<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</table>

**Concept**

A. Matches pitch with good singing techniques while singing alone or in a group

**Learning Targets**

1. 
   - Match pitch in an extended range (octave)
   - Use proper breath control and accurate diction while singing
   - Demonstrate appropriate singing posture and stage presence
   - Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while singing in an ensemble

**Alignments:**
Performance: 2.5, 4.6
Knowledge: (FA) 1
MUGLE: PP.1.A
NETS: N/A
DOK: 3

**Instructional Strategies**

- Teacher modeling – rote singing
- Guided practice – vocalizations
- Classroom demonstration and discussion
- View video clips of vocal performances and discuss:
  - posture
  - stage appearance
- Small group classroom performances – classmates discuss good singing techniques
- When singing songs in harmony, identify two lead singers to lead 2 separate circles. Move circles closer together as independent part-singing improves
- Visual aids for matching pitch such as:
  - a target (on pitch)
  - arrows (sharp or flat)
- Matching pitch games: Pass the Pitch (like “telephone” or “gossip”)
Assessments/Evaluations

- Aural assessment: use scoring guide for determining level of pitch accuracy
- Teacher observation – use a scoring guide to evaluate:
  - posture
  - stage presence
  - listening behaviors
- Student self-assessment using scoring guides
- Small group performances
- Record individual performances of students singing using recording equipment such as:
  - document cameras
  - Garage Band
  - computers
  and then evaluate performance and vocal techniques

Sample Assessment Questions

- Performance assessment:
  - Echo and question/answer singing games
  - Call and response songs
  - Small group singing
- How would you improve your_________? (e.g., posture, tone, pitch)

Instructional Resources/Tools

- Spotlight on Music
- Teacher-selected repertoire
- Recordings of performances
- Videos of students singing
- Internet sources (e.g., YouTube, etc.)
- http://www.musicgames.net/musicgames_nopop.htm – variety of music games
Literacy Connections

- Demonstrate understanding of lyrics and vocabulary in songs
- Reading skills:
  - Sequencing
  - Setting
  - Repetition/contrast
  - Visual tracking (left to right)
  - Pattern identification
  - Identify rhyming schemes
  - Identify characters/plot of story songs
- Identifying phrases
- Oral fluency
- Focused, sustained attention on task

Cross Curricular Connections

- Literacy
- Historical & multicultural connections
<table>
<thead>
<tr>
<th>Strand</th>
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<tr>
<td>Big Idea</td>
<td>Develop and Apply Instrumental Music Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</table>

**Concept**

B. Performs rhythms and melodies on classroom instruments

**Learning Targets**

1. 
   - Perform a varied grade-level repertoire of instrumental music with increasing difficulty representing diverse cultures, genres, and styles
   - Read and perform at least 3 pitches on a melodic instrument
   - Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while playing in an ensemble

**Alignments:**
Performance: 2.5, 4.6
Knowledge: (FA) 1
MUGLE: PP.2.A
NETS: N/A
DOK: 3

**Instructional Strategies**

- Teacher modeling of instrument rhythmic and melodic patterns
- Guided practice of instrumental skills
- Sight reading iconic/traditional notation
- Video/audio recordings of class instrumental rehearsal/performance
- Small group practice
- Classroom demonstration and discussion

**Assessments/Evaluations**

- Visual observation of instrumental skills
- Student self-assessment using scoring guides
- Teacher-designed scoring guides for performance assessment
- Small group and grade-level performances

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Revised 2014
Sample Assessment Questions

- Performance assessment:
  - Echo playing
  - Question/answer instrument activities
  - Call and response songs with instruments
  - Small group playing
- How would you improve your ability to stay together as an ensemble?

Instructional Resources/Tools

- *Spotlight on Music*
- Teacher selected repertoire
- Orff selections from the texts
- Step bells/xylophones
- Classroom instruments
- Internet resources
- Professional Music Education magazines
  - [http://www.musictechteacher.com](http://www.musictechteacher.com) – lesson plans and quizzes for music theory
  - [http://www.themusicinteractive.com/TMI/The_Music_Interactive_-_Welcome.html](http://www.themusicinteractive.com/TMI/The_Music_Interactive_-_Welcome.html) – various music concepts in online games
  - [http://www.musicgames.net/musicgames_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games

Literacy Connections

- Reading skills:
  - Visual tracking
  - Sequence
  - Pattern identification
- Sound Stories from *Spotlight on Music* – stories with added instrumental sounds
- Poetry:
  - [http://www.reocities.com/Heartland/1133/2teach.html](http://www.reocities.com/Heartland/1133/2teach.html)
  - [http://www.climbinsideapoem.com](http://www.climbinsideapoem.com)
  - [http://www.poetryarchive.org/childrensarchive/home.do](http://www.poetryarchive.org/childrensarchive/home.do)
Cross Curricular Connections

- Literacy
- Multicultural connections
- Math:
  - Patterns
  - Sequencing
  - Form
### Concept

C. Music Literacy:
- Reads and performs RHYTHMS using icons or notation
- Reads and performs MELODIES using icons or notation
- Identifies and performs DYNAMICS
- Identifies basic TONE COLORS of classroom and orchestral/folk instruments
- Identifies and performs music with a variety of TEMPOS
- Identifies and describes FORM in music
- Analyzes and performs simple HARMONY
- Identifies and performs styles of ARTICULATION

### Learning Targets

2. **RHYTHM**
- Read, perform and notate the following rhythmic patterns:
  - Whole note/rest
  - Quarter note/rest
  - Half note/rest
  - Eighth note pairs
  - Single eighth note/rest
  - Dotted half note
- Identify, read and perform music in the following meters: 2/4, 3/4, 4/4

**MELODY**
- Identify standard pitch notation in the treble clef
- Read, write, and sing simple melodic patterns using solfege: do, re, mi, fa, so, la, ti, do
- Identify step/skip/leap/repeat in melodic patterns
- Aurally identify major/minor tonalities

**DYNAMICS**
- Identify and demonstrate standard dynamic terms *pp, p, mp, mf, f, ff, <, >*

**TON COLOR**
- Visually & aurally identify & classify instruments within each family
- Compare & analyze the science of sound as it relates to instruments and voices
<table>
<thead>
<tr>
<th><strong>TEMPO</strong></th>
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</thead>
<tbody>
<tr>
<td>• Identify standard symbols for tempo:</td>
<td></td>
</tr>
<tr>
<td>• accelerando</td>
<td></td>
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<tr>
<td>• ritardando/rallentando</td>
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<tr>
<td>• allegro</td>
<td></td>
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<tr>
<td>• largo</td>
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<tr>
<td>• fermata</td>
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</table>

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<thead>
<tr>
<th><strong>FORM</strong></th>
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<tbody>
<tr>
<td>• Identify &amp; analyze forms &amp; composition techniques:</td>
<td></td>
</tr>
<tr>
<td>• AB</td>
<td></td>
</tr>
<tr>
<td>• ABA</td>
<td></td>
</tr>
<tr>
<td>• Canon/round</td>
<td></td>
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<tr>
<td>• Ostinato</td>
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<tr>
<td>• Verse/refrain</td>
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<tr>
<td>• Repeat sign</td>
<td></td>
</tr>
<tr>
<td>• Partner songs</td>
<td></td>
</tr>
<tr>
<td>• Rondo</td>
<td></td>
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<tr>
<td>• First and second endings</td>
<td></td>
</tr>
<tr>
<td>• Introduction/Interlude/Coda</td>
<td></td>
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<tr>
<td>• Theme and variation</td>
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<tr>
<td>• D.C. al Fine</td>
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<thead>
<tr>
<th><strong>HARMONY</strong></th>
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<tbody>
<tr>
<td>• Perform and analyze simple harmonic songs:</td>
<td></td>
</tr>
<tr>
<td>• Ostinati</td>
<td></td>
</tr>
<tr>
<td>• Rounds/canons</td>
<td></td>
</tr>
<tr>
<td>• Partner songs</td>
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</tbody>
</table>
ARTICULATION
- Identify and demonstrate styles of articulation:
  - Accent
  - Ties/slurs
  - Staccato
  - Legato

Alignments:
Performance: 1.5, 1.8, 2.5
Knowledge: (FA) 1
MUGLE: PP.2.C
NETS: 6a,b
DOK: 3

### Instructional Strategies

- Guided practice using:
  - Rhythm Counting System (ta, ti-ti)
  - Melodic Scale System (solfege)
  - Written notation (melodic/rhythmic)
- Teacher modeling of dynamic levels and other elements
- Use of movement to demonstrate:
  - form/structure of music
  - tempo
  - articulation
- Guided listening: e.g., Identify and discuss various elements within the music
- Interactive SMART Board lessons
### Assessments/Evaluations

- Performance assessment
- Visual observation
- Student self-assessment
- Teacher-designed scoring guides
- Pencil/paper tests
- Composition activities (small/large group)
- Movement activities
- Flash cards
- Interactive SMART Board lessons

### Sample Assessment Questions

- Melody/Rhythm/Articulation: Write a 4-measure rhythm or melody using assigned notes/pitches/other symbols
- Dynamics/tempo: Using a selected poem or familiar song, add dynamics or tempo markings and perform accurately
- Harmony: Perform selected songs in class or in performance setting
- Tone color:
  - Using a set of instrument family cards per student, identify pictures of instruments by families
  - Using a set of instrument pictures, group into families

### Instructional Resources/Tools

- *Spotlight on Music* textbook
- Solfege hand signs
- Visual aids/charts
- Music games
- Internet resources
- Professional Music Education magazines
- Musical math games
- Meter games – place the barline
- Flash cards
- Worksheets
- Manipulatives
Music
Grade 3

- **http://www.incredibox.com/en/#/application** – rhythm games
- **http://www.classicsforkids.com** – quizzes, games, lesson plans
- **http://www.musicgames.net/musicgames_nopop.htm** – variety of music games

### Literacy Connections

- Reading skills:
  - Visual tracking
  - Pattern identification
  - Oral fluency
- Sequence in melodic and rhythmic patterns
- Vocabulary development
- Books related to instruments of the orchestra:
  - *Orchestranimals*
  - *The Remarkable Farkle McBrid*
  - *The Philharmonic Gets Dressed*
  - *Eyewitness “MUSIC”*
- Poetry:
  - **http://www.reocities.com/Heartland/1133/2teach.html**
  - **http://www.climbinsideapoem.com**
  - **http://www.poetryarchive.org/childrensarchive/home.do**

### Cross Curricular Connections

- Literacy
- Science of Sound
- Math:
  - Patterns
  - Sequencing
  - Form
  - Addition
  - Fractions

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<td>Big Idea</td>
<td>Develop and Apply Musical Skills to Perform and Communicate through the Arts</td>
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</table>

**Concept**

- D. Participates positively in performance activities

**Learning Targets**

1. Perform grade-level repertoire with increasing difficulty as individuals or in small/large ensembles within the classroom setting
   - Perform a varied repertoire of music representing diverse cultures, genres, and styles
   - Perform simple harmonic songs:
     - Ostinati
     - Rounds/canons
     - Partner songs
   - Respond expressively to the cues of the conductor
   - Identify and demonstrate appropriate listening behavior during classroom or other performances

**Alignments:**
- Performance: 2.5, 4.6
- Knowledge: (FA) 1
- MUGLE: PP.1.A; PP.2.A
- NETS: N/A
- DOK: 4
### Instructional Strategies

- Role-play as a conductor using:
  - dynamics
  - tempo
  - cut-offs
  (or shadow conducting)
- Student scoring guides for individual analysis/critiques
- Class discussion
- Observation of live performances and/or video clips (YouTube) of vocal/choral/instrumental performances
- Classroom demonstration and discussion of quality and non-quality performances

### Assessments/Evaluations

- Visual observation of a musical score by students
- Small group and grade-level performances
- Write self-reflection about own grade-level performance Listening journal responses
- Class discussions
- Teacher observation

### Sample Assessment Questions

- What did we do best during our performance?
- What would I or the group do differently next time?

### Instructional Resources/Tools

- *Spotlight on Music*
- Teacher-selected repertoire
- Recording of performance events for viewing and discussion
- Web-based viewing of performances
## Literacy Connections

- Reading skills:
  - Visual tracking
  - Sequencing
  - Pattern and form identification
  - Identifying phrases
- Develop a music vocabulary appropriate for describing elements heard and performed in musical selections
- Use of:
  - mood
  - style
  - imagery
  - genre

## Cross Curricular Connections

- Literacy
- Multicultural & historical connections
- Math:
  - Patterns
  - Sequencing
  - Form
<table>
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<tr>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Listen, to Analyze, and Describe Music and Musical Performance</td>
</tr>
</tbody>
</table>

**Concept**

E. Listens to, analyzes and discusses music from various cultures, genres and historical contexts

**Learning Targets**

1. Listen, analyze and critique grade-level appropriate musical selections with increasing difficulty through listening and self-assessment with regard to the following musical elements:
   - Tone quality
   - Quality/non-quality performance
   - Rhythmic accuracy
   - Blend/balance
   - Diction/articulation
   - Posture/stage presence

   Identify contrasting musical elements in vocal and instrumental music including:
   - melody
   - harmony
   - rhythm
   - expression
   - form
   - timbre

   Identify characteristics, functions and elements of teacher-selected genres or styles:
   - Seasonal songs
   - Folk dances/ folk music
   - Work songs
   - Cowboys songs
   - Square/line dances
   - Spirituals
• Secular
• Sacred
• Multicultural
• American/patriotic songs
• Opera
• Ballet

• Identify the “Star-Spangled Banner” as the National Anthem

• Identify major composers and selected musical literature

• Identify and analyze the cross-curricular connections between the arts and other subjects (i.e., common themes, principles, subject matter, similar and contrasting terms, mathematical patterns)

**Alignments:**
Performance: 1.6, 1.9, 2.4
Knowledge: (FA) 3-5 (SS) 6
NETS: 2c; 3a; 5b
DOK: 4
### Instructional Strategies

- Class discussion
- Listen to music:
  - examples from *Spotlight on Music*
  - using teacher-designed and interactive listening guides
- Guided practice for analyzing music
- Read aloud books related to:
  - history
  - cultures
  - composers
- Interactive SMART Board lessons
- Reading Rainbow videos
- YouTube video clips from different cultures
- Composer research projects

### Assessments/Evaluations

- Student self-assessment
- Listening journal responses
- Class discussions
- Composer biographies/reports
- What Do You Hear? – Listening assessments
- Written assessments:
  - Short answer
  - Multiple choice
## Sample Assessment Questions

- While listening to a selected piece of music describe:
  - the “element” or “quality” (teacher-determined) used in the music in a music journal or on a teacher-designed listening response guide
  - an emotional response to the music or draw a picture that expresses the emotion or tone observed in the music
  - the country or musical time period represented by the music
  - characteristics or function of the music
- Use these characteristics in your responses:
  - Tone
  - Timbre
  - Function
  - Style
  - Mood
  - Imagery

## Instructional Resources/Tools

- **Spotlight on Music**
- Listening maps from textbook series
- Foreign Language songs
- Multicultural stories and songs
- Interactive SMART Board lessons
- Internet/YouTube clips
- Audio/video clips representing specific:
  - composers
  - time periods
  - cultures
- Print resources from the library:
  - Biographies
  - Books about other countries
- [http://www.teachervision.fen.com/tv/subjects/360000000000](http://www.teachervision.fen.com/tv/subjects/360000000000) – seasonal theme lesson plans
- [http://www.keepingscore.org](http://www.keepingscore.org) – video clips about composers and musical selections
- [http://www.classicsforkids.com](http://www.classicsforkids.com) – quizzes, games, lesson plans
- [http://www.musicgames.net/musicgames_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games
Literacy Connections

- Develop a music vocabulary appropriate for describing elements heard in musical selections
- Use of:
  - mood
  - style
  - imagery
  - genre
  - in music
- Study of composers using biographies and autobiographies
- Illustrated versions of:
  - “The Star Spangled Banner” and other patriotic songs
  - “The Carnival of the Animals”
  - “The Nutcracker”
- Holiday and seasonal books
- Poetry:
  - [http://www.reocities.com/Heartland/1133/2teach.html](http://www.reocities.com/Heartland/1133/2teach.html)
  - [http://www.climbinsideapoem.com](http://www.climbinsideapoem.com)
  - [http://www.poetryarchive.org/childrensarchive/home.do](http://www.poetryarchive.org/childrensarchive/home.do)

Cross Curricular Connections

- History & multicultural connections
- Literacy
- Science of Sound
- Math:
  - Patterns
  - Sequencing
  - Form
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>F. Creates, composes and improvises simple melodies</td>
<td>1. Create and perform rhythmic and/or melodic compositions using grade-level appropriate icons, manipulatives and/or standard notation</td>
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**Alignments:**
- Performance: 1.6, 1.8, 2.5
- Knowledge: (FA) 1.3
- MUGLE: PP.3.A; PP.4.A
- NETS: 1a,b
- DOK: 4

**Instructional Strategies**
- Create accompaniment patterns (melodic or rhythmic) for poems and stories
- Create ostinats as a basis for accompaniments
- Drum/percussion circles
- Question/Answer Improvisational activities
- Call and response songs
- Manipulatives (beat/melody boxes)
- Use a pentatonic scale for melodic improvisation

**Assessments/Evaluations**
- Aural assessments
- Performance assessment
- Visual observation
- Student self-assessment
- Teacher-designed scoring guides
Sample Assessment Questions

- Compose a(n):
  - 8-measure rhythmic piece using grade-level:
    - notes and rests
    - bar lines
    - time signature
  - 4-measure melodic piece using:
    - grade-level pitches (pentatonic scale)
    - pre-established rhythmic line
- Improvise:
  - rhythmically as part of a drum/percussion circle in call and response/question and answer activities
  - melodies on xylophones or recorders based on the pentatonic scale and the rhythm of familiar songs

Instructional Resources/Tools

- Drum Circle resources
- Spotlight on Music
- Internet resources
- Professional Music Education magazines
- Orff and Kodaly materials and textbooks
- Elementary Jazz resources
- [http://www.rinki.net/pekka/monkey/](http://www.rinki.net/pekka/monkey/#) – composing and improvisation on an online drum machine
- [http://www.classicsforkids.com](http://www.classicsforkids.com) – quizzes, games, lesson plans
- [http://www.musicgames.net/musicgames_nopop.htm](http://www.musicgames.net/musicgames_nopop.htm) – variety of music games

Literacy Connections

- Reading skills:
  - visual tracking
  - directionality
  - sequence
  - patterns
| Music  
| Grade 3  
|  
| - Poetry:  
|   - [http://www.reocities.com/Heartland/1133/2teach.html](http://www.reocities.com/Heartland/1133/2teach.html)  
|   - [http://www.climbinsideapoem.com](http://www.climbinsideapoem.com)  
|   - [http://www.poetryarchive.org/childrensarchive/home.do](http://www.poetryarchive.org/childrensarchive/home.do)  
| - Journal writing  
|  
| Cross Curricular Connections  
|  
| - Literacy  
| - Multicultural  
| - Math:  
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|   - Form  
|   - Addition  
|   - Fractions  
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|  
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