

Subject Area: Music

Grade 3

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			

4th 9 weeks

Why should I listen to music I don't really like?	Vocal Technique	Sings melodic patterns and songs, matching pitch, with an extended range (E-E1.) Echoes simple melodic patterns using do, re, mi, sol, la, adding fa, ti, high do. Demonstrates healthy singing techniques, including posture, breath support, voice placement, and unified vowels. Sings unison songs and ostinati, with and without accompaniment, using accurate pitch and rhythm.		M MU.A. 1.2.1 M MU.A. 1.2.1 R MU.A. 1.2.1	
How do I use my voice to reflect the style, culture, genre and period of a song?	Vocal Application	Sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.		R MU.A. 1.2.2	
How 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	
How do I sing with others so that I can blend my voice with others?	Vocal Ensemble Technique	Sings with others, blending vocal timbres and matching dynamic levels.		M MU.A. 1.2.4	

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

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<p>How can I echo a pattern I hear ?</p> <p>How does notation represent the music I sing and play?</p> <p>How do I use notation to represent the music patterns I hear?</p>	<p>Instrumental Application: Echoing</p> <p>Notation</p> <p>Dictation</p>	<p>Echoes short rhythmic and melodic phrases on pitched and non-pitched instruments.</p> <p>Sight reads rhythm patterns, including quarter notes, quarter rests, eighth notes in duple and triple meter.</p> <p>Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (i.e. piano, allegro, staccato) when performing</p> <p>Writes notation for simple rhythmic patterns, including quarter notes, quarter rests, two eighth notes, (M) and half notes (R) that have been performed by someone else.</p> <p>Writes notation for simple melodic patterns presenting aurally, using sol, la, mi, re and do within the pentatonic scale.</p>		<p>M MU.A. 2.2.4</p> <p>R MU.A. 3.2.1</p> <p>R MU.A. 3.2.2</p> <p>R, M MU.A. 3.2.3</p> <p>I MU.A. 3.2.3</p>	

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What do I need to do to create my own musical patterns?	Improvisation: Question and Answer	Improvises short rhythmic and melodic “answer phrases” in the same style as given “question phrases.”		I MU.B. 1.2.1	
	Improvisation: Accompaniment	Improvises/creates rhythmic and melodic patterns and ostinati to accompany songs or poems		R MU.B. 1.2.2	
When I listen to music how can I tell what type of music it is?	Cultural and Historical Connections	Classifies selected exemplary works by selected genre (i.e. folk song,) style (M) (i.e. popular jazz,) and composer.		R MU.C. 1.2.1	
When I listen to music how do identify the parts of what I hear?	Critical Analysis: Form	Listens to and analyzes a composition to identify meter (duple or triple) or form (i.e. verse-refrain, call-and-response, AB, ABA.)		M MU.D. 1.2.1	
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	
How do I use notation to represent the music patterns I hear?	Critical Analysis: Performance Evaluation	Creates and applies criteria for evaluating one’s own and others’ performances and compositions.		R MU.D. 2.2.1	

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How are the subjects I study in my classroom related to my studies of music?	Application to Life: Cross-Curricular Connections	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	
How do I use and experience music every day?	Application to Life: Daily Life	Describes various uses of music in daily experiences (i.e. cartoons.)		I MU.E. 2.2.1	
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 do I like the music I like? Why should I listen to music I don't really like?	Application to Life: Music Appreciation	Explains how musical preferences reflect one's personal experiences. Respects differing values and tastes in music.		M MU.E. 2.2.3 R MU.E. 2.2.3	