

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			
2nd 9 Weeks					
<p>How can I use my voice to sing alone and with others?</p> <p>When I sing how can I change my voice to reflect the type of song I am singing?</p> <p>What do I use my voice to reflect the style, culture, genre and period of a song?</p>	<p>Vocal Technique</p> <p>Vocal Application</p> <p>Vocal Expression</p>	<p>Sings melodic patterns and songs, matching pitch, with an extended range (E-E1.)</p> <p>Echoes simple melodic patterns using do, re, mi, sol, la, adding fa, ti, high do.</p> <p>Demonstrates healthy singing techniques, including posture, breath support, voice placement, and unified vowels.</p> <p>Sings unison songs and ostinati, with and without accompaniment, using accurate pitch and rhythm.</p> <p>Sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.</p> <p>Sings with expression and style appropriate to the music performed.</p>		<p>R MU.A. 1.2.1</p> <p>R MU.A. 1.2.1</p> <p>R MU.A. 1.2.1</p> <p>R MU.A. 1.2.1</p> <p>R MU.A. 1.2.2</p> <p>R MU.A. 1.2.3</p>	

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2nd 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.		R MU.A. 1.2.4	
When playing instruments, how do I play accompaniments?	Instrumental Technique	Performs rhythmic, instrumental accompaniments. Produces a characteristic instrumental tone using appropriate performance techniques (i.e posture, hand position.)		R MU.A. 2.2.1 R MU.A. 2.2.1	
When I sing, how do I blend my voice with others?	Instrumental Application	Performs on non-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres. Performs on classroom and ethnic instruments with expression and style appropriate to the music.		R MU.A. 2.2.2 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.		I MU.A. 2.2.3	

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How can I echo a pattern I hear ? How does notation represent what I hear and play? How can I use notation to represent what I hear? When I listen to music how do I identify the parts that make it unique? When I listen to music how do I identify the parts that make it unique?	<p>Instrumental Application: Echoing</p> <p>Notation</p> <p>Dictation</p> <p>Musical Characteristics Identification</p> <p>Cultural and Historical Connections</p>	<p>Echoes short rhythmic on non-pitched instruments.</p> <p>Sight reads rhythm patterns, including quarter notes, quarter rests, eighth notes, half notes, half rests, <u>dotted half notes</u> (I) in duple meter</p> <p><u>Interprets</u> 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 that have been performed by someone else.</p> <p><u>Identifies</u> musical characteristics of a selection (i.e. dynamics, timbre, tempo) that communicate an idea or emotion.</p> <p>Compares rhythm, timbre, and expressive devices of contrasting examples of world music.</p>		<p>R MU.A. 2.2.4</p> <p>I & R MU.A. 3.2.1</p> <p>I MU.A. 3.2.2</p> <p>I MU.A. 3.2.3</p> <p>I MU.B. 2.2.2</p> <p>R MU.C. 1.2.2</p>	

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<p>?????</p> <p>What do I listen for to identify the type of soloist who is singing? What do I listen for and how should I describe the music I hear?</p> <p>What should I listen for when I must evaluate a performance or composition?</p> <p>What are some of the common elements of music and art areas?</p>	<p>American Music</p> <p>Critical Analysis: Timbre</p> <p>Critical Analysis: Vocabulary Application</p> <p>Critical Analysis: Performance Evaluation</p> <p>Application to Life: Artistic Vocabulary</p>	<p>Identifies important composers who influenced various genres of American music (i.e. Gershwin, Armstrong, Guthrie.) Identifies solo voices (i.e. soprano, bass.)</p> <p>Describes a variety of world music using appropriate vocabulary (i.e. vocal quality, instrumentation, rhythmic and melodic patterns.)</p> <p>Creates and applies criteria for evaluating one's own and others' performances and compositions.</p> <p>Evaluates one's own and others' performances, describes what was successful and what should be changed, and adjusts performance accordingly.</p> <p>Identifies common vocabulary and elements within and among dance, theater, music, and the visual arts (i.e. movement, form.)</p>		<p>R MU.C. 1.2.4</p> <p>R MU.D. 1.2.2</p> <p>R MU.D. 1.2.3.</p> <p>R MU.D. 2.2.1</p> <p>R MU.D. 2.2.2</p> <p>R MU.E. 1.2.1</p>	

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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	