

Grade Level: LPS Music Curriculum: Grade 3	
Unit Overview and Objective: I can play and sing melodies and accompaniments.	
Theme(s): Seasonal or calendar-based themes may influence repertoire choices throughout the academic year.	
Essential/Compelling Questions	Create: How do I use my voice/instruments to create ideas? Perform: How do musicians improve the quality of a performance? Respond: How do I judge the quality of musical work(s) and performances? Connect: How do musicians make meaningful connections to creating, performing, and responding?
Vocabulary (Essential terms in bold)	Tempo: Speed of the steady beat Accent: Special emphasis on a note Coda: Special musical ending phrase Crescendo: Gradually get louder Decrescendo: Gradually get softer Conversational Solfege: Level 1, Unit 2 - Rhythmic (Steps 6-12) Level 1, Unit 3 - Rhythmic (Steps 1-12) Level 1, Unit 4 - Tonal (Steps 4-12)
Teacher Notes	<p>The National Core Arts Standards apply to all grades levels in K-12 music programs. Concepts, skills, and essential questions are concurrent and scaffolded throughout the academic year.</p> <p>As teachers are selecting repertoire, it is recommended that selected music represents a diverse selection of composers, styles, origins, and time periods.</p>
Standards: National Core Arts Standards (2014)	
Create	
Anchor Standard 1: Generate and conceptualize artistic ideas and work Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	
Perform	
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.	
Respond	
Anchor Standard 7: Perceive and analyze artistic work Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.	
Connect	

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Key Concepts/ Content to be addressed:	See Appendix 1	
Instructional Strategies and Skills	Create	
	Improvise short musical phrases (Cr1.1.3a)	Arioso singing, recorders, ukeleles, pitched percussion, call-and-response
	Generate musical ideas within a given tonality (major or minor) and/or meter. (Cr1.1.3b)	Arioso singing, recorders, ukeleles, pitched percussion, call-and-response
	Create rhythms and simple melodies using more complex standard notation and refine (Cr2.1.3b & Cr3.1.3a)	Iconic and standard notation activities, think/pair/share
	Present a final version of musical ideas to class and give feedback to peers. (Cr3.2.3a)	Think/pair/share, guided listening, peer evaluation
	Perform	
	Demonstrate technical and expressive concepts through performing independent instrumental parts. (Pr4.2.3a, Pr4.2.3b & Pr4.2.3c)	Orff, recorders, ostinato, ukeleles, partner songs, movement games
	Experience, identify and demonstrate expressive qualities such as dynamics. (Pr4.3.3a)	Movement games, iconic notation
	Perform for peers using more complex forms and expressive techniques and peer evaluate. (Pr5.1.3a & Pr5.1.3b)	Iconic and standard composition, think/pair/share, Orff, recorders, ukeleles, peer evaluation
	Perform with appropriate expression and audience etiquette (Pr6.1.3a, Pr6.1.3b)	Folk dancing, class and whole school performances, improvisation
	Respond	
	Explain how specific music concepts are used in a piece of music and connect to its purpose (Re7.1.3a)	Purposeful movement, guided listening

	Explore different instrument families and how they inform the context of the music. (Re7.2.3a)	Guided listening, listening scavenger hunts, purposeful movement, <i>Peter and the Wolf</i> ; <i>Carnival of the Animals</i>
	Respond (cont.)	
	Apply personal and expressive preferences in the evaluation of music for specific purposes. (Re9.1.3)	Guided listening, compare-and-contrast
	Connect	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Cn10.0.1a) <i>Demonstrate, through the creation of a classroom dance/movement, skills and purposeful intent that connect to a musical selection.</i>	Collaborative movement, folk songs and dances, guest artists, YouTube
	Demonstrate understanding of relationships between music and the other arts, other disciplines, and daily life. (Cn11.0.1a) <i>Reflect on the differences in music from a variety of cultures, contexts, and genres.</i>	Sing alongs, concerts, folk songs and dances, guest artists, YouTube
Formative Performance Tasks	Common Rhythmic Assessments (Appendix 2) Common Melodic Assessments (Appendix 2) Kinesthetic Observation Class and Whole School Performances	
Summative Assessment/ Extensions with evidence based claims	Trimester 1	
	Melody: Performs M-R-D melodies on mallet instruments.	
	Rhythm: Accurately echoes, decodes, creates and reads quarter notes and beamed eighth notes in rhythm syllables in simple time.	
	Audience: Demonstrates floor, rest, ready, and playing position on mallet instruments.	
	Trimester 2	
	Melody: Performs M-R-D melodies on recorder.	
	Rhythm: Accurately echoes, decodes, creates and reads quarter notes and beamed eighth notes in rhythm syllables in simple time.	
	Audience: Demonstrates floor, rest, ready, and playing position for recorders.	
	Trimester 3	
	Melody: Sings M-R-D melodies.	
	Rhythm: Accurately echoes, decodes, creates and reads dotted quarter notes and beamed eighth notes in rhythm syllables in 6/8 time.	
	Audience: Demonstrates floor, rest, ready, and playing position for ukeleles.	

Featured Sources	<u>See Appendix 3</u>
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