

St. Lucie County Scope & Sequence

Music Grade 3



Version 1

June 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

“Every child can learn and each child can learn more than he or she is now learning.”

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

St. Lucie Standardized Benchmark Assessment System

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.

Content of the SLC Scope & Sequence Document

Format:

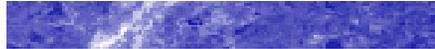
- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

Essential Questions:

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

Working on the Work (WOW) Connections

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.
Lucie County Schools is to
create challenging, engaging
and satisfying work for every
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

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			
1st 9 weeks					
How can I use my voice to sing alone and with others?	Vocal Technique	Sings melodic patterns and songs, matching pitch, with and extended range (E-E1.) (I) Echoes simple melodic patterns using sol, la, mi, re do. (I) Demonstrates healthy singing techniques, including posture, breath support, voice placement, and unified vowels. (I) Sings unison songs and <u>ostinati</u> . (I) with and without accompaniment, using accurate pitch and rhythm. (R)		MUA 1.2.1 MUA 1.2.1 MUA 1.2.1 R MUA 1.2.1	
How can I use my voice to sing alone and with others?	Vocal Application	Sings, with <u>stylistic</u> (I) accuracy, a diverse repertoire representing various cultures, historical periods, and genres.		R MUA 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 <u>style</u> (I) appropriate to the music performed.		R MUA 1.2.3	

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Grade 3

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Essential Questions	Content	Skills			

1st 9 weeks					
When I sing, how do I blend my voice with others?	Vocal Ensemble Technique	Sings with others, blending vocal timbres and matching dynamic levels.		I MUA 1.2.4	
When playing instruments, how do I play accompaniments?	Instrumental Technique	Performs rhythmic, melodic, and harmonic instrumental accompaniments. Produces a characteristic instrumental tone using appropriate performance techniques (i.e. breath support, posture, hand position.)		R MUA 2.2.1 R MUA 2.2.1	
How do I choose the best instrument to go with the song I am singing or listening to?	Instrumental Application	Performs on pitched and non-pitched instruments, a diverse repertoire representing various cultures, historical periods, and genres. Performs on classroom and ethnic instruments with expression and <u>style</u> (I) appropriate to the music.		I MUA 2.2.2 R MUA 2.2.2	
How do I choose the best instrument to go with the song I am singing or listening to?	Instrumental Application: Echoing	Echoes short rhythmic phrases on non-pitched instruments.		R MUA 2.2.4	

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Essential Questions	Content	Skills			

1st 9 weeks

How does notation represent what I hear and play?	Notation	Sight reads rhythm patterns, including quarter notes, quarter rests, eighth notes, half notes, half rests, whole notes, whole rests in duple meter (I).		R MUA 3.2.1	
	Notation	Interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (i.e. piano, allegro, staccato) when performing.		I MUA 3.2.2	
What do I listen for to classify the music I hear	Cultural and Historical Connections	Classifies selected exemplary works by selected genre (i.e. folk song,) style (i.e. popular jazz,) and composer.		I MUC 1.2.1	
		Compares rhythm, timbre, and expressive devices of contrasting examples of world music.		I MUC 1.2.2	
When I listen to music how do I identify the parts that make it unique?	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.)		I MUD 1.2.1	
What music vocabulary words can I use to describe the music I play, sing and hear?	Critical Analysis: Vocabulary Application	Describes a variety of world music using appropriate vocabulary (i.e. vocal quality, instrumentation, rhythmic/melodic patterns.)		I MUE 1.2.1	

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Essential Questions	Content	Skills			
1st 9 weeks					
<p>How are the subjects I study in my classroom related to my studies of music?</p> <p>When I attend a performance how should I behave depending on the type of performance?</p> <p>Why should I listen to music I don't really like?</p> <p>What types of jobs might I get if I decide to be a musician?</p>	<p>Application to Life: Cross-Curricular Connections</p> <p>Application to Life: Audience Etiquette</p> <p>Application to Life: Music Appreciation</p> <p>Application to Life: Roles of Musicians</p>	<p>Describes ways in which the subject matter of other disciplines is related to music (i.e. rhythmic and numeric patterns in music and mathematics.)</p> <p>Demonstrates audience behavior appropriate to the context, setting, and style of music performed (i.e. pep band performance at a sporting event.)</p> <p>Respects differing values and tastes in music.</p> <p>Identifies the roles and importance of musicians in various settings and cultures.</p>		<p>I MUE 1.2.2</p> <p>I MUE 2.2.2</p> <p>I MUE 2.2.3</p> <p>R MUE 2.2.4</p>	