

## Music 3rd Grade

Scope and Sequence K-5	Assessments and Rubrics	Instructional Resources and Tools	Standards
<p><b>Summary Statement:</b> Third grade students will use their knowledge of music to inform their performance, creation, and inquiry of music across cultures, genres, eras, and the world around them.</p>			

### 3rd Grade: Year at a Glance

	Expression	Theory	Creation	Aesthetic Experience
<b>August</b>	<ul style="list-style-type: none"> <li>Demonstrate proper care of voice and instruments</li> </ul>			<ul style="list-style-type: none"> <li>Demonstrate respect for individual, group, and self-contributions in a musical setting</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>Perform rhythmic layered ostinati</li> </ul>	<ul style="list-style-type: none"> <li>Identify third grade rhythms</li> </ul>		
<b>October</b>	<ul style="list-style-type: none"> <li>Perform third grade rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Notate third grade rhythms</li> <li>Identify Q/A improvisation</li> </ul>		
<b>November</b>		<ul style="list-style-type: none"> <li>Identify Lines and Spaces of the treble clef staff</li> </ul>	<ul style="list-style-type: none"> <li>Improvise 4 measure rhythm within a musical selection</li> </ul>	
<b>December</b>		<ul style="list-style-type: none"> <li>Identify Rondo Form</li> </ul>		<ul style="list-style-type: none"> <li>Create developmentally appropriate movements to express pitch, tempo, form and dynamics</li> </ul>

<b>January</b>	<ul style="list-style-type: none"> <li>Perform layered melodic ostinati</li> </ul>	<ul style="list-style-type: none"> <li>Identify 2/4, 3/4, 4/4</li> <li>Identify and explain the top number of the time signature</li> </ul>		
<b>February</b>		<ul style="list-style-type: none"> <li>Notate phrases using learned rhythms and pitches on a treble clef staff</li> </ul>	<ul style="list-style-type: none"> <li>Create phrases using third grade rhythms and pitches on a treble clef staff</li> </ul>	<ul style="list-style-type: none"> <li>Describe how music communicates meaning of text, feeling, and personal preferences while demonstrating respect for the music preferences and opinions of others.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>Perform a simple melodies from notation</li> </ul>			
<b>April</b>			<ul style="list-style-type: none"> <li>Improvise a 4 measure melody within a musical selection</li> </ul>	
<b>May</b>		<ul style="list-style-type: none"> <li>Identify families of orchestral instruments</li> </ul>		<ul style="list-style-type: none"> <li>Describe how specific musical elements communicate particular ideas or moods in music</li> </ul>

Students know...	Students understand...	Students can...
<ul style="list-style-type: none"> <li>● Third grade rhythms</li> <li>● Extended pentatonic pitches</li> <li>● Lines and spaces on the treble staff</li> <li>● Canon</li> <li>● Preference in music</li> <li>● Families of the orchestra</li> <li>● Function of meter</li> <li>● Form</li> </ul>	<ul style="list-style-type: none"> <li>● Placement within an ensemble</li> <li>● Everyone has a musical preference</li> <li>● Question and answer form</li> <li>● Music can represent feelings and moods</li> <li>● Meaning of improvisation</li> <li>● Meaning of ostinato</li> <li>● Beat and rhythm work together</li> </ul>	<ul style="list-style-type: none"> <li>● Play and sing <ul style="list-style-type: none"> <li>○ Extended pentatonic melodies</li> <li>○ Canons</li> <li>○ Third grade rhythms</li> <li>○ from traditional notation</li> <li>○ Ostinati</li> </ul> </li> <li>● Improvise <ul style="list-style-type: none"> <li>○ Rhythms</li> <li>○ Melodies</li> </ul> </li> <li>● Describe how music communicates feelings and ideas</li> </ul>
<b>Key Vocabulary</b>		
Pianissimo, fortissimo, largo, allegro, and legato, staccato, ostinato/ostinati, improvisation, rondo form, treble clef, time signature		