



General Music

Grade 3

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Approved: Dr. James Riley

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Scope and Sequence

Summary and Rationale	
<p>In Grade 3, students will progress towards music literacy in an environment in which they are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Students will be given opportunities to communicate musical ideas through creative personal realization, engage in challenging performance experiences, respond to the arts through analyzing and interpreting the artistic communications of others, and connect musical ideas and works within societal, cultural and historical contexts.</p>	
Recommended Pacing	
<p>The essential elements of music based on aspects of composition, including but not limited to rhythm, melody, tone, pitch, timbre, form, texture, and harmony, are integrated within the standards and objectives listed below and are intended to progress on an ongoing basis throughout the year.</p>	
Standards	
Creating	
Generalizing and conceptualizing ideas.	
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Organizing and developing ideas.	
1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
Refining and completing products.	
1.3A.5.Cr3a	Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent
Performing	
Selecting, analyzing, and interpreting work.	

1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, and harmony) in music selected for performance
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4de	Convey creator's intent through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
Developing and refining techniques and models or steps needed to create products.	
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
Conveying meaning through art.	
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
Responding	
Perceiving and analyzing products.	
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
Interpreting intent and meaning.	
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music
Applying criteria to evaluate products.	
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
Connecting	
Synthesizing and relating knowledge and personal experiences to create products.	
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	
1.3A.5.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	
Enduring Understandings	
<ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ○ Musicians' creative choices are influenced by their expertise, context, and expressive intent. 	

- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performing
 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Responding
 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music
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 - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria
- Connecting
 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding
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Essential Questions

- Creating
 - How do musicians generate creative ideas?
 - How do musicians make creative decisions?
 - How do musicians improve the quality of their creative work?
- Performing
 - How do performers select repertoire?
 - How do musicians improve the quality of their performance?
 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- Responding
 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
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 - How do we judge the quality of musical work(s) and performance(s)?
- Connecting
 - How do musicians make meaningful connections to creating, performing, and responding?
 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Evidence of Learning (Assessments)

The development of assessments to measure student progress on instructional objectives will continue throughout the year. Suggested tools for assessment include:

- Rubric-based Performance assessments
- Rubric-based student and group self-critique
- Listening logs/journals
- Do now activities
- Exit tasks
- Student and teacher driven questioning strategies
- Group project/improvisation/performance
 - Perform a rhythmic ostinato on pitched percussion instrument using a simple chord bordun, broken and crossover bordun
 - Clap and speak 8 beat rhythm patterns using half, quarter, sets of eighth and sixteenth notes as well as half and quarter rests
 - Compose rhythm patterns up to 16 beats using the above rhythms and rests as well as accompanying lyrics
- Concert performance(s)

Objectives

Students will know:

- **Creating**
 - Music is a language.
 - The language of music includes specific vocabulary and symbols.
 - Musical literacy includes the ability to read, decipher, and write musical symbols and terms
 - Compositions are grounded in prior knowledge, composed of musical elements that include rhythm, melody, harmony, timbre, form.
 - Creativity is enhanced by the development of technical knowledge and personal experience
 - Manipulating the elements of music creates expression (individual or group).
 - Composing and improvising connects with the vocabulary, symbols, patterns, and elements of music.
- **Performing**
 - Performing music is the oldest form of expression and communication
 - Practicing and THE WAY a performer practices has a direct and predictable effect on the quality of performance.
 - All performances provide opportunity for growth.
 - Increased knowledge of vocabulary, elements, and structure of music can produce higher-level performance.
- **Responding**
 - Exposure to a range of music is key to how we listen, respond, and perform music.
- **Connecting**
 - Music affects and is affected by the culture and world around us.
 - Music is related to all other disciplines.
 - Knowledge of the context of a composition, composer, culture fosters increased understanding and appreciation of music.

Students will be able to:

- **Create (Imagine, Plan, Make, Evaluate and Refine)**
 - Identify, sing, and/or play with steady beat in duple (2/4, 3/4, 4/4) and compound meter (6/8). (1.3A.5.Cr2b)
 - Recognize music is divided into measures. (1.3A.5.Cr2b)
 - Identify and demonstrate sets of beats grouped by twos and threes. (1.3A.5.Cr2b)
 - Identify strong and weak beats. (1.3A.5.Cr2b)
 - Identify melodic movement as step, skip, and leap. (1.3A.5.Cr2b)
 - Identify I and V chords and progression. (1.3A.5.Cr1a)
 - Read, perform, and notate rhythmic patterns that include sixteenth, single eighth, quarter, half, dotted half, whole notes and rests. (1.3A.5.Cr2b)
 - Notate melodies using traditional notation on the treble staff. (1.3A.5.Cr2b)
 - Recognize and explain music symbols in a musical score using correct terminology. (1.3A.5.Cr1a)
 - Demonstrate melodic contour of a musical phrase. (1.3A.5.Cr1a)
 - Categorize families of instruments and identify appropriate musical families (brass, string, woodwind, and percussion), Recognize how the size of the instrument affects its pitch. (1.3A.5.Cr1a)
 - Identify and write using standard notation notes with rhythmic values: sixteenth, single eighth, quarter, half, dotted half, whole notes and rests. (1.3A.5.Cr2b)
 - Identify forms: ABACA (rondo); D.C. al fine (ABA); first/second ending; D.S. al fine. (1.3A.5.Cr1a, 1.3A.5.Cr2b)
 - Sight-read melodic patterns using a pentatonic scale (*do, re, mi, sol, la*) with teacher guidance. (1.3A.5.Cr1a)
 - Identify, define, and describe standard notation within an octave and vocabulary listed below. (1.3A.5.Cr2b)
- **Perform (Rehearse, Evaluate, Refine, Select, Analyze, Interpret and Present)**
 - Sing individually and in groups a varied repertoire of songs reading standard musical notation in treble in mixed and/or compound meter. (1.3A.5.Pr4b, 1.3A.5.Pr6c)
 - Sing making adjustments for pitch and timbre, individually and in groups, both melodic (1.3A.5.Pr4d, 1.3A.5.Pr6c)
 - Sing in rounds, partner songs, and ostinato patterns in a variety of ensemble settings using Orff instruments and/or recorder. (1.3A.5.Pr4b)
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 - Sing *solfeggio* from a given pitch: low *do, re mi, fa, so, la*, and high *do* (1.3A.5.Pr4b, 1.3A.5.Pr4c)
 - Explore, perform, and improvise melodies over given harmonies (I, V, V⁷) by singing and/or playing instruments. (1.3A.5.Pr4b)
 - Perform by speaking, clapping, body percussion and using pitched and unpitched percussion instruments rhythmic values include sixteenth, single eighth, quarter, half, dotted half, whole notes and rests. (1.3A.5.Pr4b)
 - Improvise vocaleases in call-and-response form to a given vocal prompt; compose and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches. (1.3A.5.Pr4b, 1.3A.5.Pr6c)
- **Respond (Select, Analyze, Evaluate and Interpret)**
 - Categorize compositions using content specific vocabulary (1.3A.5.Re7b)

- Articulate informed responses to musical compositions based on personal, cultural, and historic points of view. (1.3A.5.Re7b, 1.3A.5.Re9a)
- Unsure???
- Discuss how the personal lives of composers are reflected in their music. (1.3A.5.Re8a)
- Apply scoring rubrics to self-evaluate live and/or recorded performances. (1.3A.5.Re7b)
- Compare and contrast musical compositions based on similar themes (1.3A.5.Re7b, 1.3A.5.Re8a)
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- **Connect (Interconnect)**
 - Connect compositions with societal values and beliefs in Western and non-Western musical styles. (1.3A.5.Cn10a, 1.3A.5.Cn11a)
 - Experience and discuss the music of world cultures. (1.3A.5.Cn11a)
 - Identify, compare, and contrast elements of musical compositions with their related genres. (1.3A.5.Cn11a)
 - Research a significant musician from each of the following genres: classical, jazz, popular. (1.3A.5.Cn11a)
 - Discuss the impact of music on diverse cultures. (1.3A.5.Cn10a, 1.3A.5.Cn11a)
 - Analyze the contributions of significant composers and compositions. (1.3A.5.Cn10a, 1.3A.5.Cn11a)

Integration

Technology Integration

Google slides presentations

Writing Integration

Suggested Resources

Be a Recorder Star Book
 Google slide interactive presentations
 Unison and 2-part choral music

Vocabulary:

I-V-I Chord progression
 A cappella
 ABC form
 Bar line
 Bass clef
 Brass family
 Chord
 Coda
 Composition

Dotted half note
Fermata
Grand staff (system)
Harmony
Improvisation
Interlude
Jazz
Leap
Ledger lines
Legato
Measure
Melodic shape
Motif
Movement
Musical score
Octave
Oral tradition
Partner song
Pentatonic scale
Percussion family
Phrase
Scat
Shape
Single eighth note
Sixteenth notes
Staccato
Step
String family
Timbre
Treble clef
Woodwind family
World music