

Music

Music: Grade 3						
Product Performance						
GLE 1: Develop and apply singing skills to perform and communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Independent Singing	apply accurate pitch relationships while singing in a limited range [la-sol-mi, sol-mi-re-do].	FA 1 2.5		Skill/Concept	<p>The students will sing the melodic contour of la-sol-mi-re-do with accuracy.</p> <p>a. students will sing corresponding solfege pitch while demonstrating la (head), sol (shoulders), mi (hips), re (knees), do (toes)</p> <p>b. students will trace the melodic contour of solfege syllables with hand motions while singing</p>	teacher observation
B						
Expressive Singing	<p>demonstrate dynamics [p, f, crescendo, decrescendo/diminuendo] and tempi [fast, slow, ritardando].</p> <p>interpret expressive markings [accent, fermata].</p>	FA 1 2.5		Skill/Concept	<p>The students will demonstrate dynamics, tempi, and limited expressive markings.</p> <p>a. students will sing a lullaby softly</p> <p>b. students will trace the outline of a crescendo and decrescendo while listening to a musical example</p>	<p>teacher observation</p> <p>self assessment</p>

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C	<i>The students will:</i>					
Repertoire	perform a varied repertoire of songs, including: a. patriotic b. folk c. seasonal d. spirituals.	FA 1 2.5		Skill/Concept	The student will perform a varied repertoire in both the classroom and programs throughout the year. a. holiday, multicultural, character counts, drug free, constitution, Black History, etc.	teacher observation
D						
Part Singing	perform <i>ostinati</i> and *rounds.	FA 1 2.5		Skill/Concept	The students will sing teacher taught <i>ostinati</i> and rounds.	teacher observation
E						
Group Singing	perform in groups matching tempo and dynamic changes, following the cues of the conductor.	FA 1 2.5		Skill/Concept	The students will perform in groups matching tempo and dynamic changes, according to the cues of the conductor. a. sit or stand tall, say words clearly, sing together, sing on pitch together, drop the jaw, use the singing voice	teacher observation

Music

Music: Grade 3						
Product Performance						
GLE 2: Develop and apply instrumental music skills to perform and communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Instrumental Performance Skills	perform the following rhythmic patterns using standard or iconic notation: a. whole note/rest b. quarter note/rest c. half note/rest d. eighth note pairs.	FA 1 2.5		Skill/Concept	The students will perform rhythmic patterns consisting of appropriate grade level notation. Students will play rhythmic patterns on B, A, G on the recorder.	teacher observation playing tests created by teacher
B						
Expression and Technical Skills	interpret expressive markings [accent, <i>fermata</i>]. demonstrate dynamics [<i>p</i> , <i>f</i>] and tempi [fast, slow, <i>ritardando</i>].	FA 1 2.5		Skill/Concept	The students will demonstrate accents, fermatas, dynamics, and tempi according to musical markings, while playing classroom instruments and/or singing.	teacher observation

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Product Performance						
GLE 2: Develop and apply instrumental music skills to perform and communicate through the arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Repertoire	perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles.	FA 1 2.5		Skill/Concept	<p>The students will accompany their own singing and instrumental melodies representing diverse cultures, genres, and styles using classroom instruments.</p> <p>a. add unpitched instruments to accompaniments to convey a particular style or culture</p>	teacher observation
D						
Imitation (play by ear)	echo short rhythmic and melodic patterns on *classroom instruments .	FA 1 2.5		Skill/Concept	<p>The students will echo short pentatonic melodies on classroom instruments as dictated by teacher.</p> <p>a. students echo patterns clapped by teacher on classroom instruments</p>	teacher observation
E						
Group Playing	perform in groups matching tempo and dynamic changes, and following the cues of the conductor.	FA 1 2.5		Skill/Concept	<p>The students will follow a variety of instructions and direction regarding musical activities and performances.</p> <p>a. follow the cues of the conductor</p>	teacher observation

Music

Music: Grade 3						
Product Performance						
GLE 3: Develop and apply improvisation skills in music to communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Improvisation	improvise simple rhythmic and melodic ostinati accompaniments.	FA 1 2.5		Extended Thinking	<p>The students will improvise rhythmic and melodic patterns on classroom instruments.</p> <p>a. students will choose words for basis of rhythmic ostinati to songs</p>	teacher observation

Music

Music: Grade 3						
Product Performance						
GLE 4: Develop and apply skills to compose, arrange, and create music to communicate through the arts						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Composition and Arrangement	create rhythmic and/or melodic composition using icons.	FA 1 2.5		Extended Thinking	The students will create rhythmic and melodic ostinato patterns using icons.	teacher observation peer evaluation

Music

Music: Grade 3						
Elements and Principles of Music						
GLE 1: Develop and apply the knowledge and skills to read and notate music						
FA 2: knowledge of the principles and elements of different art forms						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Rhythmic Notation	<p>read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> a. whole note/rest b. quarter note/rest c. half note/rest d. eighth-note pairs e. dotted half note. 	FA 2 1.6		Skill/Concept	<p>The students will read simple rhythm patterns of standard or iconic notation, including whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note.</p> <p>a. include melodies for recorder practice that incorporate all standard rhythmic durations</p>	<p>teacher observations</p> <p>playing tests</p>
B						
Melodic Notation	<p>transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble *clef.</p>	FA 2 1.6		Skill/Concept	<p>The students will transfer short melodic solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble clef.</p>	<p>teacher observation</p>

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Music: Grade 3						
Elements and Principles of Music						
GLE 1: Develop and apply the knowledge and skills to read and notate music						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Symbols of Expression	identify standard symbols: a. <i>p</i> for <i>piano</i> b. <i>f</i> for <i>forte</i> c. <i>cresc</i> or < for <i>crescendo</i> d. <i>descres</i> or > for <i>decrescendo</i> e. <i>dim</i> for <i>diminuendo</i> f. fast g. slow h. <i>ritardando</i> i. accent.	FA 2 1.6		Skill/Concept	The students will identify and interpret the usage of standard symbols for dynamics, tempo, and articulation. a. choose songs for programs and recorder exercises that utilize dynamic, tempo, and articulation symbols	teacher observation teacher created assessments
D						
Symbols for Rhythm, Pitch, and Expressive Elements	notate rhythmic patterns and dynamics presented by the teacher: a. whole note/rest b. quarter note/rest c. half note/rest d. eighth-note pairs e. <i>p</i> for <i>piano</i> f. <i>f</i> for <i>forte</i> .	FA 2 1.6		Skill/Concept	The students will notate rhythmic patterns and dynamics presented by the teacher in standard rhythmic notation. a. show poems and chants and have students derive the rhythm from the speech	teacher observation peer assessment

Music

Music: Grade 3						
Artistic Perceptions						
GLE 1: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance						
FA 3: knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theatre, and visual arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Musical Forms	recognize basic forms and composition techniques: a. question/answer b. call/response c. AB d. repeated patterns [<i>ostinati</i>] e. verse/refrain f. repeat sign g. canon h. ABA i. introduction/* interlude .	FA 3 1.6		Skill/Concept	The students will recognize formal structures in music and standard directional symbols. a. sing a variety of songs from the district adopted text in a variety of forms that include standard directional symbols b. use listening maps provided by district adopted text	teacher observation self assessment
B						
Musical Characteristics, Events, and Descriptors	demonstrate and/or respond through movement to aural examples of music: a. music forms b. expressive elements. visually and aurally identify instrumental families. distinguish between methods of sound production. differentiate between ensemble groupings (solo vs. group).	FA 3 1.6		Skill/Concept	The students will demonstrate and/or respond through movement to music forms and/or expressive elements of teacher selections. The students will visually and aurally identify instrumental families.	teacher observation

Music

Music: Grade 3						
Artistic Perceptions						
GLE 2: Develop and apply the knowledge and skills to evaluate music and musical performance						
FA 3: knowledge of the vocabulary to explain perceptions about and evaluations of works in dance, music, theatre, and visual arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Criteria for Musical Performances and Compositions	develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: a. tone quality b. expression/phrasing c. rhythmic accuracy d. pitch accuracy e. part acquisition f. blend/balance g. posture/stage presence.	FA 3 1.5		Strategic Thinking	The students will create a form with which to evaluate musical performances referencing appropriate tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, and posture/stage presence. a. guide students in the creation of an evaluation tool to critique listening examples and songs from the district textbook	teacher observation
B						
Critique Musical Performances and Compositions	use prerequisite music terms to describe their personal response to a musical example (tone, timbre).	FA 3 1.5		Strategic Thinking	The students will reference terms taught previously regarding tone and timbre, to respond to a musical example.	teacher observation

Music

Music: Grade 3						
Interdisciplinary Connections						
GLE 1: Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts						
FA 4: knowledge of interrelationships of visual and performing arts and the relationships of the arts to other disciplines						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Connections between Music and Related Arts and Humanities	compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece).	FA 4 1.6		Strategic Thinking	The students will apply artistic vocabulary common to all artistic disciplines to compare and contrast works. a. students compare and contrast Debussy's "Claire de Lune" and a Monet water color painting	teacher observation
B						
Connections between Music and Non-Arts Disciplines	identify ways in which the principles and subject matter of other disciplines are interrelated with those of music. relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways).	FA 4 1.6		Skill/Concept	The students will identify ways in which the subject matter of other disciplines are interrelated with those of music. a. students will use imagination while listening to "Flight of the Bumblebee", followed by a discussion of the benefits of imagination.	teacher observation

Music

Music: Grade 3						
Historical and Cultural Contexts						
GLE 1: Develop and apply the knowledge and skills to understand works of art in time and place						
FA 5: knowledge of visual and performing arts in historical and cultural contexts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Genres of Styles	identify characteristics of teacher-selected genres or styles: a. play party b. folkdances/folk music. identify "The Star-Spangled Banner" as the National Anthem.	FA 5 1.5		Skill/Concept	The students will listen to and compare music examples of teacher selected genres and styles. a. students will participate in singing games b. students will sing "The Star-Spangled Banner" and identify as the National Anthem	teacher observation
B						
Stylistic Practices	describe how elements of music are used in teacher-selected examples: a. play party b. folk dances/folk music c. national anthem.	FA 5 1.5		Skill/Concept	The students will identify the elements of music and their treatment in repertoire selected from the district adopted textbook. a. identify the treatment of musical elements as selected repertoire is introduced	teacher observation

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Historical and Cultural Contexts						
GLE 1: Develop and apply the knowledge and skills to understand works of art in time and place						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Music's Role and Function in Various Cultures	<p>describe the function of music in various settings and cultural events:</p> <p>a. play party b. folk/dances/folk music c. national anthem.</p> <p>discuss and demonstrate appropriate listening behavior for various types of performances.</p>	FA 5 1.5		Skill/Concept	<p>The students will understand the function of music in various settings and cultural events.</p> <p>a. using the district adopted textbook as a resource for repertoire, plan a program for your school or community</p>	performance event
D						
Careers in Music	<p>identify responsibilities of a composer and a conductor.</p>	FA 5 1.10	W	Skill/Concept	<p>The students will identify responsibilities of a composer and a conductor.</p> <p>a. students will study a composer b. teacher models the role of a conductor</p>	teacher observation

Music

Theatre: Grade 3						
Product/Performance						
GLE 1: Develop and apply skills to communicate ideas through theatrical performances.						
FA 1: knowledge of process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Audience Etiquette	model appropriate audience behavior at various performances.	FA1 2.5		Skill/Concept	Students will display appropriate performance and audience etiquette during all types of performances.	teacher observation
P						
Performing	participate in a performance for a class or invited audience.	FA1 2.5		Skill/Concept	Students will participate in a concert performance at the end of each trimester.	teacher observation