Subject Area: Music					
Grade 3					
Content & Substance **What students will know and be able to do**			**Organization of Knowledge** **Recommended Lessons with Supporting Resources**	**Sunshine State Standards Addressed & Mastery Level Indicator** **Introduce - I** **Reinforce - R** **Master - M**	**Clear & Compelling Standards** **Assessment**
Essential Questions	**Content**	**Skills**			
3rd 9 weeks					
How can I use my voice to sing alone and with others?	**Vocal Technique**	Sings melodic patterns and songs, matching pitch, with an extended range (E-E1.)		R MU.A .1.2.1	
		Echoes simple melodic patterns using do, re, mi, sol, la, adding fa, ti, high do.		R MU.A. 1.2.1	
		Demonstrates healthy singing techniques, including posture, breath support, voice placement, and unified vowels.		R MU.A. 1.2.1	
		Sings unison songs and ostinati, with and without accompaniment, using accurate pitch and rhythm.		R MU.A. 1.2.1	
When I sing how can I change my voice to reflect the type of song I am singing?	**Vocal Application**	Sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.		R MU.A. 1.2.2	
What do I use my voice to reflect the style, culture, genre and period of a song?	**Vocal Expression**	Sings with expression and style appropriate to the music performed.		R MU.A. 1.2.3	
What do I use my voice to reflect the style, culture, genre and period of a song?	**Vocal Ensemble Technique**	Sings with others, blending vocal timbres and matching dynamic levels.		R MU.A. 1.2.4	

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Essential Questions	**Content**	**Skills**			
3rd 9 weeks					
How can I play a song on an instrument and make is sound good?	**Instrumental Technique**	Performs a song independently on a melodic instrument within a 3-note range with tonal and rhythmic accuracy.	**(Rote learning)**	I MU.A. 2.2.1	
		Performs rhythmic, melodic, and harmonic instrumental accompaniments.		I MU.A. 2.2.1	
		Produces a characteristic instrumental tone using appropriate performance techniques (i.e. breath support, posture, hand position.)		R MU.A. 2.2.1	
When I play an instrument how can I make sure I play it correctly?	**Instrumental Application**	Performs on pitched (and non-pitched instruments), with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.		R, I MU.A. 2.2.2	
		Performs on classroom and ethnic instruments with expression and style appropriate to the music.		R MU.A. 2.2.2	
What do I have to consider if I am playing an instrument with my friends?	**Instrumental Application : Ensemble Technique**	Performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres and matching dynamic levels.		R MU.A. 2.2.3	

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Essential Questions	Content	Skills			
3rd 9 weeks					3rd
How can I echo a pattern I hear ?	Instrumental Application : Echoing	Echoes short rhythmic and melodic phrases on pitched instruments.		I MU.A. 2.2.4	
How can I echo a pattern I hear ?	Notation	Sight reads rhythm patterns, including quarter notes, quarter rests, eighth notes, half notes, half rests, dotted half notes, whole notes and whole rests in duple and triple meter.		R, I MU.A. 3.2.1	
		Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (i.e. piano, allegro, staccato) when performing.		R MU.A. 3.2.2	
What do I need to do to create my own musical patterns?	Improvisation: Accompaniment	Improvises/creates rhythmic and melodic patterns and ostinati to accompany songs or poems.		I MU.B .1.2.2	
	Composition	Arranges short songs for classroom performance (i.e. changing dynamics and timbre.)		I MU.B. 2.2.1	

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Essential Questions	Content	Skills			
3rd 9 weeks					
When I listen to music how can I tell what type of music it is?	**Cultural and Historical Connections** **American Music**	Creates original vocal and instrumental melodic phrases using traditional and non-traditional sound sources. Classifies selected exemplary works by selected genre (i.e. folk song,) style (i.e. popular jazz,) and composer. Identifies important composers who influenced various genres of American music (i.e. Gershwin, Armstrong, Guthrie.)		I MU.B. 2.2.1 R MU.C. 1.2.1 R MU.C. 1.2.4	
When I listen to music how can I tell what instruments are playing and to what family they belong?	**Critical Analysis: Timbre**	Identifies string, brass, woodwind, percussion, and keyboard instruments and classifies them by family.		R MU.D. 1.2.2	
What should I listen for when I must evaluate a performance or composition?	**Critical Analysis: Performance Evaluation**	Creates and applies criteria for evaluating one's own and others' performances and compositions.		R MU.D. 2.2.1	
		Evaluates one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly.		R MU.D. 2.2.2	

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		Grade 3			

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Essential Questions	Content	Skills			
3rd 9 weeks					
How are the subjects I study in my classroom related to my studies of music?	**Application to Life: Cross-Curricular Interdisciplinary**	Describes ways in which the subject matter of other disciplines is related to music (i.e. rhythmic and numeric patterns in music and mathematics.)		R MU.E. 1.2.2	
When I attend a performance how should I behave depending on the type of performance?	**Application to Life: Audience Etiquette**	Demonstrates audience behavior appropriate to the context, setting, and style of music performed (i.e. pep band performance at a sporting event.)		R MU.E .2.2.2	
Why should I listen to music I don't really like?	**Application to Life: Music Appreciation**	Respects differing values and tastes in music.		R MU.E. 2.2.3	
What types of jobs might I get if I decide to be a musician?	**Application to Life: Roles of Musicians**	Identifies the roles and importance of musicians in various settings and cultures.		R MU.E. 2.2.4	