

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education. A high-quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: Perform, Create, Respond, and Connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

- Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.
- Activities and Outcomes- Generally phrased like “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.
- Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.
- Resources and Correlations- In these columns, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Tennessee English Language Arts Standards that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Instructional Map

Music

Orff

Third Grade

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
P2: Develop and refine artistic techniques and work for performance.
P3: Convey and express meaning through the presentation of artistic work.

G3 Q1 PERFORM DOMAIN RESOURCE LIST

- SRA=SRA
 Share the Music=STM
 Spotlight On Music=SOM
 Silver Burdett Making Music=SBMM
 Tyme for a Rhyme=TFAR
 Mallet Madness Strikes Again=MMSA
 Random House Book of Poetry for Children=RHB
 Making the Most of the Holidays=MMH
 Strike it Rich=SR
 Teaching Movement and Dance=TMD
 Rhythmically Moving=RM
 As American as Apple Pie=AAP
 Third Rhyme's the Charm=TRC
 Second Rhyme Around=SRA
www.dsokids.com (Dallas Symphony Orchestra)
<https://kids.usa.gov/art-and-music/index.shtml>
<http://www.nyphilkids.org/> (New York Philharmonic)
<http://www.nyphilkids.org/main.phtml>
www.sfskids.org (San Francisco Symphony)
<http://teachingwithorff.com/>

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
P1.A Musical Concepts Demonstrate and explain how the	Discuss how to select performance repertoire	Observe as students discuss performance repertoire. <u>Group Discussion Rubric</u>	"Hey, Motswala" SOM Gr. 3 "Clocks" SOM Gr. 3	3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts;

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
selection of music to perform is influenced by personal interest, knowledge, purpose, and context.			“Que llueva (It’s Raining)” <i>SOM</i> Gr. 3	engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
P1.B Musical Contrasts Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.	Perform a dance that includes movement patterns that go up, down, or remain level	Observe as students demonstrate understanding of melodic direction through singing, playing instrument and moving. Assess understanding using a teacher-created or district-provided rubric .	“I Don’t Care If the Rain Comes Down” <i>SBMM</i> Gr. 3, page 24, CD 1-39; Dance Directions on page 472	Comprehension: Describe and identify sequence of movements in a choreographed dance 3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
P1.C Musical Context Describe how context (such as personal and	Discuss the connections between the song text and song activity.	Observe as students discuss connections between song and text. Assess understanding	“Little Sally Walker” <i>SOM</i> Gr. 3 “Stevedore’s Song” <i>SOM</i> Gr. 3	Compare and contrast: In Little Sally Walker, have students discuss with a partner or in

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
social) can inform a performance.		using a teacher-created or district-provided rubric .	"Wang Ü Ger" <i>SOM Gr. 3</i>	small groups how "Afrakakraba" and "Little Sally Walker" are the same and how they are different. Have them describe the sound of each song using specific music vocabulary and recall the style they identified for "Little Sally Walker." Collect their ideas and write them on the board. 3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
P1.D Notation When analyzing selected music, read and perform rhythmic	Read 8-beat notated rhythmic patterns using quarter notes, two eighths, quarter rests,	Observe as students perform rhythmic patterns in traditional notation using quarter notes, two eighths,	"Rocky Mountain" <i>STM Gr. 3, SBMM Gr. 2</i> "Guadalaquivir" <i>SOM Gr. 3</i>	Fluency: Perform rhythm of the words, reviewing and asking students to describe the

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.	<p>tied quarters, and half notes</p> <p>Read melodic patterns using solfege (hand signs and/or body scale) for the pentatonic scale (La-Sol-Mi-Re-Do)</p> <p>Echo-play patterns on barred instruments set up in a pentatonic scale, translating solfege syllables into the corresponding bars on the instruments</p>	<p>quarter rests, tied quarters, and half notes. Assess using a teacher-created or district-provided rubric.</p> <p>Observe as students sing solfege patterns using hand signs or body scale and assess using teacher created or district-provided rubric for singing or reading solfege as appropriate.</p>	<p>"Dumplin's" <i>STM</i> Gr. 3 (Use <i>STM</i> Recording)</p> <p>"Jingle at the Window" <i>SOM</i> Gr. 3</p> <p>"Wee Willie Winkie" <i>TFAR</i></p> <p>"Rocky Mountain" <i>STM</i> Gr. 3, <i>SBMM</i> Gr. 2</p> <p>"I Don't Care If the Rain Comes Down" <i>SBMM</i> Gr. 3, page 24, CD1-39; Dance Directions on page 472</p>	<p>relationship between rhythm and syllables.</p> <p>Comprehension: Describe and identify sequence of movements in a choreographed dance</p> <p>Comprehension: Describe and relate sequence of movements in a choreographed dance to the text of songs.</p> <p>3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.IKI.7 Use information gained from</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				illustrations and the words in a text to demonstrate understanding of the text.
<p>P2.A Apply Feedback</p> <p>Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsal/performance</p>	Apply feedback to a performance of an unpitched percussion layered ostinato piece	Observe as students discuss evaluation of performance. Assess understanding using a teacher-created or district-provided rubric .	<p>“Concerto in B Minor (Handel)” <i>SOM</i> Gr. 3</p> <p>“The Gold Ring” <i>SOM</i> Gr. 3</p>	3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	Sing a song in a second language	Observe as students apply teacher feedback to a given performance.	<p>“La mar” <i>SOM</i> Gr. 3</p> <p>“Stevedore’s Song” <i>SOM</i> Gr. 3</p> <p>“Gong xi fa cai” <i>SOM</i> Gr. 3</p>	3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.A Singing Sing alone and with others, with expression and skill. Specified Third Grade skills: Pitch-matching games, la, sol, mi, re, do, do' patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in major/minor, partner songs and in canon.</p>	<p>Sing pentatonic songs using proper vocal technique</p> <p>Echo sing melodic patterns using solfege (hand signs and/or body scale) for the pentatonic scale (La-Sol-Mi-Re-Do)</p>	<p>Observe as students match pitch using pentatonic patterns (singing answers or parts of songs). Assess using a teacher-created or district-provided rubric.</p>	<p>"Tanabata" <i>SOM</i> Gr. 3 "Rocky Mountain" <i>STM</i> Gr. 3 <i>SBMM</i> Gr. 2 "Dumplin's" <i>STM</i> Gr. 3 (Use <i>STM</i> Recording) "Wee Willie Winkie" <i>TFAR</i> "Bandy Legs" <i>TFAR</i></p>	<p>Comprehension: Using a version of the Japanese folk story associated with the Tanabata festival (such as the one found at web-japan.org/kidsweb/folk/tanabata), have the students determine the central message of the story.</p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
<p>P3.B Instruments and Body Percussion Using body percussion and/or instruments, perform instrumentally,</p>	<p>Perform beat accompaniment for song or poem with body percussion or instruments</p>	<p>Observe as students perform steady beat of poem, then perform rhythm of the words of same poem</p>	<p>"Way Down South" <i>SOM</i> Gr. 3 (link is for Grade 2 Appendix for review or if not previously used.)</p>	<p>Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>alone and with others, with expression and skill.</p> <p>Specified Third Grade skills: Performing standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor.</p>	<p>Perform rhythm of the words of a song or poem with body percussion or instruments</p> <p>Demonstrate correct technique using unpitched instruments by echoing eight beat patterns and performing rhythm of the words of a poem</p> <p>Demonstrate correct technique using barred instruments by performing an Orff orchestration</p>	<p>or</p> <p>Observe as students speak a familiar poem or sing a song with eyes closed and silently tap the beat; repeat the poem or song and silently tap the rhythm of the words.</p> <p>Assess the above using a teacher-created or district-provided rubric.</p> <p>Observe student performance of chord and broken chord accompaniments and assess using a teacher-created or district-provided rubric.</p>	<p>"Bonefish, Bluebird" <i>STM</i> Gr. 3</p> <p>"Bickle Bockle" (See Appendix)</p> <p>"Rocky Mountain" <i>STM</i> Gr. 3</p> <p>"Great Big House" <i>SOM</i> Gr. 3</p> <p>"Wee Willie Winkie" <i>TFAR</i></p> <p>"If" <i>TFAR</i></p> <p>"Bandy Legs" <i>TFAR</i></p> <p>"Way Down South" <i>SOM</i> Gr. 3</p> <p>"Welcome Back" <i>MMH</i></p> <p>"Sally on the Seesaw" (B Section, See Appendix)</p> <p>"Bickle Bockle" (See Appendix) Practice pg. 156 "Music Skills" <i>SOM</i> Gr. 3</p> <p>"Rain on the Green Grass" <i>SRA</i></p>	<p>Ask students to discuss the difference between literal and non-literal language in rhymes such as "Way Down South" and "Bonefish, Bluebird"</p> <p>Model and have students echo fluid reading of text</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language (e.g., feeling blue versus the color blue).</p> <p>3.SL.CC.2- Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Perform rhythmic ostinato with body percussion or unpitched instruments	<p>Perform a piece with pitched (barred Orff instruments) in one section and unpitched (rhythmic) percussion instruments in another section and assess using a teacher-created or district-provided rubrics for</p> <p>Unpitched Percussion Technique</p> <p>Pitched Percussion Technique</p> <p>Observe student performances of rhythmic ostinato and assess using a teacher-created or district-provided rubric.</p>	<p>"If" TFAR</p> <p>One More River" <i>SOM</i> Gr. 3</p> <p>"Rattlesnake Skipping Song" (see Appendix)</p> <p>"No R's in That" <i>TFAR</i></p> <p>"Punch and Judy" <i>TFAR</i></p> <p>"Hickory Dickory Dare" <i>SRA</i></p>	

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level</p>	<p>3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p>P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	<p>Demonstrate proper audience etiquette and evaluate audience behavior during performances</p>	<p>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</p>	<p>Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.</p>	<p>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. 3.SL.CC.2 Determine the main ideas and supporting details of a</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				text presented in diverse media such as visual, quantitative, and oral formats.

<p>DOMAIN: CREATE Foundations Cr1: Generate and conceptualize artistic ideas and work. Cr2: Organize and develop artistic ideas and work. Cr3: Refine and complete artistic work.</p>	<p>G3 Q1 CREATE DOMAIN RESOURCE LIST</p>
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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato).</p>	<p>Improvise pentatonic ascending and descending patterns vocally and instrumentally</p>	<p>Observe as students improvise ascending and descending melodic patterns and assess using a teacher-created or district-provided rubric.</p>	<p>“Direction Dots” pg. 58 <i>MMSA</i>; “Which Way is Up, Which Way is Down?” <i>MMSA</i> “My Little Sister” <i>RHB</i> “I Eat My Peas with Honey” <i>RHB</i></p>	<p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
			<p>"I'm Glad the Sky is Painted Blue" <i>RHB</i></p> <p>"The Lion" <i>RHB</i></p>	
<p>Cr1.B Varied Timbres Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas.</p>	<p>Create a 4-beat pentatonic melody using quarter, eighth, and half notes and rests.</p>	<p>Assess student improvisations/compositions according to a class created rubric</p>	<p>"I Lost the Farmer's Dairy Key" <i>SBMM Gr. 3</i></p> <p>"Wee Willie Winkie" <i>TFAR</i></p> <p>"Rocky Mountain" <i>STM Gr. 3, SBMM Gr. 2</i></p>	<p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p>
<p>Cr2.A Selecting Musical Ideas Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p>	<p>Vocally improvise answers to teacher's sung questions using pentatonic pitches and discuss why you ended with the melodic direction going up or down</p>	<p>Assess student discussion with a district-created rubric</p>	<p>"My Friend Tom" <i>SOM Gr. 3</i></p>	<p>3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)</p>	<p>Create rhythmic patterns that contain quarter notes, two eighths, and quarter rest, tied quarters, and half notes and perform using student-selected different levels of body percussion.</p>	<p>Observe as students notate rhythms in traditional notation using manipulatives. Assess using a teacher-created or district-provided rubric.</p>	<p>“Farmer John” <i>SR</i> “Golden Ring Around the Susan Girl” <i>SBMM</i> Gr. 3 p.16 (See Appendix for movement)</p>	<p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.</p>	<p>Use body percussion to create an introduction, interlude, or coda and refine it using teacher provided feedback.</p>	<p>Observe as students listen to teacher feedback and refine their musical ideas.</p>	<p>“The Marvelous Toy” <i>SOM</i> Gr. 3 “Cumberland Gap” <i>SOM</i> Gr. 3</p>	<p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Cr3.B</p>	<p>Present a final performance of a</p>	<p>Observe student performances of</p>	<p>“Cumberland Gap” <i>SOM</i> Gr. 3</p>	<p>3.SL.PKI.4 Report on a topic or text, tell a story,</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Demonstrate Musical Ideas</p> <p>Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.</p>	<p>student created rhythm pattern</p>	<p>student created patterns</p>	<p>"Rocky Mountain" <i>STM</i> Gr. 3, <i>SBMM</i> Gr. 2</p>	<p>or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

<p>DOMAIN: RESPOND</p> <p>Foundations</p> <p>R1: Perceive and analyze artistic work.</p> <p>R2: Interpret intent and meaning in artistic work.</p> <p>R3: Apply criteria to evaluate artistic work.</p>	<p>G3 Q1 RESPOND DOMAIN RESOURCE LIST</p>
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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences</p> <p>Demonstrate and describe how selected music connects to and is influenced by specific</p>	<p>Identify the style of music being played and express a preference for it compared two other examples.</p>	<p>Observe student identification of the style of a song by using cue cards, listening maps, creative movement , or</p>	<p>"Three Little Birds" <i>SOM</i> Gr. 3</p>	<p>3.RI.IK1.7 Use information gained from illustrations and the words in a text to demonstrate understanding</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).		discussion and assess using a district-provided rubric .		
R1.B Musical Concepts Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).	Perform and label verse-refrain, AB, ABA pieces using speaking or singing, instruments, and/or movement	Observe student identification of the form by using cue cards, listening maps, creative movement, or discussion	Level I Dance: The Little Shoemaker <i>RM 3 TMD</i> pp. 127-129 (another video with children) Level II Dance: Zigeunerpolka (another video) <i>RM 2 TMD</i> page 147-148	3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
R1.C Describing Elements of Music	Describe a song using knowledge of instrument timbres.	Observe student description of vocabulary and assess	"Hornpipe" <i>SOM</i> Gr. 3 "Ballet of the Unhatched Chicks" <i>SOM</i> Gr. 3	3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).		using a teacher-created or	<p>"Playful Pizzicato from Simple Symphony" <i>SOM</i> Gr. 3</p> <p>"Batuque" <i>SOM</i> Gr. 3</p> <p>"Gallop of Sancho's Donkey" <i>SOM</i> Gr. 3</p>	or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<p>R2.A Musical Characteristics</p> <p>Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using</p>	Describe the mood of a piece of music.	<p>Observe student descriptions of the mood of the piece of music</p> <p><u>Group Discussion Rubric</u></p>	<p>"Flor de huevo" <i>SOM</i> Gr. 3</p> <p>Bach's Toccata and Fugue in D minor</p>	<p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p>

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QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing).				
R3.A Evaluating Artistic Work Evaluate musical works and performances, applying established criteria; discuss a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.	Evaluate a performance using rhythmic ostinato using vocabulary that includes steady beat and rhythm of the words	Observe student's description of steady beat/rhythm and assess using a <u>group discussion rubric</u>	"Concerto in B Minor (Handel)" <i>SOM</i> Gr. 3	3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

G3 Q1 CONNECT DOMAIN RESOURCE LIST

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Third Grade

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).</p>	<p>Sing and classify a song as patriotic using teacher-given vocabulary and express a preference for a favorite patriotic song.</p>	<p>Using a graphic organizer, ask students to identify patriotic music</p>	<p>"America, the Beautiful" <i>SOM</i> Gr. 3 "You're a Grand Old Flag" <i>SOM</i> Gr. 3 "This is America" <i>SOM</i> Gr. 3 "Yankee Doodle Boy" <i>SOM</i> Gr. 3 "This Land is Your Land" <i>SOM</i> Gr. 3 <i>SBMM</i> Gr. 1 Writing about American Music</p>	<p>Comprehension: Using Library of Congress resources, Identify key ideas in the stories of patriotic songs. http://www.loc.gov/teachers/lyrical/ 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p>
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between</p>	<p>Identify the size and pitch relationship and relate it to the ranges of the barred Orff</p>	<p>Students describe relationship of size to the sound source/instrument and its pitch Assess understanding using a</p>	<p>Farmer John" <i>SR</i></p>	<p>Vocabulary: Determine the meanings of the words <i>soprano</i>, <i>alto</i>, and <i>bass</i> relative to their use in the</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).	instruments (soprano, alto, and bass) Perform songs and dances from various cultures and historical periods	teacher-created or district-provided rubric . Observe student performance of folk dances and assess using a teacher-created or district-provided rubric .	“Guadalquivir” <i>SOM</i> Gr. 3 <i>TMD</i> pp. 117-139 (Review Level I folkdances : CW/CCW, forward, in/out, scissor step)	elementary music classroom. Comprehension: Describe and identify sequence of movements in a choreographed dance 3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
- P2:** Develop and refine artistic techniques and work for performance.
- P3:** Convey and express meaning through the presentation of artistic work.

G3 Q2 PERFORM DOMAIN RESOURCE LIST

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Music

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Third Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p>	<p>Participate in selecting songs for a school program.</p>	<p>Observe as students participate in a group discussion and assess using a teacher-created or district-provided rubric.</p>	<p>"Uno de Enero" <i>SOM</i> Gr. 3 "Bim Bom" <i>SOM</i> Gr. 3</p>	<p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p>
<p>P1.B Musical Contrasts Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.</p>	<p>Perform songs or poems in 2/4 and 6/8</p> <p>Perform movement and dances in 2/4 and 6/8</p> <p>Identify and perform melodic patterns that contain steps, skips, and repeated notes</p>	<p>Observe student performance of songs and dances in varied meters and assess using a teacher-created or district-provided rubric</p> <p>or</p> <p>Assess student understanding of Skips, Steps and Repeated Tones using a teacher created or district-provided rubric.</p>	<p>"Bonavist' Harbour" (6/8) <i>SBMM</i> Gr. 2 (See Appendix for movement) "The Little Shoemaker" <i>RM</i> 3 (another video with children)</p> <p>"Oy Chanuke" <i>SOM</i> Gr. 3 "Santa Claus" <i>MMH</i>," "It's Santa-Again!" <i>SBMM</i> Gr. 2, "Down the Ohio"</p>	<p>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Identify the number of phrases in a song	Observe student identification of phrases and assess using a teacher-created or district-provided rubric .	(Dance Directions p. 459) <i>SBMM</i> Gr. 2, "Shenandoah" Listening Map <i>SBMM</i> Gr. 2 p. 63, " Christmas Pudding" (See Appendix) Bella Bimba" <i>SOM</i> Gr. 3 "Night Song" <i>SOM</i> Gr. 3 "Circle 'Round the Zero" <i>SOM</i> Gr. 3 "Smoke Goes Up the Chimney" <i>SOM</i> Gr. 3	
P1.C Expressive Qualities Describe how context (such as personal and social) can inform a performance.	Perform the same piece of music in two ways, changing expressive qualities such as tempo, dynamics, etc. to change the overall effect of the music.	Assess students' ability to identify and apply tempo changes using a teacher-created or district-provided rubric .	"Let's Go Dancing" <i>SOM</i> Gr. 3 "Scotland's Burning" <i>SOM</i> Gr. 3	3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

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Music

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Third Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.D Notation</p> <p>When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<p>Using proper vocal technique, sing melodic patterns (LSMRD) notated on 5- line staff</p>	<p>Observe students' performance of notated melodic patterns using a teacher-created or district-provided rubric.</p>	<p>"Tideo" <i>SBMM Gr. 2 and AAP; SBMM Gr. 2 Dance Directions, p. 461, SBMM Gr. 2</i></p> <p>"Draw a Bucket of Water" <i>STM Gr. 3 Dance Directions, p. 475 SBMM Gr. 3</i></p> <p>"One Morning Soon" <i>SBMM</i></p>	<p>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>P2.A Apply Feedback</p> <p>Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performance s.</p>	<p>Maintain chord and broken chord bordun accompaniment for pentatonic song</p> <p>Use self-assessment, teacher or peer feedback to refine a performance.</p>	<p>Observe student performance of chord and broken chord accompaniments and assess using a teacher-created or district-provided rubric.</p> <p>Assess as students restate and apply appropriate feedback using teacher-created or district-provided rubric.</p>	<p>"Danse Profane" <i>SOM Gr. 3</i></p> <p>"The Funny Road" <i>SOM Gr. 3</i></p>	<p>When listening to feedback, apply ELA standard 3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	<p>Rehearse and refine a performance of a crossover bordun with correct mallet technique to accompany a pentatonic/modal song</p>	<p>Observe student performance of crossover bordun accompaniment and assess using a teacher-created or district-provided rubric.</p>	<p>"Hector Protector" (Modified Crossover) <i>3RTC</i> "There Was an Old Woman" (Modified Crossover) <i>SRA</i> "Dr. Foster" <i>SRA</i></p>	<p>Give an in-class performance complete with a verbal introduction of the piece. 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>P3.A Singing</p> <p>Sing alone and with others, with expression and skill. Specified Third Grade skills: Pitch-matching games, la, sol, mi, re, do, do' patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in</p>	<p>Echo, and sing songs with low La-So and Do-Re-Mi-So-La</p>	<p>Observe as students sing solfege patterns using hand signs or body scale and assess using teacher created or district-provided rubric for singing or reading solfege as appropriate.</p>	<p>"Turn the Glasses Over" <i>SOM</i> Gr. 3 "Alabama Gal" <i>SBMM</i> Gr. 3; Dance Directions p. 474 "Shake Them Simmons Down" <i>AAP</i></p>	<p>Vocabulary: Sight Words When students are examining notated melodies, have them circle unfamiliar words in the text and underline sight words. Use decoding skills and phonics to pronounce unfamiliar words and context clues to define them.</p>

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Third Grade

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
major/minor, partner songs and in canon.				<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>3.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>
<p>P3.B Instruments and Body Percussion Using body percussion and/or instruments, perform instrumentally, alone and with others, with expression and skill. Specified Third Grade skills: Performing standard notation, ascending/descending, a</p>	<p>Echo 8-beat rhythm patterns in 2/4 and 6/8 meters with body percussion and unpitched instruments</p> <p>Echo, perform, and read eight-beat rhythmic patterns using quarter notes, two eighths, quarter rest, and half notes (tied quarters)</p>	<p>Observe as students perform steady beat of poem, then perform rhythm of the words of same poem</p> <p>or</p> <p>Observe as students speak a familiar poem or sing a song with eyes closed and silently tap the beat; repeat the</p>	<p>"Hullabaloo" <i>SOM</i> Gr. 3, "Charlie" <i>SOM</i> Gr. 3 "Words of Advice" <i>SR</i> "Halloween Ball" (See Appendix) "The Pumpkin Eater" <i>Tyme for a Rhyme</i> "Hui Jia Qü" <i>SBMM</i> Gr. 2</p>	<p>Comprehension: Discuss and identify words created to complete a rhyme scheme such as "Hullabaloo" and use phonics skills to decode them and context clues to define them.</p> <p>3.FL.PWR.3c Decode multi-syllable words. d. Read grade-appropriate</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor.</p>	<p>Echo, and play songs with low La-So and Do-Re-Mi-So-La</p> <p>Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song</p>	<p>poem or song and silently tap the rhythm of the words.</p> <p>Assess the above using a teacher-created or district-provided rubric.</p> <p>Observe student performance of crossover bordun accompaniment and assess using a teacher-created or district-provided rubric.</p>	<p>"Back to Tennessee" (See Appendix)</p> <p>"Diddle, Diddle Dumpling" <i>TFAR</i></p> <p>"Spinning Song" <i>SOM</i> Gr. 3</p> <p>"Halloween Is a Very Unusual Night" <i>SBMM</i> Gr. 3 (See Appendix for movement)</p>	<p>irregularly spelled words.</p> <p>3.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>
<p>P3.C Performance Etiquette</p> <p>Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture,</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General)</p> <p>Concert Etiquette Video 2 (Choral)</p> <p>Ten Performance Etiquette Tips for Musicians</p>	<p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	remaining on-task, refraining from distracting others, and properly acknowledging the audience.		Performance Practices by Grade Level	expressing their own ideas clearly. 3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. 3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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DOMAIN: CREATE

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

Cr3: Refine and complete artistic work.

G3 Q2 CREATE DOMAIN RESOURCE LIST

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato).</p>	<p>Improvise melodic patterns that contain steps, skips, and repeated notes</p> <p>Improvise rhythms using quarter notes, two eighths, quarter rests, and half notes</p>	<p>Observe as students improvise and perform melodic patterns that contain skips, steps and repeated tones. Assess understanding using a teacher-created or district-provided rubric.</p> <p>Observe as students improvise rhythms and assess using a teacher-created or district-provided rubric.</p>	<p>Skips, Steps and Repeated Tones Resource</p>	<p>Vocabulary: Identify real-life connections between the terms <i>step</i>, <i>skip</i>, and <i>repeated</i> and their use in music.</p> <p>3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				3.FL.PWR.3c Decode multi-syllable words.
<p>Cr1.B Varied Timbres Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas.</p>	<p>Create movement using five body levels to show melodic shape of phrases (five body levels=high/middle-high/middle//middle-low/low)</p> <p>Given a shape (line) indicating melodic direction, improvise a B section to a pentatonic song.</p>	<p>Observe as students high, middle and low through movement and assess using a teacher-created or district-provided rubric 1 or district-provided rubric 2.</p>	<p>"El floron" <i>SOM</i> Gr. 3 "John Jacob Jingleheimer Schmidt" <i>SOM</i> Gr. 3 "Kum bachur" <i>SOM</i> Gr. 3</p> <p>"Plainsies, Clapsies" musicplayonline, Gr. 3 "Playing on the Washboard" (use the improvisation sections to create melodies instead of rhythms) musicplayonline, Gr. 3</p>	<p>Use an illustrated children's book or illustrated visual to support students' melodic composition or improvisation.</p> <p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p>
<p>Cr2.A Selecting Musical Ideas Using musical ideas to be performed, demonstrate and discuss personal reasons</p>	<p>Arrange a four-section form, using AABB, ABAB, AABA, or ABBA and discuss reasons for selection.</p>	<p>Observe as students create the form of a piece and assess understanding using a teacher-created or district-provided rubric.</p>	<p>"Arrange (p. 77)" <i>SOM</i> Gr. 3</p>	<p>Create a 1-3 sentence "composer's statement" about your composition.</p> <p>3.W.PDW.4 With guidance and support, produce clear and</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
for selecting musical ideas.				coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)	Create rhythmic patterns in 2/4 or 6/8	Observe as students notate rhythms in traditional notation using manipulatives or writing. Assess using a teacher-created or district-provided rubric.	"Ujamaa" <i>SOM</i> Gr. 3	Create a 1-3 sentence "composer's statement" about your composition. 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate	Create and perform an introduction and coda for a song/poem	Observe as students create an introduction and coda for a song or poem. Assess using a teacher-created or district provided rubric. Melodic Intro and Coda.	"The Dark House" <i>SR Randy and Jeff</i> "October" by <i>Maurice Sendak RHBP</i> "Winter Moon" <i>RHBP</i>	3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
musical characteristics, to revise personal music.		Sound Color/Unpitched Intro and Coda.		
Cr3.B Demonstrate Musical Ideas Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	Perform and label a student-created verse-refrain, AB, ABA, or four section piece.	Assess composition as students perform a final version using a teacher-created or district-provided rubric for rhythmic or melodic composition.		3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN: RESPOND Foundations R1: Perceive and analyze artistic work. R2: Interpret intent and meaning in artistic work. R3: Apply criteria to evaluate artistic work.	G3 Q2 RESPOND DOMAIN RESOURCE LIST
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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).</p>	<p>Compare the intent/purpose of teacher-identified compositions that are do-based (major) or la-based (minor).</p> <p>With teacher's guidance, describe a familiar piece as being do-based (major) or la-based (minor).</p>	<p>Guide students to describe and compare songs or sections of do-based or la-based music assess using a teacher-created or <u>district-provided rubric</u>.</p>	<p>"Hector Protector" (Modified Crossover) <i>3RTC</i> "There Was an Old Woman" (Modified Crossover) <i>SRA</i></p>	<p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly</p>
<p>R1.B Musical Concepts Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections,</p>	<p>Discover the location of Low La and Low Sol on barred instruments</p> <p>Follow a listening map of a piece that has a clear introduction and coda</p>	<p>Listen to a recorded example of a song and describe what was heard in the introduction and coda: (1) Some of the melody? (2) Accompaniment only? (3) Repeating a phrase and gradually fading out? Assess student understanding</p>	<p>"Danse Macabre" <i>SOM</i> Gr. 3 "Children, Go Where I Send Thee" <i>SBMM</i> Gr. 3 "Sabre Dance" <i>STM</i> Gr. 3 (Use Listening Map)</p>	<p>Comprehension: Describe and identify sequence of movements in a choreographed dance</p> <p>Comprehension: Sequencing – compare Introduction and Coda, to parts of a story or other text.</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
selected orchestral, band, folk, or ethnic instruments).		using a teacher-created or district-provided rubric .		
<p>R1.C Describing Elements of Music Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).</p>	Describe a song using 2 nd quarter music vocabulary.	Observe student description of vocabulary and assess using a teacher-created or district-provided rubric .	<p>“Afrakakabra” <i>SOM</i> Gr. 3 “Gigue from Suite No. 1 for Cello” <i>SOM</i> Gr. 3</p>	<p>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary</p>
<p>R2.A Musical Characteristics</p>	Continue to describe the mood of a piece of music using grade-	Observe student description of the mood of the piece of music	<p>“Boll Weevil” <i>SOM</i> Gr. 3 “Scotland’s Burning” <i>SOM</i> Gr. 3</p>	<p>3.FL.VA.7c Acquire and use accurately grade-appropriate</p>

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing).	appropriate music vocabulary.	and assess using a teacher-created or district-provided rubric .		conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
R3.A Evaluating Artistic Work Evaluate musical works and performances, applying established criteria; discuss a music selection or performance using grade-appropriate music	Distinguish between a performance in 2/4 and a performance in 6/8.	Observe student description of meter and assess using a teacher-created or district-provided rubric .	"Sally on the Seesaw" (with B Section, See Appendix)	3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. 3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
vocabulary and teacher-given criteria.				specific words and phrases, including those that signal spatial and time relationships.

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

G3 Q2 CONNECT DOMAIN RESOURCE LIST

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QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).</p>	<p>Listen to, sing, and classify various holiday songs</p>	<p>Identify differences and similarities between Winter Holidays (Chanukah, Kwanzaa, Christmas). Identify (classify) and discuss music from different holiday traditions and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>"Celebrations" Section <i>SOM</i> Gr. 3, pp. 362-381</p>	<p>Write an introduction to a song that explains its cultural significance.</p> <p>3.W.TTP.2- Write informative/explanatory texts to examine a topic and convey ideas and information.</p>
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or</p>	<p>Perform songs and dances from various cultures and historical periods (Germany)</p> <p>Categorize instruments by how they produce sound: vibrating strings,</p>	<p>Observe student performances of folk dances and assess using a teacher-created or district-provided rubric.</p> <p>Observe student vocal performances of world music and assess using a teacher-created</p>	<p>"Zigeunerpolka" <i>RM</i> 2 (side, together, up, touch)</p> <p><i>SOM</i> Gr. 3, page 31</p>	<p>Comprehension: Describe and identify sequence of movements in a choreographed dance</p> <p>Comprehension: Using the text on p. 31 of <i>Spotlight on Music</i>, identify key details</p>

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<p>daily life (such as understanding the science of sound).</p>	<p>striking, shaking, and windblown (Science)</p>	<p>or district-provided rubric. Ask students to group instruments by how they make sound and label their families as woodwind, brass, strings and percussion. Assess student understanding using a teacher-created or district-provided rubric.</p>		<p>about how instruments produce sound. 3.RL.KID.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p>
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<p>DOMAIN: PERFORM <u>Foundations</u> P1: Select, analyze and interpret artistic work for performance. P2: Develop and refine artistic techniques and work for performance. P3: Convey and express meaning through the presentation of artistic work.</p>	<p>G3 Q3 PERFORM DOMAIN RESOURCE LIST <i>Share the Music=STM</i> <i>Spotlight On Music=SOM</i> <i>Silver Burdett Making Music=SBMM</i> <i>Tyme for a Rhyme=TFAR</i> <i>Mallet Madness Strikes Again=MMSA</i> <i>Random House Book of Poetry for Children=RHB</i> <i>Making the Most of the Holidays=MMH</i> <i>Strike it Rich=SR</i> <i>Teaching Movement and Dance=TMD</i> <i>Rhythmically Moving=RM</i> <i>As American as Apple Pie=AAP</i></p>
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Orff

Third Grade

	<p><i>Third Rhyme's the Charm=TRC</i> <i>Second Rhyme Around=SRA</i> <i>Orff Source=OS</i> www.dsokids.com (<i>Dallas Symphony Orchestra</i>) https://kids.usa.gov/art-and-music/index.shtml http://www.nyphilkids.org/ (<i>New York Philharmonic</i>) http://www.nyphilkids.org/main.phtml www.sfskids.org (<i>San Francisco Symphony</i>) http://teachingwithorff.com/ www.musicplayonline.com</p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p>	<p>Discuss music that has become popular in Tennessee.</p>	<p>Observe as students discuss popular music in Tennessee. Assess understanding using a teacher-created or district-provided rubric.</p>	<p>"One More River" <i>SOM</i> Gr. 3 "La Bamba" <i>SOM</i> Gr. 3 "I'm On My Way" <i>SOM</i> Gr. 3</p>	<p>3.FL.VA.7c- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>

Instructional Map

Music

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>3.FL.VA.7b- Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty</p>
<p>P1.B Musical Contrasts Demonstrate understanding of the structure and elements of music (such as rhythm or melodic</p>	<p>Perform a dance that uses whole note as the movement pulse (strong beat)</p>	<p>Observe students as they perform a dance using a whole note as the strong beat. Assess student mastery using a teacher-created or district-provided rubric.</p>	<p>Dance Directions p. 478; DVD "Folk Dance" "Old King Cole" <i>SRA</i> "Fishes Swim" <i>TRC</i></p>	<p>3.FL.VA.7c- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those</p>

Instructional Map Music

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Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
direction) in music selected for performance.				that signal spatial and time relationships.
<p>P1.C Expressive Qualities Describe how context (such as personal and social) can inform a performance.</p>	<p>Speak poems, play instruments, and/or sing song using range of dynamics and markings <i>pp, p, mp, mf, f, ff, and fff</i></p>	<p>Observe as students as they apply a full range of dynamics while singing, speaking or playing instruments. Assess student mastery using a teacher-created or district-provided rubric.</p>	<p>“Tanabata” <i>SOM</i> Gr. 3</p>	<p>Comprehension: Using a version of the Japanese folk story associated with the Tanabata festival (such as the one found at web-japan.org/kidsweb/folk/tanabata), have the students determine the central message of the story.</p> <p>3.FL.F.5- Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				accuracy, appropriate rate, and expression on successive readings.
<p>P1.D Notation When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<p>Continue to read and echo 8-beat patterns</p> <p>Continue to sing pentatonic patterns notated on a 5-line staff</p> <p>Identify whole notes in a notated rhythmic pattern</p> <p>Identify directional markings (e.g., repeat sign, D.C., fine, coda) within a given music selection</p> <p>Identify pitches in pentatonic scale on staff Identify high Do and low Do within a pentatonic</p>	<p>Observe as students perform rhythmic patterns in traditional notation using quarter notes, two eighths, quarter rests, tied quarters, and half notes. Assess using a teacher-created or district-provided rubric.</p> <p>Observe as students identify directional markings in a score or listening map. Assess their understanding using a teacher-created or district-provided rubric.</p>	<p>"It's the B'y" <i>SOM</i> Gr. 3</p> <p>"Sweet Potatoes" <i>SOM</i> Gr. 3</p> <p>"Polly Wolly Doodle" <i>SOM</i> Gr. 3</p> <p>"J'entends le moulin" <i>SOM</i> Gr. 3</p> <p>"Jasmine Flower" <i>SOM</i> Gr. 3</p> <p>"Dinah" <i>SOM</i> Gr. 3</p> <p>"Oh, Susanna" <i>SOM</i> Gr. 3</p> <p>"Digga Digga Dog" <i>SOM</i> Gr. 3</p> <p>"Cielito lindo" <i>SOM</i> Gr. 3</p> <p>"The Paw Paw Patch" <i>SOM</i> Gr. 3</p>	<p>2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p>

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Orff

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	scale on barred instruments	<p>Observe as students label notated pentatonic patterns with Do-Re-Mi-So-La. (So-La,) in a song. Assess their ability to read pentatonic pitches using solfege syllables from a two, three, or five line staff using a teacher-created or district-provided rubric.</p> <p>Observe as students move to show melody shape and high/low Do. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>"Shoo Fly Pie and Apple Pan Dowdy" <i>SOM</i> Gr. 3 "Kuma San" <i>SOM</i> Gr. 3</p> <p>"Hark, Hark, the Dogs Do Bark" (See Appendix) "Old Man Moses" STM Gr. 3 (B Section, See Appendix)</p> <p>Movement for A section on p. 265 Also in <i>SBMM</i> Gr. 3. p.108 "Queen of Hearts" <i>SRA</i> "Hop Up, My Ladies" <i>SBMM</i> Gr. 3/<i>STM</i> Gr. 3 (Movement on bottom of page 372) "Tanabata-sama" <i>SBMM</i></p>	

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Music

Orff

Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P2.A Apply Feedback</p> <p>Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performance s.</p>	<p>Maintain chord, broken chord, and crossover bordun accompaniment for pentatonic song</p>	<p>Observe student performance of chord and broken chord accompaniments and assess using a teacher-created or district-provided rubric.</p>	<p>Old Man Moses" STM Gr. 3</p>	<p>3.FL.VA.7b- Demonstrate understanding of word relationships and nuances in word meanings. ii. Identify real-life connections between words and their use.</p>
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	<p>Perform movement that shows low Do and high Do</p>	<p>Observe students as they perform movement demonstrating low and high do. Assess student mastery using a teacher-created or district-provided rubric.</p>	<p>"I Lost the Farmer's Dairy Key" <i>SOM</i> Gr. 3 "Uncle Jessie" <i>SOM</i> Gr. 3 "Evergreen, Everblue" <i>SOM</i> Gr. 3 "Look High, Look Low" <i>SOM</i> Gr. 3</p>	<p>3.FL.VA.7c- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>
<p>P3.A Singing</p> <p>Sing alone and with others, with expression and skill.</p>	<p>Using proper vocal technique, sing songs and echo pentatonic melodic patterns that</p>	<p>Observe as students sing phrases or songs with pentatonic patterns using solfege syllables and/or hand</p>	<p>"Riding in the Buggy" <i>SOM</i> Gr. 3 "Rise Up Singin" <i>SOM</i> Gr. 3</p>	<p>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Specified Third Grade skills: Pitch-matching games, la, sol, mi, re, do, do' patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in major/minor, partner songs and in canon.	include high Do, using hand signs and solfege Perform melodic ostinati with voices	signs. Assess their understanding of solfege and the pentatonic scale using a teacher-created or district-provided rubric . Observe student performances of melodic ostinato and assess using a teacher-created or district-provided rubric .	"Tideo" <i>SBMM</i> Gr. 2/AAP "Hark, Hark, the Dogs Do Bark" (See Appendix)	Using a version of the Japanese folk story associated with the Tanabata festival (such as the one found at web-japan.org/kidsweb/folk/tanabata), have the students determine the central message of the story.
P3.B Instruments and Body Percussion Using body percussion and/or instruments, perform instrumentally, alone and with others, with expression and skill. Specified Third Grade skills: Performing	Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song Echo rhythmic patterns that contain: quarter, two eighths, half, and whole notes and rests	Observe student's ability to play crossover bordun to accompany a song and assess using a teacher-created or district-provided rubric . Observe student performance of canon and assess using a teacher-created or	"The Ballad of the Bedbugs and the Beetles" <i>SOM</i> Gr. 3 "A Small Job" <i>SBMM</i> Gr. 3 "Old Man Moses" STM Gr. 3 (B Section, See Appendix) "Tideo" <i>SBMM</i> Gr. 2/AAP "Dr. Foster" <i>SRA</i>	Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize. 3.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor.	<p>Perform rhythmic canon using speech and body percussion</p> <p>Perform melodic ostinati with instruments</p>	<p>district-provided rubric. (See appropriate row of rubric for speech or body percussion.)</p> <p>Observe student performances of melodic ostinato and assess using a teacher-created or district-provided rubric.</p>	<p>"Wéané" <i>SOM</i> Gr. 3 "Little Tommy Tinker" <i>SOM</i> Gr. 3 "Jickety Can" <i>STM</i> Gr.3 "There Was an Old Man" <i>SBMM</i> Gr. 3 "One More River" <i>SOM</i> Gr. 3 "The Ballad of the Bedbugs and the Beetles" <i>SOM</i> Gr. 3 "Train Is A-Comin'" (See Appendix) "Higgety Piggity" <i>SRA</i></p>	<p>standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>Vocabulary: In groups, have students collaborate to create word chains of dog breeds as alternating sections for "Hark, Hark, the Dogs do Bark."</p>
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task,</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians</p>	<p>3.FL.VA.7b- Demonstrate understanding of word relationships and nuances in word meanings. ii. Identify real-life connections between words and their use. iii. Distinguish</p>

Instructional Map

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Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	refraining from distracting others, and properly acknowledging the audience.		Performance Practices by Grade Level	shades of meaning among related words that describe states of mind or degrees of certainty.
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	List of live, local, free or low-cost events, field trip grants and how to apply for them.	3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly

DOMAIN: CREATE

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

Cr3: Refine and complete artistic work.

G3 Q3 CREATE DOMAIN RESOURCE LIST

Share the Music=STM

Spotlight On Music=SOM

Silver Burdett Making Music=SBMM

Tyme for a Rhyme=TFAR

Mallet Madness Strikes Again=MMSA

Random House Book of Poetry for Children=RHB

Making the Most of the Holidays=MMH

Strike it Rich=SR

Instructional Map

Music

Orff

Third Grade

	<p><i>Teaching Movement and Dance=TMD</i> <i>Rhythmically Moving=RM</i> <i>As American as Apple Pie=AAP</i> <i>Third Rhyme's the Charm=TRC</i> <i>Second Rhyme Around=SRA</i> <i>Orff Source=OS</i></p> <p>www.dsokids.com (Dallas Symphony Orchestra) https://kids.usa.gov/art-and-music/index.shtml http://www.nyphilkids.org/ (New York Philharmonic) http://www.nyphilkids.org/main.phtml www.sfskids.org (San Francisco Symphony) http://teachingwithorff.com/ www.musicplayonline.com</p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple</p>	<p>Improvise a pentatonic melody for a given rhythm</p>	<p>Observe students' performance of improvised melodies and assess using a teacher-created or district-provided rubric for melodic improvisation.</p>	<p>"Out from the Wilderness" <i>SOM Gr. 3</i> "Old Man Moses" STM Gr. 3 (B Section, See Appendix)</p>	<p>3.FL.VA.7c- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
accompaniment/ostinato).				
<p>Cr1.B Varied Timbres Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas.</p>	<p>Create and perform 8-beat patterns using traditional notation of quarter, eighth, half notes, and corresponding rests</p>	<p>Assess students' rhythmic compositions using a teacher-created or district-provided rubric.</p> <p>Assess students' rhythmic improvisations using a teacher-created or district-provided rubric.</p>	<p>"Raccoon Dance Song" <i>SOM Gr. 3</i> "Karangatia ra" <i>SBMM Gr. 3, p. 272</i>;</p>	<p>Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables.</p> <p>3.FL.OF.5- Read with sufficient accuracy and fluency to support comprehension. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p>Cr2.A Selecting Musical Ideas Using musical ideas to be performed, demonstrate and discuss personal reasons</p>	<p>Arrange smaller musical phrases into one large musical phrase and discuss reasons for selection.</p>	<p>Assess as students discuss reasons for their compositional choices using a teacher-created or district provided rubric</p>	<p>"Pitch of the Day" <i>SOM Gr. 3, p.116</i></p>	<p>3.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
for selecting musical ideas.				<p>standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>3.W.RW.10- Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>
<p>Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such grade-appropriate rhythm/melodic</p>	<p>Create and demonstrate a four measure rhythm pattern using quarter notes, two eighths, and quarter rest, tied quarters, half notes, whole notes, and whole rests.</p>	<p>Assess students' rhythmic compositions using a teacher-created or district-provided rubric.</p>	<p>"Assessment" <i>SOM Gr. 3, p.53</i></p>	<p>3.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization</p>

Instructional Map

Music

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
pattern, introduction, coda, interlude, etc.)				and punctuation, when writing.
Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.	Create and perform music or movement in 6/8. Refine musical ideas based upon feedback.	Assess students' ability to use feedback to refine a composition based upon feedback using a teacher-created or district-provided rubric .	"Cook Up Your Own Rhythms" <i>SOM Gr. 3, p. 234</i>	3.W.RW.10- Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
Cr3.B Demonstrate Musical Ideas Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	Perform and label a student-created verse-refrain, AB, ABA, rondo, or four section pieces using speaking or singing, instruments, and/or movement	Assess composition as students perform a final version using a teacher-created or district-provided rubric for rhythmic or melodic composition.		3.W.PDW.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Instructional Map Music

Orff

Third Grade

DOMAIN: RESPOND

Foundations

R1: Perceive and analyze artistic work.

R2: Interpret intent and meaning in artistic work.

R3: Apply criteria to evaluate artistic work.

G3 Q3 RESPOND DOMAIN RESOURCE LIST

Share the Music=STM

Spotlight On Music=SOM

Silver Burdett Making Music=SBMM

Tyme for a Rhyme=TFAR

Mallet Madness Strikes Again=MMSA

Random House Book of Poetry for Children=RHB

Making the Most of the Holidays=MMH

Strike it Rich=SR

Teaching Movement and Dance=TMD

Rhythmically Moving=RM

As American as Apple Pie=AAP

Third Rhyme's the Charm=TRC

Second Rhyme Around=SRA

Orff Source=OS

www.dsokids.com (Dallas Symphony Orchestra)

<https://kids.usa.gov/art-and-music/index.shtml>

<http://www.nyphilkids.org/> (New York Philharmonic)

<http://www.nyphilkids.org/main.phtml>

www.sfskids.org (San Francisco Symphony)

<http://teachingwithorff.com/>

www.musicplayonline.com

Instructional Map

Music

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Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).</p>	<p>Discuss what types of voices, instruments, or movement would be appropriate for a particular selection</p>	<p>Observe student discussion and assess using a teacher-created or district-provided rubric.</p>	<p>“Medley Polleritas” SOM Gr. 3</p>	<p>3.SL.CC.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p>R1.B Musical Concepts Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral,</p>	<p>Identify crescendo and diminuendo in listening example and explain how (why) they are used.</p> <p>Visually identify teacher-selected orchestral instruments and group into families.</p>	<p>Assess students' ability to identify and label dynamics in a listening sample using a teacher-created or district-provided rubric.</p> <p>Ask students to identify by sight various instruments of orchestra. Assess their mastery using a teacher-</p>	<p>“Jupiter” from Planets SBMM gr. 4 “Symphony 94” Surprise Andante SBMM gr. 1 “Danse Macabre” (Listening) SOM Gr. 3 “Hornpipe” (excerpt) from <i>Water Music Suite</i> (Listening) SOM Gr. 3 “Spotlight on the English Horn” SOM Gr. 3, p. 81</p>	<p>Comprehension: In groups, have students collaborate to create word chains of dog breeds as alternating sections for “Hark, Hark, the Dogs do Bark.” Comprehension: Reinforce key details of orchestral families with classroom readings of <i>Meet the Orchestra</i> by</p>

Instructional Map

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
band, folk, or ethnic instruments).		created or district-provided rubric .	<p>"What's the Whole Idea?" <i>SOM</i> Gr. 3, p. 178</p> <p>"What Do You Hear?" <i>Music Connection</i> Gr. 3 CD 4-19</p>	<p>Ann Hayes or <i>Zin! Zin! A Violin!</i> By Lloyd Moss</p> <p>3.SL.PKI.5- Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.</p> <p>3.SL.PKI.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>3.SL.PKI.4- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly</p>

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Music

Orff

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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				<p>at an understandable pace.</p> <p>3.RL.KID.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p>
<p>R1.C Describing Elements of Music Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by</p>	<p>Describe tempo and dynamics of a given work.</p>	<p>Observe as students describe tempo and dynamics in a score, listening example, or listening map. Assess their understanding using a teacher-created or district-provided rubric 1 or district-provided rubric 2.</p>	<p>“Let’s Go Dancing” <i>SOM</i> Gr. 3 “Troika” <i>SOM</i> Gr. 3</p>	<p>3.SL.PKI.6- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>3.SL.PKI.4- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive</p>

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Music

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Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
guided questioning, using an element of music, or music vocabulary).				details, speaking clearly at an understandable pace.
<p>R2.A Musical Characteristics Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing).</p>	<p>Show awareness of phrase structure using body percussion and movement (length, number, like and different)</p> <p>Describe dynamic changes in a listening example using teacher-given vocabulary (<i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, and <i>fff</i>)</p>	<p>Observe as students create movement to show understanding of the elements of phrase structure and assess using a teacher-created or district-provided rubric.</p> <p>Ask students to identify and label dynamics and dynamic changes on a listening map. Assess their understanding using a teacher-created or district-provided rubric.</p>	<p>“Spinning Song” <i>SOM</i> Gr. 3 “There’s A Little Wheel A-Turnin’ in My Heart” <i>SOM</i> Gr. 3 “Ciranda” <i>SBMM</i> Gr. 2; Dance Directions p. 468 “Dr. Foster” <i>SRA</i> “Overture (excerpt) from William Tell” <i>SOM</i> Gr. 3 “Mars, the Bringer of War” from Planets <i>SBMM</i> gr. 4</p>	<p>Vocabulary: Distinguish shades of meaning between terms such as <i>piano</i>, <i>pianissimo</i>, and <i>mezzo piano</i></p> <p>3.FL.F.5- Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c.</p>

Instructional Map

Music

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Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
R3.A Evaluating Artistic Work Evaluate musical works and performances, applying established criteria; discuss a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.	Distinguish between the quality of two performances.	Observe as students evaluate a performance through writing or oral presentation. Assess student understanding using a teacher-created or district-provided rubric .	"Danse Profane" SOM Gr. 3 "The Funny Road" SOM Gr. 3	3.SL.CC.1- Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

G3 Q3 CONNECT DOMAIN RESOURCE LIST

Share the Music=STM

Spotlight On Music=SOM

Silver Burdett Making Music=SBMM

Tyme for a Rhyme=TFAR

Mallet Madness Strikes Again=MMSA

Instructional Map

Music

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Third Grade

	<p>Random House Book of Poetry for Children=RHB Making the Most of the Holidays=MMH Strike it Rich=SR Teaching Movement and Dance=TMD Rhythmically Moving=RM As American as Apple Pie=AAP Third Rhyme's the Charm=TRC Second Rhyme Around=SRA Orff Source=OS www.dsokids.com (Dallas Symphony Orchestra) https://kids.usa.gov/art-and-music/index.shtml http://www.nyphilkids.org/ (New York Philharmonic) http://www.nyphilkids.org/main.phtml www.sfskids.org (San Francisco Symphony) http://teachingwithorff.com/ www.musicplayonline.com</p>
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QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to</p>	<p>Discuss the origin of and perform spirituals</p>	<p>Observe as students identify and describe musical characteristic/elements of a spiritual and assess using a teacher-created</p>	<p>"Shepherd, Shepherd" SOM Gr. 3 "Who's That Yonder" SOM Gr. 3</p>	<p>Comprehension: Describe sequence of events and key details of song texts</p>

Instructional Map

Music

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Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).		<p>or district-provided rubric.</p> <p>Observe as students sing spirituals and assess their mastery of the style using a teacher-created or district-provided rubric.</p>		3.SL.CC.1- Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).</p>	Perform songs and dances from various cultures and historical periods (e.g., Serbia-Yugoslavia, U.S., if using the suggested resources)	<p>Observe as students sing songs of varied cultures and assess their mastery using a teacher-created or district-provided rubric.</p> <p>Observe as students perform folk dances of varied cultures or historical periods and assess their mastery using a teacher-created</p>	<p><i>"Djurdjeva Kolo"</i> RM 2 <i>"Nigun"</i> RM 1</p>	<p>Comprehension: Compare and contrast elements of music of different cultures.</p> <p>3.SL.PKI.5- Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.</p> <p>3.RL.CS.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal</p>

Instructional Map

Music

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Third Grade

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		<p>or district-provided rubric.</p> <p>Observe/listen as students compare and contrast the dances of each culture and discuss what makes them characteristic to their cultures. Assess their understanding using a teacher-created or district-provided rubric.</p>		<p>from nonliteral language (e.g., feeling blue versus the color blue).</p>

DOMAIN: PERFORM

Foundations

- P1:** Select, analyze and interpret artistic work for performance.
- P2:** Develop and refine artistic techniques and work for performance.
- P3:** Convey and express meaning through the presentation of artistic work.

G3 Q4 PERFORM DOMAIN RESOURCE LIST

- Share the Music=STM*
- Spotlight On Music=SOM*
- Silver Burdett Making Music=SBMM*
- Tyme for a Rhyme=TFAR*
- Mallet Madness Strikes Again=MMSA*
- Random House Book of Poetry for Children=RHB*
- Making the Most of the Holidays=MMH*
- Strike it Rich=SR*

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	<p><i>Teaching Movement and Dance=TMD</i> <i>Rhythmically Moving=RM</i> <i>As American as Apple Pie=AAP</i> <i>Third Rhyme's the Charm=TRC</i> <i>Second Rhyme Around=SRA</i> <i>Orff Source=OS</i></p> <p>www.dsokids.com (Dallas Symphony Orchestra) https://kids.usa.gov/art-and-music/index.shtml http://www.nyphilkids.org/ (New York Philharmonic) http://www.nyphilkids.org/main.phtml www.sfskids.org (San Francisco Symphony) http://teachingwithorff.com/ www.musicplayonline.com</p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P1.A Musical Concepts Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p>	<p>Participate in selecting and justifying songs for a school program</p>	<p>Observe as students discuss reasons for selecting repertoire and other musical ideas using a teacher-created or district-provided rubric.</p>	<p>"Dide" SOM Gr. 3 "May Day Carol" SOM Gr. 3</p>	<p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				expressing their own ideas clearly
<p>P1.B Musical Contrasts Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.</p>	Perform a dance uses all levels, meters, and rhythms used this year	Assess as students use movement to demonstrate previously learned musical concepts using a teacher-created or district-provided rubric.	<p>“El Floron” <i>SOM</i> Gr. 3 “A Clock at Night” <i>SOM</i> Gr. 3 “Ballet of the Unhatched Chicks” <i>SOM</i> Gr. 3 “Butterfly Come Play with Me” <i>SOM</i> Gr. 3 “Circus Music” <i>SOM</i> Gr. 3</p>	<p>3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.</p>
<p>P1.C Expressive Qualities Describe how context (such as personal and social) can inform a performance.</p>	Describe ways to connect song text with dynamics.	Observe as students as they discuss and apply a full range of dynamics while singing, speaking or playing instruments. Assess student mastery using a teacher-created	<p>“Tehahontanekenhneha” <i>SOM</i> Gr. 3 “Morning Mood” <i>SOM</i> Gr. 3</p>	<p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling</p>

Instructional Map Music

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Third Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
		or district-provided rubric.		blue versus the color blue).
<p>P1.D Notation When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.</p>	<p>Using proper technique, perform examples of extended pentatonic melodies (La,-Sol,-Do-Re-Mi-Sol- La-Do') using solfege and staff notation (Low La and Low Sol/ High & Low Do)</p>	<p>Assess students as they identify and label notated melodic patterns using the syllables So,-La,-Do-Re-Mi-So-La-Do' and sing them with proper solfege syllables and hand signs using a teacher-created or district-provided rubric. (Select the portion of the rubric appropriate to the desired assessment.)</p>	<p>"Cornstalk Fiddle and a Shoestring Bow" <i>SOM</i> Gr. 3 "Morning Bells" <i>SOM</i> Gr. 3 "Let Us Chase the Squirrel" <i>SOM</i> Gr 3 "One Potato, Two Potato" <i>SOM</i> Gr. 3 "Circle 'Round the Zero" <i>SOM</i> Gr. 3 "Jingle at the Window" (aka Tideo) <i>SOM</i> Gr 3 "Plant Four Seeds" Silver Burdett Making Music Gr. 2</p>	<p>3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.</p>
<p>P2.A Apply Feedback Apply teacher-provided and collaboratively</p>	<p>Evaluate the effectiveness of a performance by using grade-level music vocabulary to discuss</p>	<p>Observe as students evaluate a performance through writing or oral presentation. Assess student understanding</p>	<p>"La Bamba (Creative Unit Project – p. 237)" <i>SOM</i> Gr. 3</p>	<p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with</p>

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Third Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performance s	strengths and weaknesses.	using a teacher-created or district-provided rubric .	"John Jacob Jingleheimer Schmidt" <i>SOM</i> Gr. 3	varied partners, building on others' ideas and expressing their own ideas clearly.
<p>P2.B Rehearse and Refine</p> <p>Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	<p>Echo, read, and perform eight-beat patterns using note values introduced previously (quarter, two eighths, half note, whole note, dotted half note, and rests)</p> <p>Review melodic direction of phrases; singing, playing and moving to ascending and descending patterns and labeling them as ascending or descending</p>	<p>Observe as students perform rhythmic patterns from notation using body percussion or unpitched percussion (either alone or in small groups) and assess using a teacher-created or district-provided rubric.</p> <p>"Spotlight Your Success!" <i>SOM</i> Gr. 3, p. 38 ("Read and Listen," activity 2)</p> <p>Assess student understanding of ascending and descending melodic</p>	<p>"O, The Train's Off the Track" <i>SOM</i> Gr. 3</p> <p>"Four in a Boat" SBMM Gr. 2, p.46; Dance Directions (play-party) p.459.</p> <p>"Shalom Chaveyrim" <i>SOM</i> Gr. 3</p> <p>"O, The Train's Off the Track" <i>SOM</i> Gr. 3</p> <p>"Going Up the Ladder" (See Appendix)</p> <p>"Morning Is Come" <i>Silver Burdett ELA – sequencing, Making Music</i> Gr. 3 Movement</p>	<p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>

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Music

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Third Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
	Perform simple two-part vocal canon with movement	phrases using a teacher-created or district-provided rubric . Listen as students sing a simple two-part canon and assess using a teacher-created or district-provided rubric .	on listening with a <i>SBMM</i> Gr. 3 purpose DVD "Choreography"	
<p>P3.A Singing Sing alone and with others, with expression and skill. Specified Third Grade skills: Pitch-matching games, la, sol, mi, re, do, do' patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in major/minor, partner songs and in canon.</p>	Perform simple two-part vocal canon	Listen as students sing a simple two-part canon and assess using a teacher-created or district-provided rubric .	"Little Tommy Tinker" <i>SOM</i> Gr. 3 "Shalom Chaveryim" <i>SOM</i> Gr. 3	3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>P3.B Instruments and Body Percussion Using body percussion and/or instruments, perform instrumentally, alone and with others, with expression and skill. Specified Third Grade skills: Performing standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor.</p>	<p>Perform bordun accompaniments (chord, broken chord, crossover) for appropriate songs</p>	<p>Observe students' ability to play chord, broken chord, and crossover borduns as accompaniment for appropriate songs and assess using a teacher-created or district-provided rubric.</p>	<p>"A Small Job" <i>SBMM</i> Gr. 3 "Old Man Moses" STM Gr. 3 (B Section, See Appendix)</p>	<p>Describe the difference between different types of bordun. 3.FL.VA.7b- Demonstrate understanding of word relationships and nuances in word meanings. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>
<p>P3.C Performance Etiquette Perform appropriately for the audience and context; demonstrate appropriate posture,</p>	<p>Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-</p>	<p>Observe student performance etiquette assess using teacher-created or district-provided rubric.</p>	<p>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral)</p>	<p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
and evaluate performance etiquette.	verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience.		Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	blue versus the color blue).
P3.D Audience Etiquette Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.	Demonstrate proper audience etiquette and evaluate audience behavior during performances	Observe student behavior during performances and assess using a teacher-created or district-provided rubric .	Audience Etiquette Self-Evaluation Audience Etiquette Video List of live, local, free or low-cost events, field trip grants and how to apply for them.	3.FL.VA.7b- Demonstrate understanding of word relationships and nuances in word meanings. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

DOMAIN: CREATE

Foundations

Cr1: Generate and conceptualize artistic ideas and work.

Cr2: Organize and develop artistic ideas and work.

Cr3: Refine and complete artistic work.

G3 Q4 CREATE DOMAIN RESOURCE LIST

SRA=SRA

Share the Music=STM

Spotlight On Music=SOM

Silver Burdett Making Music=SBMM

Tyme for a Rhyme=TFAR

Mallet Madness Strikes Again=MMSA

Random House Book of Poetry for Children=RHB

Making the Most of the Holidays=MMH

Strike it Rich=SR

Teaching Movement and Dance=TMD

Rhythmically Moving=RM

As American as Apple Pie=AAP

Third Rhyme's the Charm=TRC

Second Rhyme Around=SRA

Orff Source=OS

www.dsokids.com (*Dallas Symphony Orchestra*)

<https://kids.usa.gov/art-and-music/index.shtml>

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Third Grade

<http://www.nyphilkids.org/> (New York Philharmonic)
<http://www.nyphilkids.org/main.phtml>
www.sfskids.org (San Francisco Symphony)
<http://teachingwithorff.com/>

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1. A Musical Concepts Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato).</p>	<p>Improvise rhythmic question and answer phrases</p>	<p>Listen to students perform rhythmic question and answer and assess using a teacher-created or district-provided rubric.</p>	<p>“What’s Your Name? / What’s for Lunch?” <i>World Music and Drumming Lesson 1</i> “Hambone” <i>STM gr. 4, SBMM gr. 1</i></p>	<p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly</p>

Instructional Map

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr1.B Varied Timbres Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas.</p>	<p>Create and perform eight-beat rhythm patterns</p> <p>Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics</p>	<p>Observe students' performance of created eight-beat patterns and assess their mastery using a teacher-created or district-provided rubric for rhythmic composition or rhythmic improvisation.</p>	<p>"Gi'Me Elbow Room" <i>SOM</i> Gr.3 "Butterfly Come Play with Me" <i>SOM</i> Gr. 3 "Limbo Rock" <i>SOM</i> Gr. 3</p>	<p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words.</p> <p>3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				literal from nonliteral language (e.g., feeling blue versus the color blue).
Cr2.A Selecting Musical Ideas Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.	Discus or write about an original composition, explaining personal reasons for selecting musical ideas.	Observe as students describe reasons for selecting musical ideas using a teacher-created or district-provided rubric .	"Cook Up Your Own Rhythms! (p. 234)" <i>SOM</i> Gr. 3	3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cr2.B Notating Ideas Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)	Create and demonstrate a short introduction, interlude and coda to a given melody.	Assess student created intro, interlude or coda using a teacher-created or district-provided rubric for unpitched percussion composition or for melodic composition of introduction, interlude and coda.	"Kum Bachur" <i>SOM</i> Gr. 3	3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cr3.A Refining Musical Ideas Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.</p>	<p>Refine a student-created setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics using feedback</p>	<p>Assess students' ability to use feedback to refine a composition using a teacher-created or district-provided rubric.</p>	<p>"Birds of Fire" <i>SBMM</i> Gr. 3 "I'm Special" <i>RHBPC</i></p>	<p>Comprehension: Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics meanings.</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p>
<p>Cr3.B Demonstrate Musical Ideas</p>	<p>Perform shadow movement that reflects the mood and the slow tempo of the music</p>	<p>Assess as students create stylistically appropriate movement using a teacher-created</p>	<p>"The Sally Gardens" <i>RM</i> 1</p>	<p>Comprehension: Describe the way musical elements and movement convey the</p>

Instructional Map Music

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Third Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	(groups in triangle and diamond-shaped formations) Demonstrate a final performance of a student-created rondo.	or district-provided rubric.	"Zuni Sunrise Call" <i>SBMM</i> Gr. 5 "Margie" (See Appendix) "Bananas and Cream" <i>SBMM</i> Gr. 3 "La Raspa" <i>SBMM</i> Gr. 4 DVD Folk Dance Listening Example: "Country Dance" <i>SBMM</i> Gr. 3 "Los Mariachis" <i>STM</i> gr.3	mood of a piece of music 3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. 3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b. Use conventional spelling for high frequency words, including irregular words.

DOMAIN: RESPOND

Foundations

R1: Perceive and analyze artistic work.

R2: Interpret intent and meaning in artistic work.

G3 Q4 RESPOND DOMAIN RESOURCE LIST

SRA=SRA

Share the Music=STM

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Third Grade

<p>R3: Apply criteria to evaluate artistic work.</p>	<p><i>Spotlight On Music=SOM</i> <i>Silver Burdett Making Music=SBMM</i> <i>Tyme for a Rhyme=TFAR</i> <i>Mallet Madness Strikes Again=MMSA</i> <i>Random House Book of Poetry for Children=RHB</i> <i>Making the Most of the Holidays=MMH</i> <i>Strike it Rich=SR</i> <i>Teaching Movement and Dance=TMD</i> <i>Rhythmically Moving=RM</i> <i>As American as Apple Pie=AAP</i> <i>Third Rhyme's the Charm=TRC</i> <i>Second Rhyme Around=SRA</i> <i>Orff Source=OS</i> www.dsokids.com (Dallas Symphony Orchestra) https://kids.usa.gov/art-and-music/index.shtml http://www.nyphilkids.org/ (New York Philharmonic) http://www.nyphilkids.org/main.phtml www.sfskids.org (San Francisco Symphony) http://teachingwithorff.com/</p>
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QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.A Musical Preferences</p>	<p>Identify the time period in which a piece was composed.</p>	<p>Observe student identification of the</p>	<p>"Guadalquivir" SOM Gr. 3</p>	<p>3.RI.CS.4 Determine the meaning of words and phrases in a text</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).		time period of a song by using cue cards, listening maps, creative movement, or discussion and assess using a teacher-created or district-provided rubric .		relevant to a grade 3 topic or subject area.
<p>R1.B Musical Concepts Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).</p>	Create a listening map using pictures/manipulatives or create movement to represent form and musical characteristics such as instrument timbres and dynamics.	Assess student-created listening map using a teacher-created or District-provided rubric	<p>“Simon Says” <i>SOM</i> Gr. 3 “Billy” <i>SOM</i> Gr. 3 “Nigun Atik” <i>SOM</i> Gr. 3 “Raccoon Dance Song” <i>SOM</i> Gr. 3 “Rise Up Singin’” <i>SOM</i> Gr. 3 “Woke Up This Morning” <i>SOM</i> Gr. 3 “Turn the Glasses Over” <i>SOM</i> Gr. 3</p>	3.SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>R1.C Describing Elements of Music Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).</p>	<p>Describe tempo, dynamics and mood of a selected work</p>	<p>Assess as students identify and describe musical characteristics including dynamics and tempo using a teacher created or district provided rubric.</p>	<p>“Eine Kleine Nachtmusik” 1st mvt. STM gr.3 “Sabre Dance” from <u>Gayane</u> STM gr.3</p>	<p>Comprehension: Describe the way musical elements convey the mood of a piece of music.</p> <p>3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
<p>R2.A Musical Characteristics Demonstrate and describe how music concepts are used by</p>	<p>Use movement to demonstrate the mood and dynamics of a piece.</p>	<p>Observe student demonstration of the mood of the piece of music and assess using a</p>	<p>“Treasure Chests” SOM Gr. 3 “Norwegian Dance” SOM Gr. 3</p>	<p>3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as</p>

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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing).		teacher-created or district-provided rubric.		visual, quantitative, and oral formats.
R3.A Evaluating Artistic Work Evaluate musical works and performances, applying established criteria; discuss a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.	Compare and contrast the dances performed this year	Observe as students compare and contrast dances performed through writing or oral presentation. Assess student understanding using a teacher-created or district-provided rubric.	"The Gold Ring" <i>SOM</i> Gr. 3	3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. 3.RI.IKI.9 Compare and contrast the most important points and key details presented in

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Third Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
				two texts on the same topic.

DOMAIN: CONNECT

Foundations

Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors.

Cn2: Relate artistic ideas and works with societal, cultural, and historical context.

G3 Q4 CONNECT DOMAIN RESOURCE LIST

SRA=SRA

Share the Music=STM

Spotlight On Music=SOM

Silver Burdett Making Music=SBMM

Tyme for a Rhyme=TFAR

Mallet Madness Strikes Again=MMSA

Random House Book of Poetry for Children=RHB

Making the Most of the Holidays=MMH

Strike it Rich=SR

Teaching Movement and Dance=TMD

Rhythmically Moving=RM

As American as Apple Pie=AAP

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	<p><i>Third Rhyme's the Charm=TRC</i> <i>Second Rhyme Around=SRA</i> <i>Orff Source=OS</i> www.dsokids.com (<i>Dallas Symphony Orchestra</i>) https://kids.usa.gov/art-and-music/index.shtml http://www.nyphilkids.org/ (<i>New York Philharmonic</i>) http://www.nyphilkids.org/main.phtml www.sfskids.org (<i>San Francisco Symphony</i>) http://teachingwithorff.com/</p>
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QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
<p>Cn1.A Music and Personal Experiences Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are</p>	<p>Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics (ELA connection)</p>	<p>Assess students' setting of a poem using a teacher-created or district-provided rubric.</p>	<p>"Birds of Fire" <i>SBMM</i> Gr. 3 "I'm Special" <i>RHBPC</i></p>	<p>Comprehension: Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics.</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing</p>

Instructional Map

Music

Orff

Third Grade

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	CORRELATIONS
important to one's family or how music is used in daily life).				literal from nonliteral language (e.g., feeling blue versus the color blue).
<p>Cn2.A Society, Culture and History Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).</p>	<p>Perform songs and dances from various cultures and historical periods</p> <p>Identify elements of music also found in dance or discuss traditional music of a selected culture.</p>	<p>Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics:</p> <p>Folk Dance Rubric Singing Rubric (World Music) Unpitched Percussion Rubric (World Music)</p> <p>Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding</p>	<p>Mexican-"La Raspa" <i>SOM Gr. 3</i> and <i>SBMM Gr. 4</i> DVD Folk Dance African "Nampaya omame" <i>SOM gr. 1</i> Dutch "Sarasponda" <i>SOM Gr. 4</i></p>	<p>3.RL.IK1.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>3.RI.IK1.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

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		using a teacher-created or district-provided rubric .		

DRAFT