# Instructional Map

## Orff Music

### Grade 3

#### QUARTER 1

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>

**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.

- **Perform:** Beat/Rhythm
  - Perform beat accompaniment for song or poem with body percussion or instruments
  - Perform rhythm of the words of a song or poem with body percussion or instruments
  - Distinguish between beat and rhythm of the words of song or poem

- **Assessments:**
  - Observe as students perform steady beat of poem, then perform rhythm of the words of same poem
  - 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.
  - Assess the above using a teacher-created or district-provided rubric.

- **Resources:**
  - 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](http://www.dsokids.com) (Dallas Symphony Orchestra)
  - [www.sfskids.org](http://www.sfskids.org) (San Francisco Symphony)
  - [http://www.classicsforkids.com/](http://www.classicsforkids.com/)
  - [http://teachingwithorff.com/](http://teachingwithorff.com/)

- **Literacy Correlations:**
  - 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 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.

---

**Beat/Rhythm**

*"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
## Instructional Map

### Orff Music

#### Grade 3

#### QUARTER 1

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **Traditional Notation** | Read 8-beat notated rhythmic patterns using quarter notes, two eighths, quarter rests, tied quarters, and half notes | 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. | “Rocky Mountain” STM Gr. 3, SBMM Gr. 2  
“Guadalaquivir” SOM Gr. 3  
“Farmer John” Strike it Rich!  
“Kum Bachur” SOM Gr. 3  
“Golden Ring Around the Susan Girl” SBMM Gr. 3 p.16 (See Appendix for movement)  
Level I Dance: The Little Shoemaker Rhythmically Moving 3 Teaching Movement and Dance pp. 127-129 (another video with children)  
Level II Dance: Zigeunerpolka (another video)  
Rhythmically Moving 2 Teaching Movement and Dance page 147-148 | Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables.  
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. |
|  | Read and create rhythmic patterns that contain quarter notes, two eighths, and quarter rest, tied quarters, and half notes | Observe as students notate rhythms in traditional notation using manipulatives. Assess using a teacher-created or district-provided rubric. |  |  |
|  | Identify half notes in notated rhythmic patterns containing quarter notes, two eighths, quarter rests, tied quarters, and half notes |  |  |  |
| **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. | “Tanabata” SOM Gr. 3  
“Rocky Mountain” STM Gr. 3  
SBMM Gr. 2  
“Dumplin’s” STM Gr. 3 (Use STM Recording) “Baby Elephant Walk” (Listening Map) SBMM Gr. 2  
“Wee Willie Winkle” TFAR  
“Bandy Legs” TFAR | 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. |
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| Pentatonic Scale   | Echo, sing and read melodic patterns using solfege (hand signs and/or body scale) for the pentatonic scale (La-Sol-Mi-Re-Do) | 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. | *Dumplin’s* STM Gr. 3 (Use STM Recording)  
*Jingle at the Window* SOM Gr. 3  
*Wee Willie Winkie* TFAR  
*Rocky Mountain* STM Gr. 3, SBMM Gr. 2  
*I Don’t Care If the Rain Comes Down* SBMM Gr. 3, page 24, CD1-39; Dance Directions on page 472 | Comprehension: Describe and relate sequence of movements in a choreographed dance to the text of songs.  
*Literacy.CCRA.SL.6 Adapt* speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| Melodic Direction  | Explore the melodic direction of phrases by singing and playing pentatonic ascending and descending patterns  
Move to show melodic shape of phrases (creative movement on three body levels–high/middle/low)  
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 an moving. Assess understanding using a teacher-created or district-provided rubric. | *I Lost the Farmer’s Dairy Key* SBMM Gr. 3  
*Wee Willie Winkie* Tyme for a Rhyme  
*Rocky Mountain* STM Gr. 3, SBMM Gr. 2  
*I Don’t Care If the Rain Comes Down* SBMM Gr. 3, page 24, CD1-39; Dance Directions on page 472 | Comprehension: Describe and identify sequence of movements in a choreographed dance  
*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. |
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **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” Tyme for a Rhyme  
“If” Tyme for a Rhyme  
“Bandy Legs” Tyme for a Rhyme | 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” Making the Most of the Holidays  
“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” TFAR | 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. |
# Instructional Map

## Orff Music

### Grade 3

#### QUARTER 1

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Etiquette</td>
<td>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.</td>
<td>Observe student performance etiquette assess using teacher-created or district-provided rubric.</td>
<td>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level</td>
<td>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
</tbody>
</table>

### 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.

| Melodic Direction | Improvise pentatonic ascending and descending patterns | Observe as students improvise ascending and descending melodic patterns and assess using a teacher-created or district-provided rubric. | “Direction Dots” pg. 58 Mallet Madness Strikes Again, “Which Way is Up, Which Way is Down? Mallet Madness Strikes Again “My Little Sister” Random House Book of Poetry for Children “I Eat My Peas with Honey” Random House… “I’m Glad the Sky is Painted Blue” Random House… “The Lion” Random House… | 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. |
## Instructional Map

### Orff Music

#### Grade 3

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUARTER 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **FORM** | Perform and label verse-refrain, AB, ABA pieces using speaking or singing, instruments, and/or movement | 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 | "Cumberland Gap" SOM Gr. 3 | Comprehension: Comprehension: Sequencing – compare sections of a musical piece, such as verse-refrain to parts of a poem, such as stanzas

- 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.

| **OSTINATO** | Perform rhythmic ostinato with body percussion or unpitched instruments | Observe student performances of rhythmic ostinato and assess using a teacher-created or district-provided rubric | "One More River" SOM Gr. 3 | Vocabulary: Ask students to discuss the difference between literal and non-literal language in rhymes and songs.

- "Rattlesnake Skipping Song" STM Gr. 3 (Split Ostinato, See Appendix)
- "No R's in That" Tyme for aRhyme
- "Punch and Judy" Tyme for aRhyme
- "Hickory Dickory Dare" Second Rhyme Around

| | | | | 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. |
### Instructional Map

#### Grade 3

#### Orff Music

##### QUARTER 1

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proper Audience Etiquette</strong></td>
<td>Demonstrate proper audience etiquette and evaluate audience behavior during performances</td>
<td>Observe student behavior during performances and assess using a teacher-created or <strong>district-provided rubric</strong>.</td>
<td><strong>Audience Etiquette Self-Evaluation</strong></td>
<td>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. <strong>Literacy.CCRA.SL.3 Evaluate</strong> a speaker's point of view, reasoning, and use of evidence and rhetoric.</td>
</tr>
<tr>
<td><strong>Pitch and Size</strong></td>
<td>Identify the size and pitch relationship and relate it to the ranges of the barred Orff instruments (soprano, alto, or bass) <strong>Science Connection</strong></td>
<td>Students describe relationship of size to the sound source/instrument and its pitch <strong>(Science connection)</strong>. Assess understanding using a teacher-created or <strong>district-provided rubric</strong>.</td>
<td><strong>&quot;Farmer John&quot; Strike it Rich</strong></td>
<td>Vocabulary: Determine the meanings of the words <strong>soprano, alto, and bass</strong> relative to their use in the elementary music classroom. <strong>Literacy.CCRA.W.7</strong> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
</tr>
</tbody>
</table>

**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.
## Instructional Map

### Orff Music

#### Grade 3

## QUARTER 1

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **Music and Dance from Other Cultures** | Perform songs and dances from various cultures and historical periods               | Observe student performance of folk dances and assess using a teacher-created or district-provided rubric. | *“Guadalquivir” SOM Gr. 3*  
*Teaching Movement and Dance* pp. 117-139 (Review Level I folk dances: CW/CCW, forward, in/out, scissor step) | 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. |
| **Patriotic Music**                      | Sing and classify a song as national, patriotic, using teacher-given vocabulary     | Using a graphic organizer, ask students to identify patriotic music and assess using a teacher-created or district-provided rubric. | *“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*  
*SOM Gr. 1*  
*SBMM Gr. 1*  
*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. |
# Instructional Map

## Orff Music

### Grade 3

## QUARTER 2

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORM:</strong></td>
<td><strong>Traditional Notation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</td>
<td>Echo 8-beat rhythm patterns in 2/4 and 6/8 meters with body percussion and unpitched instruments</td>
<td>Observe students individually reading eight beat rhythm patterns using half notes and assess using a teacher-created or district-provided rubric.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</td>
<td>Perform songs or poems in 2/4 and 6/8</td>
<td>&quot;Hullaballoo&quot; SOM Gr. 3, &quot;Charlie&quot; SOM Gr. 3</td>
<td></td>
<td>&quot;Hullaballoo&quot; or &quot;Words of Advice,&quot; as limericks.</td>
</tr>
<tr>
<td>Standard 5.0 Reading and Notating: Students will read and notate music.</td>
<td>Perform movement and dances in 2/4 and 6/8</td>
<td>&quot;Words of Advice&quot; Strike it Rich</td>
<td>&quot;Halloween Ball&quot; (See Appendix)</td>
<td>Literacy.CCRA.R.4</td>
</tr>
<tr>
<td></td>
<td>Echo, perform, and read eight-beat rhythmic patterns using quarter notes, two eighths, quarter rest, and half notes (tied quarters)</td>
<td>&quot;The Pumpkin Eater&quot; Tyme for a Rhyme &quot;Hui Jia Qü&quot; SBMM Gr. 2</td>
<td>&quot;Back to Tennessee&quot; (See Appendix)</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Bonavist' Harbour&quot; (6/8) SBMM Gr. 2 (See Appendix for movement)</td>
<td>&quot;Diddle, Diddle Dumpling&quot; Tyme for a Rhyme</td>
<td>Literacy.CCRA.R.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Spinning Song&quot; SOM Gr. 3</td>
<td>&quot;The Little Shoemaker&quot; Rhythmically Moving 3 (another video with children)</td>
<td>Read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Halloween Is a Very Unusual Night&quot; SBMM Gr. 3 (See Appendix for movement)</td>
<td>&quot;Halloween Is a Very Unusual Night&quot; SBMM Gr. 3 (See Appendix for movement)</td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Skips, Steps, Repeated Notes</td>
<td>Identify and perform melodic patterns that contain steps, skips, and repeated notes</td>
<td>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.</td>
<td>“Oy Chanuke” SOM Gr. 3 “Santa Claus” Making the Most of the Holidays, “It’s Santa-Again!” SBMM Gr. 2, “Down the Ohio” (Dance Directions p. 459) SBMM Gr. 2, “Shenandoah” Listening Map SBMM Gr. 2 p. 63, “Christmas Pudding” (See Appendix)</td>
<td>“Skips, Steps and Repeated Tones Resource” 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.</td>
</tr>
<tr>
<td>Pentatonic Scale</td>
<td>Echo, play, and sing songs with low La-So and Do-Re-Mi-So-La</td>
<td>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.</td>
<td>“Turn the Glasses Over” SOM Gr. 3 “Alabama Sail” SBMM Gr. 3; Dance Directions p. 474 “Shake Them Simmons Down” SBMM Gr. 2 Dance Directions, p. 458, SBMM Gr. 2 DVD “Folk Dance”, also American as Apple Pie “Draw a Bucket of Water” STM Gr. 3 Dance Directions, p. 475 SBMM Gr. 3 DVD “Folk Dance” “One Morning Soon” SBMM</td>
<td>“Turn the Glasses Over” SOM Gr. 3 “Alabama Sail” SBMM Gr. 3; Dance Directions p. 474 “Shake Them Simmons Down” SBMM Gr. 2 Dance Directions, p. 458, SBMM Gr. 2 DVD “Folk Dance”, also American as Apple Pie “Draw a Bucket of Water” STM Gr. 3 Dance Directions, p. 475 SBMM Gr. 3 DVD “Folk Dance” “One Morning Soon” SBMM 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.</td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| Chord, Broken Chord, and Crossover Borduns | Maintain chord and broken chord bordun accompaniment for pentatonic song | Observe student performance of chord and broken chord accompaniments and assess using a teacher-created or district-provided rubric. | “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” American as Apple Pie  
*Peas Porridge Hot* Tyme for a Rhyme  
“There was an Old Woman” SRA | 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. |
| 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 of 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. |
# Instructional Map

## Orff Music

### Grade 3

#### QUARTER 2

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **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. |             |           |                       |
| **Pentatonic Scale** | Improvise melodic patterns that contain steps, skips, and repeated notes | Observe as students improvise melodic patterns that contain skips, steps and repeated tones. Assess understanding using a teacher-created or district-provided rubric. |             | Vocabulary: Identify real-life connections between the terms *step, skip, and repeated* 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. |
| **Eight-Beat Patterns** | Improvise rhythms using quarter notes, two eighths, quarter rests, and half notes | Observe as students improvise rhythms and assess using a teacher-created or district-provided rubric. |             | 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. |
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>Create and perform an introduction and coda for a song/poem</td>
<td>Observe as students create an introduction and coda for a song or poem. Assess using a teacher-created or district provided rubric.</td>
<td>“The Dark House” Strike It Rich Randy and Jeff “October” by Maurice Sendak RHBP “Winter Moon” RHBP</td>
<td>Comprehension: Sequencing – compare Introduction and Coda, to parts of a story or other text. <strong>Literacy.CCRA.L.6</strong> Acquire and use accurately a range of general academic and <strong>domain-specific words</strong> 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.</td>
</tr>
</tbody>
</table>
### Instructional Map

**Orff Music**

**Grade 3**

**QUARTER 2**

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPOND:</td>
<td>Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music.</td>
<td>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.</td>
<td>&quot;Danse Macabre&quot; SOM Gr. 3 &quot;Children, Go Where I Send Thee&quot; SBMMGr. 3 &quot;Sabre Dance&quot; STM Gr. 3 (Use Listening Map)</td>
<td>Comprehension: Sequencing – compare Introduction and Coda, to parts of a story or other text. <strong>Literacy.CCRA.L.6</strong> 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.</td>
</tr>
<tr>
<td>Form</td>
<td>Follow a listening map of a piece that has a clear introduction and coda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper Audience Etiquette</td>
<td>Demonstrate proper audience etiquette and evaluate audience behavior during performances</td>
<td>Observe student behavior during performances and assess using a teacher-created or district-provided rubric.</td>
<td>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.</td>
<td>Comprehension: Reinforce audience etiquette when students are listening to stories and song tales in the music room to develop real world contexts and connections. <strong>Literacy.CCRA.SL.3</strong> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **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 |
| **Music and Dance from Other Cultures** | Perform songs and dances from various cultures and historical periods (Germany) | Observe student performances of folk dances and assess using a teacher-created or district-provided rubric.  
Observe student vocal performances of world music and assess using a teacher-created or district-provided rubric. | “Zigeurnerpolka” Rhythmically Moving 2 (side, together, up, touch) | 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. |
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday Songs</td>
<td>Listen to, sing, and classify various holiday songs</td>
<td>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.</td>
<td>“Celebrations” Section SOM Gr. 3, pp. 362-381</td>
<td>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.</td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Sound Production Methods    | Categorize instruments by how they produce sound: vibrating strings, striking, shaking, and windblown (Science)                                                                                                      | 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. | SOM Gr. 3, page 31 | Comprehension: Using the text on p. 31 of Spotlight on Music, 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. |
### Instructional Map

**Orff Music**

**Grade 3**

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **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. | **Traditional Notation**  
Echo rhythmic patterns that contain: quarter, two eighths, half, and whole notes and rests  
Perform a dance that uses whole note as the movement pulse (strong beat)  
Create and perform 8-beat patterns using traditional notation of quarter, eighth, half notes, and corresponding rests  
Identify whole notes in a notated rhythmic pattern  
Identify directional markings (e.g., repeat sign, D.C., fine, coda) within a given music selection | 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.  
“Raccoon Dance Song” SOM Gr. 3  
“Karangatia ra” SBMM Gr. 3, p. 272; Dance Directions p. 478; DVD  
“Old King Cole” SRA  
“Fishes Swim” Third Rhyme’s the Charm  
“Flip, Flop, and Fly” SOM Gr. 3  
“Bransle de Champaigne” (Listening) SOM Gr. 3  
“Danse Macabre” (Listening) SOM Gr. 3 | “Raccoon Dance Song” SOM Gr. 3  
“Karangatia ra” SBMM Gr. 3, p. 272; Dance Directions p. 478; DVD  
“Old King Cole” SRA  
“Fishes Swim” Third Rhyme’s the Charm  
“Flip, Flop, and Fly” SOM Gr. 3  
“Bransle de Champaigne” (Listening) SOM Gr. 3  
“Danse Macabre” (Listening) SOM Gr. 3 | 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.  

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.
## Instructional Map

### Orff Music

#### Grade 3

### QUARTER 3

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dynamic Changes</strong></td>
<td>Speak poems, play instruments, and/or sing song using range of dynamics and markings pp, p, mp, mf, f, ff, and fff</td>
<td>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.</td>
<td>&quot;Tanabata&quot; SOM Gr. 3</td>
<td>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. Poetry.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.</td>
</tr>
<tr>
<td><strong>Pentatonic Scale</strong></td>
<td>Identify pitches in pentatonic scale on staff</td>
<td>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.</td>
<td>&quot;Hark, Hark, the Dogs Do Bark&quot; (See Appendix) &quot;Old Man Moses&quot; STM Gr. 3 (B Section, See Appendix) Movement for A section on p. 265 Also in SBMM Gr. 3 . p.108 &quot;Queen of Hearts&quot; SRA</td>
<td>Comprehension: In groups, have students collaborate to create word chains of dog breeds as alternating sections for &quot;Hark, Hark, the Dogs do Bark.&quot; Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Pentatonic Scale         | Using proper vocal technique, sing songs and echo pentatonic melodic patterns that include high Do, using hand signs and solfege  | 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. | “Riding in the Buggy” SOM Gr. 3  
“Rise Up Singin” SOM Gr. 3  
“Tideo” SBMM Gr. 2 and As American As Apple Pie  
“Hop Up, My Ladies” SBMM Gr. 3/STM Gr. 3 (Movement on bottom of page 372)  
“Tanabata-sama” SBMM | 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. |
|                          | Perform movement that shows low Do and high Do                                       | Observe as students move to show melody shape and high/low Do. Assess student understanding using a teacher-created or district-provided rubric. |                                                              |                                                                                         |
|                          | Identify high Do and low Do within a pentatonic scale on barred instruments           |                                                                              |                                                              |                                                                                         |
| Crossover Bordun         | Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song | Observe student’s ability to play crossover bordun to accompany a song and assess using a teacher-created or district-provided rubric. | “The Ballad of the Bedbugs and the Beetles” SOM Gr. 3  
“A Small Job” SBMM Gr. 3  
“Old Man Moses” STM Gr. 3 (B Section, See Appendix)  
“Tideo” SBMM Gr. 2/American as Apple Pie  
“Dr. Foster” Second Rhyme Around | 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. |
<table>
<thead>
<tr>
<th>Knowledge &amp; Skills</th>
<th>Activities/Outcomes</th>
<th>Assessments</th>
<th>Resources</th>
<th>Literacy Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhythmic Canon</strong></td>
<td>Perform rhythmic canon using speech and body percussion</td>
<td>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.)</td>
<td>“Wéané” SOM Gr. 3  “Little Tommy Tinker” SOM Gr. 3  “Jickety Can” STM Gr. 3  “There Was an Old Man” SBMM Gr. 3  “Hark, Hark, the Dogs Do Bark” (See Appendix)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Melodic Ostinato</strong></td>
<td>Perform melodic ostinati with voices and instruments</td>
<td>Observe student performances of melodic ostinato and assess using a teacher-created or district-provided rubric.</td>
<td>“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</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Performance Etiquette</strong></td>
<td>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.</td>
<td>Observe student performance etiquette assess using teacher-created or district-provided rubric.</td>
<td>Concert Etiquette Video 1 (General)  Concert Etiquette Video 2 (Choral)  Ten Performance Etiquette Tips for Musicians  Performance Practices by Grade Level</td>
<td>Literacy.CCRA L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
</tbody>
</table>
# Instructional Map

## Orff Music

### Grade 3

#### QUARTER 3

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| 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. |             |           |                       |
| Pentatonic Scale  | Improvise a pentatonic melody for a given rhythm | Observe students’ performance of improvised melodies and assess using a teacher-created or district-provided rubric for melodic improvisation. |           |  
                    |                     |             |           | Literacy.CCRA.SL.6  
                    |                     |             |           | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  
| Eight-Beat Patterns| Create (and perform) eight-beat rhythm patterns | Observe students’ performance of created eight-beat patterns and assess their compositions using a teacher-created or district-provided rubric. |           |  
                    |                     |             |           | 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.  
| 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. |           |           |                       |
## Instructional Map
### Orff Music
#### Grade 3

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **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 *(pp, p, mp, mf, f, ff, and fff)*  
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: Distingush shades of meaning between terms such as piano, pianissimo, and mezzo piano  
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. |
## QUARTER 3

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **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](#). | “Danse Macabre” (Listening) SOM Gr. 3  
“Hornpipe” (exerpt) from *Water Music Suite* (Listening) SOM Gr. 3  
“Spotlight on the English Horn” SOM Gr. 3, p. 81  
“What’s the Whole Idea?” SOM Gr. 3, p. 178  
“What Do You Hear?” *Music Connection* Gr. 3 CD 4-19 | Comprehension: Reinforce key details of orchestral families with classroom readings of *Meet the Orchestra* by Ann Hayes or *Zin! Zin! A Violin!* By Lloyd Moss  
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. |
| **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](#). | 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.

### Activities/Outcomes

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| **Music and Dance from Other Cultures** | Perform songs and dances from various cultures and historical periods (e.g., Serbia-Yugoslavia, U.S., if using the suggested resources) | Observe as students sing songs of varied cultures and assess their mastery using a teacher-created or district-provided rubric. | “Djurdjeva Kolo” Rhythmically Moving 2  “Nigun” Rhythmically Moving 1 | Comprehension: Compare and contrast elements of music of different cultures  
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. |
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituals</td>
<td>Discuss the origin of and perform spirituals</td>
<td>Observe as students identify and describe musical characteristic/elements of a spiritual and assess using a teacher-created or district-provided rubric. Observe as students sing spirituals and assess their mastery of the style using a teacher-created or district-provided rubric.</td>
<td>“Shepherd, Shepherd” SOM Gr. 3 “Who’s That Yonder” SOM Gr. 3</td>
<td>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.</td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>PERFORM:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 1.0 Singing</td>
<td>Students will sing alone and with others, a varied repertoire of music.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2.0 Playing Instruments</td>
<td>Students will perform on instruments, alone and with others, a varied repertoire of music.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 5.0 Reading and Notating</td>
<td>Students will read and notate music.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Traditional Notation</strong></td>
<td>Echo, read, and perform eight-beat patterns using note values introduced previously (quarter, two eighths, half note, whole note, dotted half note, and rests)</td>
<td>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.</td>
<td>“O, The Train’s Off the Track” SOM Gr. 3</td>
<td>“Cornstalk Fiddle and a Shoestring Bow” SOM Gr. 3</td>
</tr>
<tr>
<td><strong>Pentatonic Scale</strong></td>
<td>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 &amp; Low Do)</td>
<td>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.</td>
<td>“Morning Bells” SOM Gr. 3</td>
<td>“Jingle at the Window” (aka Tideo) SOM Gr 3</td>
</tr>
<tr>
<td><strong>Fluency:</strong></td>
<td></td>
<td></td>
<td></td>
<td>“Comprehension: Describe relationship between rhythms and syllables</td>
</tr>
<tr>
<td><strong>Interpret:</strong></td>
<td></td>
<td></td>
<td></td>
<td>Literary.CCRA.R.4</td>
</tr>
<tr>
<td><strong>Literacy.CCRA.R.10</strong></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adapt:</strong></td>
<td></td>
<td></td>
<td></td>
<td>Literary.CCRA.SL.6</td>
</tr>
<tr>
<td><strong>Adapt:</strong></td>
<td></td>
<td></td>
<td></td>
<td>Comprehension: Describe sequence of events and key details of song texts.</td>
</tr>
<tr>
<td><strong>Adapt:</strong></td>
<td></td>
<td></td>
<td></td>
<td>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
### Knowledge & Skills

<table>
<thead>
<tr>
<th>Melodic Direction</th>
<th>Chord, Broken Chord, Crossover Bordun Accompaniments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review melodic direction of phrases; singing, playing and moving to ascending and descending patterns and labeling them as ascending or descending</td>
<td>Perform bordun accompaniments (chord, broken chord, crossover) for appropriate songs</td>
</tr>
</tbody>
</table>

### Activities/Outcomes

- **Melodic Direction**
  - "Spotlight Your Success!" SOM 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.

- **Chord, Broken Chord, Crossover Bordun Accompaniments**
  - 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.

### Assessments

- **Melodic Direction**
  - "Shalom Chaveyrim" SOM Gr. 3
  - "O, The Train’s Off the Track" SOM Gr. 3
  - "Going Up the Ladder" (See Appendix)

- **Chord, Broken Chord, Crossover Bordun Accompaniments**
  - "A Small Job" SBMM Gr. 3
  - "Old Man Moses" STM Gr. 3 (B Section, See Appendix)

### Resources

- **Melodic Direction**
  - "Spotlight Your Success!" SOM Gr. 3, p. 38 ("Read and Listen," activity 2)

- **Chord, Broken Chord, Crossover Bordun Accompaniments**
  - "A Small Job" SBMM Gr. 3

### Literacy Correlations

- **Melodic Direction**
  - Vocabulary: Clarify the meaning of the words *ascending* and *descending* 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.

- **Chord, Broken Chord, Crossover Bordun Accompaniments**
  - 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.
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
</table>
| Canon                       | 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” SOM Gr. 3  
“Shalom Chaveryim” SOM Gr. 3  
“Morning Is Come” Silver Burdett ELA – sequencing, Making Music  
Gr. 3 Movement on listening with a SBMM Gr. 3 purpose DVD  
“Choreography” |
|                             | Perform simple two-part vocal canon with movement               |                                                                             |                                                                           | 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.|
| Tempo and Dynamics           | Perform shadow movement that reflects the mood and the slow tempo of the music (groups in triangle and diamond-shaped formations) | Observe as students create movement to reflect the musical concepts of tempo and mood. Assess using a teacher-created or district-provided rubric. | “The Sally Gardens” Rhythmically Moving 1  
“Zuni Sunrise Call” SBMM Gr. 5  
“Claire De Lune” SBMM gr. K, STM gr. 3 | 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. |
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Etiquette</td>
<td>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.</td>
<td>Observe student performance etiquette assess using teacher-created or district-provided rubric.</td>
<td>Concert Etiquette Video 1 (General) Concert Etiquette Video 2 (Choral) Ten Performance Etiquette Tips for Musicians Performance Practices by Grade Level</td>
<td>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and <strong>nuances</strong> in word meanings.</td>
</tr>
<tr>
<td>CREATE:</td>
<td>Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight-Beat Patterns</td>
<td>Create and perform eight-beat rhythm patterns</td>
<td>Observe students’ performance of created eight-beat patterns and assess their mastery using a teacher-created or district-provided rubric for <strong>rhythmic composition</strong> or <strong>rhythmic improvisation</strong>.</td>
<td></td>
<td>Fluency: Describe relationship between rhythms and syllables <strong>Literacy.CCRA.R.4</strong> 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. <strong>Literacy.CCRA.SL.6</strong> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Introduction, Interlude, and Coda</td>
<td>Create and demonstrate a short introduction, interlude and coda to a given melody.</td>
<td>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.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Question and Answer</td>
<td>Perform rhythmic question and answer phrases</td>
<td>Listen to students perform rhythmic question and answer and assess using a teacher-created or district-provided rubric.</td>
<td></td>
<td>“What's Your Name?/What's For Lunch?” World Music and Drumming Lesson 1 “Hambone” STM gr. 4, SBMM gr. 1 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.</td>
</tr>
</tbody>
</table>
### Knowledge & Skills:

- **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.

### Activities/Outcomes:

- **Form**
  - Perform and label like and different sections in a rondo

### Assessments:

- **Responding to the Form of Music** (If students are using movement, instruments or singing to show the form)
- **Identifying Like and Different Phrases in Music** (If students are labeling the form on a listening map, with cards, etc.)

### Resources:

- "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

### Literacy Correlations:

- 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.
<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tempo and Dynamics</td>
<td>Describe tempo, dynamics and mood of a selected work</td>
<td>Observe as students describe the musical elements of music and assess their mastery using a teacher-created or district-provided rubric.</td>
<td>“Eine Kleine Nachtmusik” 1st mvt. STM gr.3 &lt;br&gt;“Sabre Dance” from Gayane STM gr.3</td>
<td>Comprehension: Describe the way musical elements convey the mood of a piece of music &lt;br&gt;Literacy.CCRA.SL.6 &lt;br&gt;Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. &lt;br&gt;Literacy.CCRA.SL.2 &lt;br&gt;Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. &lt;br&gt;Literacy.CCRA.L.3 &lt;br&gt;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.</td>
</tr>
<tr>
<td>Mood in Poetry</td>
<td>Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics</td>
<td>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.</td>
<td>“Birds of Fire” SBMM Gr. 3 &lt;br&gt;“I'm Special” RHBPC</td>
<td>Comprehension: Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics &lt;br&gt;Literacy.CCRA.L.5 &lt;br&gt;Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. &lt;br&gt;Literacy.CCRA.SL.2 &lt;br&gt;Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. &lt;br&gt;Literacy.CCRA.L.3 &lt;br&gt;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.</td>
</tr>
<tr>
<td>KNOWLEDGE &amp; SKILLS</td>
<td>ACTIVITIES/OUTCOMES</td>
<td>ASSESSMENTS</td>
<td>RESOURCES</td>
<td>LITERACY CORRELATIONS</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>CONNECT:</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mood in Poetry</strong></td>
<td>Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics (ELA connection)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Birds of Fire&quot; SBMM Gr. 3 &quot;I'm Special&quot; RHBPC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension: Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Map

**Orff Music**

**Grade 3**

<table>
<thead>
<tr>
<th>KNOWLEDGE &amp; SKILLS</th>
<th>ACTIVITIES/OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>RESOURCES</th>
<th>LITERACY CORRELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music and Dance from Other Cultures</strong></td>
<td>Perform songs and dances from various cultures and historical periods</td>
<td>Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics:</td>
<td>Mexican-“La Raspa” SOM Gr. 3 and SBMM Gr. 4, DVD Folk Dance - African “Nampaya omame” SOM Gr. 1, Dutch “Sarasponda” SOM Gr. 4</td>
<td>Comprehension: Compare and contrast elements of music from different cultures. <strong>Literacy.CCRA.SL.2</strong> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <strong>Literacy.CCRA.L.3</strong> 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.</td>
</tr>
<tr>
<td></td>
<td>Identify elements of music also found in dance or discuss traditional music of a selected culture.</td>
<td><strong>Folk Dance Rubric</strong></td>
<td><strong>Singing Rubric (Perform)</strong></td>
<td><strong>Singing Rubric (World Music)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unpitched Percussion Rubric (Perform)</strong></td>
<td><strong>Unpitched Percussion Rubric (World Music)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>