

Grade Level Third Grade

Subject: Music

1. Standard Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught	6. Enrichment Standards
<p>Read and dictate 4 count rhythmic patterns using whole note, dotted half note, half note, quarter, eighth-note pairs, and quarter rests</p> <p>PP2A3, PP4A3, EM1A3, EM1D3</p>	<p>Popsicle and white board activity</p>	<p>Understand and recognition of all notes and rests – differentiate by sight and sound</p>	<p>Popsicle and white board dictation and composition</p> <p>Block Compositions</p> <p>Dominoes Dictations</p>	<p>September</p>	
<p>Composers Renaissances – Palestrina Romantic – Brahms Baroque – JS Bach Classical – Beethoven</p> <p>IC1A3, IC1B3,</p>	<p>Students can share information on each composer through worksheets and story</p>	<p>Knowledge of the 4 musical periods (historical context and characteristics)</p>	<p>Student Presentations – student-written factual stories about meeting the composer, including music presentation</p>	<p>January</p>	

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HCC1A3, HCC1B3, HCC1C3, HCC1D3, EM1A3					
Differentiate between, recognize, and use head and chest voice while singing varied repertoire expressively PP1A3, PP1B3, PP1C3, PP1D3, PP1E3, PP2B3, PP2C3, HCC1A3, HCC1B3	Observation during rehearsal – students can sing using both voices	Ability to use voice in different ways through different pitches	Performance of repertoire Singing Game Participation	Continual	
Echo and answer rhythmically and vocally PP2D3	Individual students successful echo and answer after teacher-lead prompts. Students can differentiate between echo and answer patterns	Ability to echo, fine motor skills	Observed Circle Drumming Observed opening / closing of class with student echoes and answers Correct answering, on pitch, using the	September, 'Musical Instrument March'	

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			Button and Key Game		
<p>Create and perform accompaniments using pitched and non-pitched percussion instruments</p> <p>PP2A3, PP2E3, PP3A3</p>	<p>Students playing accompaniments in class</p>	<p>Ability to play and instrument; understanding of accompanying and the purpose</p>	<p>Accompaniment with the Ukelele, Boomwhackers, and non-pitched percussion instruments (Observation by teacher)</p>	<p>September</p>	
<p>Differentiate between high and low pitches - instrumentally, vocally, and natural sounds</p> <p>PP1A3</p>	<p>Teacher observation of individual response to sounds and questions</p> <p>Peter and the Wolf</p>	<p>Ability to recognize high and low sounds</p>	<p>Blind-folded cup game</p>	<p>September, May</p>	
<p>Vocalize a melodic line moving lower and higher</p>	<p>Teacher observation in class of students vocally demonstrated</p>	<p>Ability to use the voice through multiple pitches</p>	<p>Teacher observation of student performing drawn vocal patterns</p>	<p>September</p>	

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PP1E3	patterns and pictures drawn				
Ukulele – Perform C, D, G, and F chords and strum simple patterns, switching between chords PP2A3, PP2C3, PP2E3	Student participation in class – observation of coaching and learning using (Kagan) inside/outside circle, Fan and Pick, and Showdown	N/A	Student performance of individual chords on songs and individually	All Year	