

Third Grade Music Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessment	Additional Standards
<p><b>August/ September</b></p> <p>Unit Name: Elements of Creating Music</p>	<p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>-Identify musical alphabet.</p> <p>-Create acronyms for names of notes on a staff.</p> <p>- Match the word to the definition of the "Elements of Music."</p> <p>-Participate in movement activity to demonstrate beat and tempo.</p> <p><b>Instructional Resources:</b> Teacher Created Music Express</p> <p><b>Teacher Technology:</b> Promethean Board ActiveView Digital Lessons</p>	<p><b>Formative Assessments:</b> Classwork Student Participation</p> <p><b>Summative Assessments:</b> Listening &amp; Evaluation Activity</p> <p><b>Benchmark Assessment:</b> BOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard: PE</b> 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>

<p><b>October/ November</b></p> <p>Unit Name: Elements of Creating Music</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p>	<p>-Define and identify quarter notes, half notes, whole notes, quarter rests, half rests, and whole rests.</p> <p>-Play notes B, A, and G, on the recorder using the rhythms above.</p> <p>-Demonstrate understanding of music reading skills by singing recorder exercises with correct rhythm before playing on recorders.</p> <p><b>Instructional Resources:</b> Teacher Created Music Express</p> <p><b>Teacher Technology:</b> Promethean Board ActivView Digital Lessons</p>	<p><b>Formative Assessments:</b> Written Response Student Participation Student Performance</p> <p><b>Summative Assessments:</b> Students pass assigned music exercises on recorders using quarter half, whole notes and rests and notes B, A, G.</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard: PE</b> 2.2.5.MSC.5: Correct movement skills when playing music on the recorder and demonstrating how the change improves performance.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p><b>December</b></p> <p>Unit Name: Perform with Music</p>	<p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>-Play pitched instruments to accompany a song.</p> <p>-Participate in movement activity to demonstrate beat, tempo, and form.</p> <p>-Practice a variety of songs to perform.</p> <p>-Participate in movement activity to demonstrate beat, tempo, and form.</p> <p><b>Instructional Resources:</b> Music Express Composer Series</p> <p><b>Teacher Technology:</b> Promethean Board ActivView Digital Lessons</p>	<p><b>Formative Assessments:</b> Written Work Class Discussion Student Participation</p> <p><b>Summative Assessments:</b> Students perform a selected musical piece to perform.</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>PE 2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p><b>January/February</b></p> <p>Unit Name: Vocal Techniques and Performance</p>	<p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	<p>-Sing songs from different periods/styles of music.</p> <p>-Learn the different aspects of various songs and learn to sing to pitch with accurate rhythm.</p> <p>-Play new notes on the recorder using various rhythms and songs.</p> <p>-Demonstrate understanding of music reading skills by playing recorder exercises.</p> <p><b>Instructional Resources:</b> Music Express Recorder Karate</p> <p><b>Teacher Technology:</b> Promethean Board ActivView Digital Lessons</p>	<p><b>Formative Assessments:</b> Student Performance Class Work</p> <p><b>Summative Assessments:</b> Perform a song on the recorder using the correct finger placement, sound and tempo.</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>PE: 2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p><b>March</b></p> <p>Unit Name: Elements of Creating Music - Form</p>	<p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>-Review dynamics.</p> <p>-Play new notes on the recorder using various rhythms and songs.</p> <p>-Demonstrate understanding of music reading skills by playing recorder exercises.</p> <p>-Participate in movement activity to demonstrate beat and tempo.</p> <p><b>Instructional Resources:</b> Music Express Recorder Karate</p> <p><b>Teacher Technology:</b> Promethean Board ActivView Digital Lessons</p>	<p><b>Formative Assessments:</b> Student Participation Student Performance</p> <p><b>Summative Assessments:</b> Perform a song on the recorder using the correct finger placement, sound and tempo.</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>PE 2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p><b>April</b></p> <p>Unit Name: Elements of Creating Music</p>	<p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>-Identify the different directions pitches move.</p> <p>-Participate in staff games and exercises demonstrating the movement of the pitches.</p> <p>-Play new notes on the recorder using various rhythms and songs.</p> <p>-Demonstrate understanding of music reading skills by playing recorder exercises.</p> <p><b>Instructional Resources:</b> Music Express Recorder Karate</p> <p><b>Teacher Technology:</b> ActivPanel ActivView Digital Lessons</p>	<p><b>Formative Assessments:</b> Student performance on the recorder. Teacher Observation</p> <p><b>Summative Assessments:</b> Perform a song on the recorder using the correct finger placement, sound and tempo.</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>PE: 2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Students are responding to music through movement.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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<p><b>May/June</b></p> <p>Unit Name: Elements of Creating Music</p>	<p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>-Practice and perform musical selections for an audience.</p> <p>-Play new notes on the recorder using various rhythms and songs.</p> <p>-Demonstrate understanding of music reading skills by playing recorder exercises.</p> <p>-Participate in movement activity to demonstrate beat and tempo.</p> <p><b>Instructional Resources:</b> Music Express Recorder Karate</p> <p><b>Teacher Technology:</b> Promethean Board ActivView Digital Lessons</p>	<p><b>Formative Assessments:</b> Student Participation Question/Answer Student Performance</p> <p><b>Summative Assessments:</b> Perform a song on the recorder using the correct finger placement, sound and tempo.</p> <p><b>Benchmark Assessment:</b> EOY Benchmark</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b> <b>PE: 2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><b>Technology Standard:</b> 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm and practice to make music.</p>
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**Alternate Assessments:** Performance assessment & collaborative assessment on group activities during lesson  
**21st Century Standards:** 9.1.8.A.2 & 9.1.8.A.3

**21st Century Skills:** Creativity, Information literacy, Collaboration

**Career Ready Practices:** CRP1 , CRP2, CRP4