

Grade 3

QUARTER 1

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>			<p>Second Rhyme Around=SRA Share the Music=STM Silver Burdett Making Music=SBMM Spotlight On Music=SOM Tyme for a Rhyme=TFAR www.dsokids.com (Dallas Symphony Orchestra) www.sfskids.org (San Francisco Symphony) http://www.nyphilkids.org/main.phtml (New York Philharmonic) http://www.classicsforkids.com/ https://kids.usa.gov/art-and-music/index.shtml http://teachingwithorff.com/</p>	
<p>Beat/Rhythm</p>	<p>Perform beat accompaniment for song or poem with body percussion or instruments</p> <p>Perform rhythm of the words of a song or poem with body percussion or instruments</p> <p>Distinguish between beat and rhythm of the words of song or poem</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 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>"Way Down South" SOM Gr. 3 (link is for Grade 2 Appendix for review or if not previously used.) "Bonefish, Bluebird" STM Gr. 3 "Bickle Bockle" (See Appendix) "Sally on the Seesaw" (with B Section, See Appendix) "Rocky Mountain" STM Gr. 3</p>	<p>Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables.</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 rhymes Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Traditional Notation	<p>Read 8-beat notated rhythmic patterns using quarter notes, two eighths, quarter rests, tied quarters, and half notes</p> <p>Read and create rhythmic patterns that contain quarter notes, two eighths, and quarter rest, tied quarters, and half notes</p> <p>Identify half notes in notated rhythmic patterns containing quarter notes, two eighths, quarter rests, tied quarters, and half notes</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 notate rhythms in traditional notation using manipulatives. Assess using a teacher-created or district-provided rubric.</p>	<p>“Rocky Mountain” <i>STM Gr. 3, SBMM Gr. 2</i></p> <p>“Guadaluquivir” <i>SOM Gr. 3</i></p> <p>“Farmer John” <i>Strike it Rich!</i></p> <p>“Kum Bachur” <i>SOM Gr. 3</i></p> <p>“Golden Ring Around the Susan Girl” <i>SBMM Gr. 3 p.16</i> (See Appendix for movement)</p> <p>Level I Dance: The Little Shoemaker Rhythmically Moving 3 Teaching Movement and Dance pp. 127-129 (another video with children)</p> <p>Level II Dance: Zigeunerpolka (another video)</p> <p><i>Rhythmically Moving 2 Teaching Movement and Dance page 147-148</i></p>	<p>Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables.</p> <p>Comprehension: Describe and identify sequence of movements in a choreographed dance</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Vocal Technique	Sing pentatonic songs using proper vocal technique	Observe as students match pitch using pentatonic patterns (singing answers or parts of songs). Assess using a teacher-created or district-provided rubric .	<p>“Tanabata” <i>SOM Gr. 3</i></p> <p>“Rocky Mountain” <i>STM Gr. 3 SBMM Gr. 2</i></p> <p>“Dumplin's” <i>STM Gr. 3</i> (Use <i>STM Recording</i>) “Baby Elephant Walk” (Listening Map) <i>SBMM Gr. 2</i></p> <p>“Wee Willie Winkie” <i>TFAR</i></p> <p>“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>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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Pentatonic Scale	<p>Echo, sing and 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>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, CD 1-39;</p> <p>Dance Directions on page 472</p>	<p>Comprehension: Describe and relate sequence of movements in a choreographed dance to the text of songs.</p> <p>Literacy.CCRA.SL.6</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Melodic Direction	<p>Explore the melodic direction of phrases by singing and playing pentatonic ascending and descending patterns</p> <p>Move to show melodic shape of phrases (creative movement on three body levels–high/middle/low)</p> <p>Perform a dance that includes movement patterns that go up, down, or remain level</p>	<p>Observe as students demonstrate understanding of melodic direction through singing, playing instrument an moving. Assess understanding using a teacher-created or district-provided rubric.</p>	<p>"I Lost the Farmer's Dairy Key" <i>SBMM</i> Gr. 3</p> <p>"Wee Willie Winkie" <i>Tyme for a Rhyme</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, CD 1-39; Dance Directions on page 472</p>	<p>Comprehension: Describe and identify sequence of movements in a choreographed dance</p> <p>Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Chord and Broken Chord Borduns	Perform chord bordun accompaniment Perform broken chord accompaniment	Observe student performance of chord and broken chord accompaniments and assess using a teacher-created or district-provided rubric .	"Great Big House" SOM Gr. 3 "Wee Willie Winkie" <i>Tyme for a Rhyme</i> "If" <i>Tyme for a Rhyme</i> "Bandy Legs" <i>Tyme for a Rhyme</i>	Fluency: Ask students to discuss the difference between literal and non literal language in songs Model and have students echo fluid reading of text Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Instrument Technique	Demonstrate correct technique using unpitched instruments by echoing eight beat patterns and performing rhythm of the words of a poem Demonstrate correct technique using barred instruments by performing an Orff orchestration	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 Unpitched Percussion Technique Pitched Percussion Technique	"Way Down South" SOM Gr. 3 "Welcome Back" <i>Making the Most of the Holidays</i> "Sally on the Seesaw" (B Section, See Appendix) "Bonefish, Bluebird" STM Gr. 3 "Bickle Bockle" (See Appendix) Practice pg. 156 "Music Skills" SOM Gr. 3 "Rain on the Green Grass" SRA "If" T FAR	Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables. Ask students to discuss the difference between literal and non literal language in rhymes such as "Way Down South" and "Bonefish, Bluebird" Model and have students echo fluid reading of rhymes Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>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>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Melodic Direction</p>	<p>Improvise pentatonic ascending and descending patterns</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>Mallet Madness Strikes Again</i>, “Which Way is Up, Which Way is Down?” <i>Mallet Madness Strikes Again</i> “My Little Sister” <i>Random House Book of Poetry for Children</i> “I Eat My Peas with Honey” <i>Random House...</i> “I’m Glad the Sky is Painted Blue” <i>Random House...</i> “The Lion” <i>Random House...</i></p>	<p>Fluency: Model and ask students to echo expressive reading of poetry examples Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Form</p>	<p>Perform and label verse-refrain, AB, ABA pieces using speaking or singing, instruments, and/or movement</p>	<p>Observe student identification of sections of a song by using cue cards, listening maps or creative movement and assess using a teacher-created or district-provided rubric.</p>	<p>“Cumberland Gap” <i>SOM</i> Gr. 3 “Rocky Mountain” <i>STM</i> Gr. 3, <i>SBMM</i> Gr. 2 (elbow swing partner on verse, do-si-so on chorus) Level I Dances in AB Form in <i>Teaching Movement and Dance</i> Fjaskern, Irish Stew, Les Saluts, Troika, Two-Part Dance, and Yankee Doodle</p>	<p>Comprehension: Comprehension: Sequencing – compare sections of a musical piece, such as verse-refrain to parts of a poem, such as stanzas Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Ostinato</p>	<p>Perform rhythmic ostinato with body percussion or unpitched instruments</p>	<p>Observe student performances of rhythmic ostinato and assess using a teacher-created or district-provided rubric.</p>	<p>“One More River” <i>SOM</i> Gr. 3 “Rattlesnake Skipping Song” STM Gr. 3 (Split Ostinato, See Appendix) “No R’s in That” <i>Tyme for a Rhyme</i> “Punch and Judy” <i>Tyme for a Rhyme</i> “Hickory Dickory Dare” <i>Second Rhyme Around</i></p>	<p>Vocabulary: Ask students to discuss the difference between literal and non literal language in rhymes and songs. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Proper Audience Etiquette	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.	Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines. Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres				
Pitch and Size	Identify the size and pitch relationship and relate it to the ranges of the barred Orff instruments (soprano, alto, or bass) Science Connection	Students describe relationship of size to the sound source/instrument and its pitch (Science connection). Assess understanding using a teacher-created or district-provided rubric .	"Farmer John" <i>Strike it Rich</i>	Vocabulary: Determine the meanings of the words <i>soprano</i> , <i>alto</i> , and <i>bass</i> relative to their use in the elementary music classroom. Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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<p>Music and Dance from Other Cultures</p>	<p>Perform songs and dances from various cultures and historical periods</p>	<p>Observe student performance of folk dances and assess using a teacher-created or district-provided rubric.</p>	<p>“Guadalquivir” SOM Gr. 3 <i>Teaching Movement and Dance</i> pp. 117-139 (Review Level 1 folkdances: CW/CCW, forward, in/out, scissor step)</p>	<p>Comprehension: Describe and identify sequence of movements in a choreographed dance Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>Patriotic Music</p>	<p>Sing and classify a song as national, patriotic, using teacher-given vocabulary</p>	<p>Using a graphic organizer, ask students to identify patriotic music and assess using a teacher-created or district-provided rubric.</p>	<p>“America, the Beautiful” SOM Gr. 3 “You’re a Grand Old Flag” SOM Gr. 3 “This is America” SOM Gr. 3 “Yankee Doodle Boy” SOM Gr. 3 “This Land is Your Land” SOM Gr. 3 SBMM 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/ Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Traditional Notation</p>	<p>Echo 8-beat rhythm patterns in 2/4 and 6/8 meters with body percussion and unpitched instruments</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>Echo, perform, and read eight-beat rhythmic patterns using quarter notes, two eighths, quarter rest, and half notes (tied quarters)</p>	<p>Observe students individually reading eight beat rhythm patterns using half notes and assess using a teacher-created or district-provided rubric.</p>	<p>“Hullabaloo” SOM Gr. 3, “Charlie” SOM Gr. 3</p> <p>“Words of Advice” <i>Strike it Rich</i></p> <p>"Halloween Ball" (See Appendix)</p> <p>"The Pumpkin Eater" <i>Tyme for a Rhyme</i> "Hui Jia Qü" SBMM Gr. 2</p> <p>"Back to Tennessee" (See Appendix)</p> <p>"Bonavist' Harbour" (6/8) SBMM Gr. 2 (See Appendix for movement)</p> <p>"Diddle, Diddle Dumpling" <i>Tyme for a Rhyme</i></p> <p>"Spinning Song" SOM Gr. 3</p> <p>"The Little Shoemaker" Rhythmically Moving 3 (another video with children)</p> <p>"Halloween Is a Very Unusual Night" SBMM Gr. 3 (See Appendix for movement)</p>	<p>Comprehension: Discuss and identify rhyme examples, such as "Hullabaloo" or "Words of Advice," as limericks.</p> <p>Literacy.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Literacy.CCRA.R.10</p> <p>Read and comprehend complex literary and informational texts independently and proficiently.</p>

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Skips, Steps, Repeated Notes	<p>Identify and perform melodic patterns that contain steps, skips, and repeated notes</p> <p>Improvise melodic patterns that contain steps, skips, and repeated 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>"Oy Chanuke" <i>SOM</i> Gr. 3 "Santa Claus" <i>Making the Most of the Holidays</i>, "It's Santa-Again!" <i>SBMM</i> Gr. 2, "Down the Ohio" (Dance Directions p. 459) <i>SBMM</i> Gr. 2, "Shenandoah" Listening Map <i>SBMM</i> Gr. 2 p. 63, "Christmas Pudding" (See Appendix) Skips, Steps and Repeated Tones Resource</p>	<p>Comprehension: Use picture/story books about Hanukkah to identify key ideas Comprehension: Identify "Christmas Pudding" as a recipe (technical text) and describe the steps for creating the dish. As a class, write the recipe in proper format. Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
Pentatonic Scale	<p>Echo, play, and sing songs with low La-So and Do-Re-Mi-So-La</p> <p>Using proper vocal technique, sing melodic patterns notated on 5-line staff</p> <p>Discover the location of Low La and Low Sol on barred instruments</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>SBMM</i> Gr. 2 Dance Directions, p. 458, <i>SBMM</i> Gr. 2 DVD "Folk Dance", also American as Apple Pie "Draw a Bucket of Water" <i>STM</i> Gr. 3 Dance Directions, p. 475 <i>SBMM</i> Gr. 3 DVD "Folk Dance" "One Morning Soon" <i>SBMM</i></p>	<p>Comprehension: Describe and identify sequence of movements in a choreographed dance Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

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<p>Chord, Broken Chord, and Crossover Borduns</p>	<p>Maintain chord and broken chord bordun accompaniment for pentatonic song</p> <p>Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song</p>	<p>Observe student performance of chord and broken chord accompaniments and assess using a teacher-created or district-provided rubric.</p>	<p>"Jingle at the Window" SOM Gr. 3 "Christmas Pudding" (See Appendix) "It's Santa – Again!" SBMM Gr. 2 "How Many Miles to Babylon?" SBMM Gr. 2 "Shake Them Simmons Down" <i>American as Apple Pie</i> "Peas Porridge Hot" <i>Tyme for a Rhyme</i> "There was an Old Woman" SRA</p>	<p>Comprehension: Identify "Christmas Pudding" as a recipe (technical text) and describe the steps for creating the dish. As a class, write the recipe in proper format. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<p>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>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Pentatonic Scale</p>	<p>Improvise melodic patterns that contain steps, skips, and repeated notes</p>	<p>Observe as students improvise melodic patterns that contain skips, steps and repeated tones. Assess understanding using a teacher-created or district-provided rubric.</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. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Eight-Beat Patterns</p>	<p>Improvise rhythms using quarter notes, two eighths, quarter rests, and half notes</p>	<p>Observe as students improvise rhythms and assess using a teacher-created or district-provided rubric.</p>		<p>Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables. Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>

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<p>Form</p>	<p>Create and perform an introduction and coda for a song/poem</p>	<p>Observe as students create an introduction and coda for a song or poem. Assess using a teacher-created or district provided rubric.</p> <p>Melodic Intro and Coda. Sound Color/Unpitched Intro and Coda.</p>	<p>“The Dark House” <i>Strike It Rich Randy and Jeff</i> “October” by <i>Maurice Sendak RHP</i> “Winter Moon” RHP</p>	<p>Comprehension: Sequencing – compare Introduction and Coda, to parts of a story or other text.</p> <p>Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

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<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Form</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 using a teacher-created or district-provided rubric.</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: Sequencing – compare Introduction and Coda, to parts of a story or other text. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Proper Audience Etiquette</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. Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

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KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Music and Dance from Other Cultures</p>	<p>Perform songs and dances from various cultures and historical periods (Germany)</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 or district-provided rubric.</p>	<p>“Zigeunerpolka” <i>Rhythmically Moving 2</i> (side, together, up, touch)</p>	<p>Comprehension: Describe and identify sequence of movements in a choreographed dance</p> <p>Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 3

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Holiday Songs	Listen to, sing, and classify various holiday songs	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 .	"Celebrations" Section SOM Gr. 3, pp. 362-381	Comprehension: Compare and contrast characteristics of winter holidays, using graphic organizers such as Venn Diagrams. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 3

QUARTER 2

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Sound Production Methods</p>	<p>Categorize instruments by how they produce sound: vibrating strings, striking, shaking, and windblown (Science)</p>	<p>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>SOM Gr. 3, page 31</p>	<p>Comprehension: Using the text on p. 31 of <i>Spotlight on Music</i>, identify key details about how instruments produce sound. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Traditional Notation</p>	<p>Echo rhythmic patterns that contain: quarter, two eighths, half, and whole notes and rests</p> <p>Perform a dance that uses whole note as the movement pulse (strong beat)</p> <p>Create and perform 8-beat patterns using traditional notation of quarter, eighth, half notes, and corresponding rests</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>Observe as students read and say eight beat patterns including eighth notes, half notes, quarter notes, whole notes and corresponding rests. 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>“Raccoon Dance Song” <i>SOM</i> Gr. 3 “Karangatia ra” <i>SBMM</i> Gr. 3, p. 272; Dance Directions p. 478; DVD “Folk Dance” “Old King Cole” <i>SRA</i> “Fishes Swim” <i>Third Rhyme’s the Charm</i></p> <p>“Flip, Flop, and Fly” <i>SOM</i> Gr. 3 “Bransle de Champagne” (Listening) <i>SOM</i> Gr. 3 “Danse Macabre” (Listening) <i>SOM</i> Gr. 3</p>	<p>Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables. Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Dynamic Changes	Speak poems, play instruments, and/or sing song using range of dynamics and markings <i>pp, p, mp, mf, f, ff, and fff</i>	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 .	"Tanabata" <i>SOM</i> Gr. 3	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. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Pentatonic Scale	Identify pitches in pentatonic scale on staff	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 sofege syllables from a two, three, or five line staff using a teacher-created or district-provided rubric .	"Hark, Hark, the Dogs Do Bark" (See Appendix) "Old Man Moses" <i>STM</i> Gr. 3 (B Section , See Appendix) Movement for A section on p. 265 Also in <i>SBMM</i> Gr. 3. p.108 "Queen of Hearts" <i>SRA</i>	Comprehension: In groups, have students collaborate to create word chains of dog breeds as alternating sections for "Hark, Hark, the Dogs do Bark." Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Pentatonic Scale	<p>Using proper vocal technique, sing songs and echo pentatonic melodic patterns that include high Do, using hand signs and solfege</p> <p>Perform movement that shows low Do and high Do</p> <p>Identify high Do and low Do within a pentatonic scale on barred instruments</p>	<p>Observe as students sing phrases or songs with pentatonic patterns using solfege syllables and/or hand signs. Assess their understanding of solfege and the pentatonic scale 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>"Riding in the Buggy" <i>SOM</i> Gr. 3 "Rise Up Singin" <i>SOM</i> Gr. 3 "Tideo" <i>SBMM</i> Gr. 2 and As American As Apple Pie "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>	<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. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Crossover Bordun	<p>Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song</p>	<p>Observe student's ability to play crossover bordun to accompany a song and assess using a teacher-created or district-provided rubric.</p>	<p>"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/<i>American as Apple Pie</i> "Dr. Foster" <i>Second Rhyme Around</i></p>	<p>Comprehension: Recall story details of songs such as "The Ballad of the Bedbugs and the Beetles" and dramatize. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 3

QUARTER 3

QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Rhythmic Canon	Perform rhythmic canon using speech and body percussion	Observe student performance of canon and assess using a teacher-created or district-provided rubric . (See appropriate row of rubric for speech or body percussion.)	"Wéané" SOM Gr. 3 "Little Tommy Tinker" SOM Gr. 3 "Jickety Can" STMGr.3 "There Was an Old Man" SBMM Gr. 3 "Hark, Hark, the Dogs Do Bark" (See Appendix)	Vocabulary: In groups, have students collaborate to create word chains of dog breeds as alternating sections for "Hark, Hark, the Dogs do Bark." Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Melodic Ostinato	Perform melodic ostinati with voices and instruments	Observe student performances of melodic ostinato and assess using a teacher-created or district-provided rubric .	"One More River" SOM Gr. 3 "The Ballad of the Bedbugs and the Beetles" SOM Gr. 3 "Train Is A-Comin" (See Appendix) "Higgety Piggity" SRA	Comprehension: Recall story details of songs such as "One More River" or "The Ballad of the Bedbugs and the Beetles" and dramatize. Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Performance Etiquette	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.	Observe student performance etiquette assess using teacher-created or district-provided rubric .	Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level	Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Pentatonic Scale</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>Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Eight-Beat Patterns</p>	<p>Create (and perform) eight-beat rhythm patterns</p>	<p>Observe students' performance of created eight-beat patterns and assess their compositions using a teacher-created or district-provided rubric.</p>		<p>Fluency: Describe relationship between rhythms and syllables Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Phrases	Show awareness of phrase structure using body percussion and movement (length, number, like and different)	Observe as students create movement to show understanding of the elements of phrase structure and assess using a teacher-created or district-provided rubric .	"Spinning Song" SOM Gr. 3 "There's A Little Wheel A-Turnin' in My Heart" SOM Gr. 3 "Ciranda" SBMM Gr. 2; Dance Directions p. 468 "Dr. Foster" SRA	Fluency: Discuss similarities between phrase structure and sentence structure Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Dynamic Changes	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>) Identify crescendo and diminuendo in listening example	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 .	"Overture (excerpt) from William Tell" SOM Gr. 3 "Mars, the Bringer of War" from Planets SBMM gr. 4 "Jupiter" from Planets SBMM gr. 4 "Symphony 94" Surprise Andante SBMM gr. 1	Vocabulary: Distinguish shades of meaning between terms such as <i>piano</i> , <i>pianissimo</i> , and <i>mezzo piano</i> Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Orchestral Families	Visually identify teacher-selected orchestral instruments and group into families.	Ask students to identify by sight various instruments of orchestra. Assess their mastery using a teacher-created or district-provided rubric .	<p>"Danse Macabre" (Listening) <i>SOM</i> Gr. 3</p> <p>"Hornpipe" (excerpt) from <i>Water Music Suite</i> (Listening) <i>SOM</i> Gr. 3</p> <p>"Spotlight on the English Horn" <i>SOM</i> Gr. 3, p. 81</p> <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>Comprehension: Reinforce key details of orchestral families with classroom readings of <i>Meet the Orchestra</i> by Ann Hayes or <i>Zin! Zin! A Violin!</i> By Lloyd Moss Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
Proper Audience Etiquette	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.	<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.</p> <p>Literacy.CCRA.SL.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Music and Dance from Other Cultures</p>	<p>Perform songs and dances from various cultures and historical periods (e.g., Serbia-Yugoslavia, U.S., if using the suggested resources)</p>	<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 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><i>“Djurdjeva Kolo” Rhythmically Moving 2</i></p> <p><i>“Nigun” Rhythmically Moving 1</i></p>	<p>Comprehension: Compare and contrast elements of music of different cultures</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 3

QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Spirituals</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 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>	<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 Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.</p>				
<p>Traditional Notation</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>Observe as students perform alone or in small groups written rhythmic pattern using body percussion or unpitched percussion and assess using a teacher-created or district-provided rubric.</p>	<p>“O, The Train’s Off the Track” <i>SOM</i> Gr. 3 “Four in a Boat” <i>SBMM</i> Gr. 2, p.46; Dance Directions (play-party) p.459.</p>	<p>Fluency: Describe relationship between rhythms and syllables Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>Pentatonic Scale</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 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.</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>Comprehension: Describe sequence of events and key details of song texts. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Melodic Direction	Review melodic direction of phrases; singing, playing and moving to ascending and descending patterns and labeling them as ascending or descending	"Spotlight Your Success!" <i>SOM</i> Gr. 3, p. 38 ("Read and Listen," activity 2) Assess student understanding of ascending and descending melodic phrases using a teacher-created or district-provided rubric .	"Shalom Chaveyrim" <i>SOM</i> Gr. 3 "O, The Train's Off the Track" <i>SOM</i> Gr. 3 "Going Up the Ladder" (See Appendix)	Vocabulary: Clarify the meaning of the words <i>ascending</i> and <i>descending</i> and identify real-life connections Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Chord, Broken Chord, Crossover Bordun Accompaniments	Perform bordun accompaniments (chord, broken chord, crossover) for appropriate songs	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 .	"A Small Job" <i>SBMM</i> Gr. 3 "Old Man Moses" STM Gr. 3 (B Section, See Appendix)	Comprehension: Sequence movements to correspond to sequence of events in song "Old Man Moses" Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.

Grade 3

QUARTER 4

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Canon	<p>Perform simple two-part vocal canon</p> <p>Perform simple two-part vocal canon with movement</p>	<p>Listen as students sing a simple two-part canon and assess using a teacher-created or district-provided rubric.</p>	<p>"Little Tommy Tinker" <i>SOM</i> Gr. 3 "Shalom Chaveryim" <i>SOM</i> Gr. 3</p> <p>"Morning Is Come" <i>Silver Burdett ELA – sequencing, Making Music</i> Gr. 3 Movement on listening with a <i>SBMM</i> Gr. 3 purpose DVD "Choreography"</p>	<p>Comprehension: Sequence movements to correspond to sequence of events in song Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Tempo and Dynamics	<p>Perform shadow movement that reflects the mood and the slow tempo of the music (groups in triangle and diamond-shaped formations)</p>	<p>Observe as students create movement to reflect the musical concepts of tempo and mood. Assess using a teacher-created or district-provided rubric.</p>	<p>"The Sally Gardens" <i>Rhythmically Moving</i> 1 "Zuni Sunrise Call" <i>SBMM</i> Gr. 5 "Claire De Lune" <i>SBMM gr. K ,STM</i> gr. 3</p>	<p>Comprehension: Describe the way musical elements and movement convey the mood of a piece of music Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>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>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</p>				
<p>Eight-Beat Patterns</p>	<p>Create and perform eight-beat rhythm patterns</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>Fluency: Describe relationship between rhythms and syllables Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Introduction, Interlude, and Coda	Create and demonstrate a short introduction, interlude and coda to a given melody.	Listen to students' composed Introductions, interludes and codas and assess their understanding using a teacher-created or district-provided rubric for unpitched percussion composition or for melodic composition of introduction, interlude and coda.		Comprehension: Sequencing – compare Introduction, Interlude, and Coda, to parts of a story or other text. Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Question and Answer	Perform rhythmic question and answer phrases	Listen to students perform rhythmic question and answer and assess using a teacher-created or district-provided rubric .	"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>	Comprehension: Have students describe the relationship between musical questions and answers and compare to linguistic questions and answers Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.</p>				
<p>Form</p>	<p>Perform and label like and different sections in a rondo</p>	<p>Observe as students use cards (A, B, C, etc.) to show the form of (1) a piece performed or (2) a new listening example of a rondo. Assess student mastery using a teacher-created or district-provided rubric appropriate to your assessment such as:</p> <p>Responding to the Form of Music (If students are using movement, instruments or singing to show the form) or Identifying Like and Different Phrases in Music (If students are labeling the form on a listening map, with cards, etc.)</p>	<p>"Margie" (See Appendix) "Bananas and Cream" SBMM Gr. 3 "Plant Four Seeds" SBMM Gr. 2 "La Raspa" SBMM Gr. 4 DVD Folk Dance Listening Example: "Country Dance" SBMM Gr. 3 "Los Mariachis" STM gr.3</p>	<p>Vocabulary: In groups, have students collaborate to create word chains as alternating sections for "Margie," using categories provided by the teacher Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
Tempo and Dynamics	Describe tempo, dynamics and mood of a selected work	Observe as students describe the musical elements of music and assess their mastery using a teacher-created or district-provided rubric .	"Eine Kleine Nachtmusik" 1 st mvt. STM gr.3 "Sabre Dance" from Gayane STM gr.3	Comprehension Describe the way musical elements convey the mood of a piece of music Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.
Mood in Poetry	Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics	Use a class created rubric (Create/Perform/Respond) to score performances of their settings of poems. Use a teacher-created or district-provided rubric to determine the effectiveness of the class-created rubric.	"Birds of Fire" SBMM Gr. 3 "I'm Special" RHBPC	Comprehension: Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style , and to comprehend more fully when reading or listening.

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>				
<p>Mood in Poetry</p>	<p>Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics (ELA connection)</p>	<p>Use a class created rubric (Create/Perform/Respond) to score performances of their settings of poems. Use a teacher-created or district-provided rubric to determine the effectiveness of the class-created 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 Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

Grade 3

QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	LITERACY CORRELATIONS
<p>Music and Dance from Other Cultures</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</p> <p>Singing Rubric (Perform)</p> <p>Singing Rubric (World Music)</p> <p>Unpitched Percussion Rubric (Perform)</p> <p>Unpitched Percussion Rubric (World Music)</p> <p>Identify (classify) and discuss music from different genres and cultures using a graphic organizer. Assess student understanding using a teacher-created or district-provided rubric.</p>	<p>Mexican-"La Raspa" <i>SOM</i> Gr. 3 and <i>SBMM</i> Gr. 4 DVD Folk Dance</p> <p>African "Nampaya omame" <i>SOM</i> gr. 1</p> <p>Dutch "Sarasponda" <i>SOM</i> Gr. 4</p>	<p>Comprehension: Compare and contrast elements of music of different cultures</p> <p>Literacy.CCRA.SL.2</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>