstration</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Music Literacy, Rhythm & Pitch Fluency: Students read and perform rhythmic patterns including dotted rhythms, identify staff pitches, apply solfege, recognize melodic direction, and maintain steady beat with growing independence. • Melodic Performance, Ensemble Skills & Technique: Students sing and play melodic phrases with improved pitch accuracy, follow ensemble cues, perform layered rhythms, and apply dynamics and articulation in group settings. • Musical Expression, Form & Creative Composition: Students interpret expressive elements (tempo, dynamics, articulation), identify musical forms (AB, ABA, rondo), and create or improvise rhythmic and melodic patterns. • Listening, Cultural Awareness & Collaborative Musicianship: Students analyze musical elements using vocabulary, explore global music traditions, practice responsible ensemble habits, and reflect on performance growth.
<p>MP 1</p> <p>Core Materials</p>	<p>Classroom Instruments</p> <ul style="list-style-type: none"> • Rhythm sticks for performing rhythmic sequences that include quarter, eighth, rest, and dotted patterns • Hand drums, frame drums, tubanos for ensemble beat accuracy, conducting response, and call-and-response practice • Tambourines, shakers, maracas for timbre variety and dynamic contrast • Bells and small pitched percussion for melodic echoes and step/skip identification • Mallet instruments (xylophones, metallophones, glockenspiels) for reading and performing simple melodic phrases using solfege or letter-name pitches <p>Quaver Music Technology</p> <ul style="list-style-type: none"> • Teacher access to full Quaver Music platform • Smartboard or large display for: <ul style="list-style-type: none"> ○ rhythm readers and notation tools ○ melodic contour trainers ○ staff-reading games ○ form-mapping modules ○ multicultural listening examples • Speakers or classroom sound system for recordings, play-along tracks, and guided listening • Teacher device (laptop/tablet) for managing Quaver lessons, printable resources, and assessment tools <p>Notation and Literacy Supports</p>

- Rhythm flashcards that include:
 - quarter notes
 - paired eighth notes
 - quarter rests
 - half notes
 - dotted quarter patterns
- Enlarged classroom visuals showing note symbols, rest notation, and value charts
- Staff boards or magnetic boards for pitch placement and contour work
- Solfege visuals (movable-do or fixed depending on district sequence)
- Quaver printable manipulatives:
 - beat cubes
 - rhythm blocks
 - form section icons

Marking Period 2 (MPIO)	General Music Curriculum Pacing Guide -Grade: 3
<p>MP 2</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.3 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.3 Students organize musical ideas using rhythmic notation, pitch patterns, and expressive elements. • MU:Cr3.1.3 Students refine musical ideas through practice, repetition, and teacher-guided feedback. • MU:Pr4.1.3 Students demonstrate understanding of rhythm, melody, and expressive elements through singing and instrument performance. • MU:Pr5.1.3 Students rehearse music with attention to accuracy, steady beat, expression, and ensemble awareness. • MU:Pr6.1.3 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.3 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.3 Students interpret musical ideas by identifying patterns, form, and expressive elements. • MU:Cn10.1.3 Students relate musical ideas to personal experiences, stories, and interdisciplinary connections. • MU:Cn11.1.3 Students explore how music reflects cultural traditions, history, and community life.
<p>MP 2</p> <p>Topics</p>	<p>Review of steady beat and rhythm patterns</p> <p>Reading and performing rhythmic notation</p> <p>Playing rhythm patterns on instruments</p> <p>Pitch reading on the staff (do–re–mi or treble clef intro)</p> <p>Singing melodic patterns with solfege</p> <p>Dynamics and expressive markings</p> <p>Ensemble performance skills</p> <p>Creating rhythmic and melodic patterns</p> <p>Rehearsing songs and instrumental pieces</p> <p>Informal performance and reflection</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Rhythm Reading & Instrument Performance: Students sing with accurate pitch and steady beat, read and perform rhythm notation, and play classroom instruments with coordination and control.

	<ul style="list-style-type: none"> • Pitch Patterns, Expression & Musical Elements: Students follow melodic direction, apply dynamics and expressive markings, and understand how musical elements shape sound and meaning. • Ensemble Listening & Musical Cooperation: Students listen attentively within group performance, respond to cues, and work cooperatively to maintain balance and rhythmic accuracy. • Musical Structure & Expressive Understanding: Students recognize that music is organized using symbols and patterns, that expression enhances communication, and that successful ensemble performance requires focus and teamwork.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion and barred instruments • Staff visuals and rhythm cards • Song repertoire and listening selections • Notation worksheets and composition templates

Marking Period 3 (MP3)	General Music Curriculum Pacing Guide -Grade: 3
<p>MP 3</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.3 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.3 Students organize musical ideas using rhythmic notation, pitch patterns, and expressive elements. • MU:Cr3.1.3 Students refine musical ideas through practice, repetition, and teacher-guided feedback. • MU:Pr4.1.3 Students demonstrate understanding of rhythm, melody, and expressive elements through singing and instrument performance. • MU:Pr5.1.3 Students rehearse music with attention to accuracy, steady beat, expression, and ensemble awareness. • MU:Pr6.1.3 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.3 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.3 Students interpret musical ideas by identifying patterns, form, and expressive elements. • MU:Cn10.1.3 Students relate musical ideas to personal experiences, stories, and interdisciplinary connections. • MU:Cn11.1.3 Students explore how music reflects cultural traditions, history, and community life.
<p>MP 3</p> <p>Topics</p>	<p>Review of steady beat and rhythm</p> <p>Repeating rhythm patterns</p> <p>Same and different sounds</p> <p>Pitch direction: up, down, same</p> <p>Singing pitch patterns and echo songs</p> <p>Musical form: same/different sections</p> <p>Loud and soft contrasts</p> <p>Expressive movement to show musical changes</p> <p>Practicing songs and musical routines</p> <p>Informal sharing and reflection</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>• Beat, Rhythm & Active Music Participation: Students maintain a steady beat through movement and instrument play while participating actively in musical experiences.</p>

	<ul style="list-style-type: none"> • Pitch, Melody & Singing Accuracy: Students sing simple pitch patterns accurately while recognizing pitch direction such as high/low and up/down movement in melodies. • Musical Patterns, Form & Dynamics: Students identify repetition and contrast in music while recognizing musical form (same/different) and dynamic changes such as loud and soft. • Expression, Meaning & Cultural Connections: Students understand that music can express feelings and ideas while connecting musical experiences to stories and traditions.
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion instruments • Scarves or movement props • Recorded music and song repertoire • Visual supports for patterns, pitch, and dynamics

Marking Period 4 (MPIV)	General Music Curriculum Pacing Guide -Grade: 3
<p>MP 4</p> <p>Standards for Music Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.3 Students generate musical ideas using known rhythmic and melodic patterns through singing, playing instruments, and movement. • MU:Cr2.1.3 Students organize musical ideas using rhythmic notation, pitch patterns, and expressive elements. • MU:Cr3.1.3 Students refine musical ideas through practice, repetition, and teacher-guided feedback. • U:Pr4.1.3 Students demonstrate understanding of rhythm, melody, and expressive elements through singing and instrument performance. • MU:Pr5.1.3 Students rehearse music with attention to accuracy, steady beat, expression, and ensemble awareness. • MU:Pr6.1.3 Students perform music with appropriate tone, tempo, dynamics, and focus. • MU:Re7.1.3 Students describe how music communicates ideas, moods, and structure using grade-appropriate music vocabulary. • MU:Re8.1.3 Students interpret musical ideas by identifying patterns, form, and expressive elements. • MU:Cn10.1.3 Students relate musical ideas to personal experiences, stories, and interdisciplinary connections. • MU:Cn11.1.3 Students explore how music reflects cultural traditions, history, and community life.
<p>MP 4</p> <p>Topics</p>	<p>Review of steady beat and classroom music routines</p> <p>Singing with expression and clear voices</p> <p>Playing instruments with steady beat and dynamics</p> <p>Musical form review (same/different)</p> <p>Creating and improvising sounds and rhythms</p> <p>Expressive movement to music</p> <p>Practicing songs and musical games</p> <p>Performance behaviors and audience skills</p> <p>Informal class performance and sharing</p> <p>Reflection and celebration of learning</p>

<p>MP 4</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Singing, Beat & Musical Participation: Students sing simple songs with expression while maintaining a steady beat through movement and classroom instruments. • Rhythm, Pitch & Musical Exploration: Students explore musical sounds by identifying beat, rhythm, and pitch while experimenting with different ways to create music. • Dynamics, Mood & Musical Expression: Students recognize loud and soft dynamics and understand how music can communicate different moods and feelings. • Performance Behavior, Audience Awareness & Musical Community: Students demonstrate appropriate performance and audience behavior while understanding that music can be shared and enjoyed by everyone.
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Singing voice • Classroom percussion instruments (shakers, drums, rhythm sticks) • Scarves, ribbons, or movement props • Recorded music and song repertoire • Visual supports for routines and musical concepts