

### 3rd Grade Music Curriculum, Assessments, and Resource Pacing Chart

#### K-5 Music Goals:

*\*Demonstrate musical expression through speaking, singing, playing, and moving.*

*\*Develop a repertoire of songs: folk, seasonal, multi-cultural, patriotic.*

*\*Experience performing in a concert, grades K-5. 3rd grade students perform in a ‘Harvest of Thanks’ concert early each November.*

*\*To be Tuneful (to have melodies in the head & learn to coordinate the voice to sing those melodies), Beatful (to feel the pulse & how it is grouped in 2s or 3s), and Artful (music elicits feelings). “We sing, say, dance, and play, in a tuneful, beatful, artful way.”*

*Note: Effective elementary music teaching is cyclical, like a musical “workout.” While the focus may be on one area, it is necessary that the various musical aspects are covered throughout the year.*

3rd Grade Michigan Standards for Music Education found at:

[https://www.michigan.gov/documents/mde/Complete\\_VPAA\\_Expectations\\_June\\_2011\\_356110\\_7\\_458390\\_7.pdf](https://www.michigan.gov/documents/mde/Complete_VPAA_Expectations_June_2011_356110_7_458390_7.pdf) - pages 40 - 42.

Weeks	KCE Curriculum	Resources & Assessment	Additional Resources:	Standards / Learning Targets	Vocabulary (III.7)
7	Rhythm	Performing & reading: pulse, quarter note/half note/dotted half note/whole note/tied notes, sixteenth notes; question & answer technique; Conduct in 2 & 3 Teacher Listening & Observation. Exposure to Question & Answer.	Artie Almeida, GamePlan 3, Unpitched Percussion Parade, 3rd grade rhythm cards (GP)	I can conduct in 2/4 and 3 / 4 time.(I.7) I can demonstrate macro (big)and micro (little) beat (I.1) I can read quarter notes & quarter rests. (I.9) I can read half notes & half rests (I.9) I can read eighth notes (I.9) I can read whole notes & whole rests (I.9) I can read / perform / write rhythmic patterns. (II.3) I can create rhythmic answers (II.2)	macro beat, micro beat, question/answer, 2/4, 3 / 4, 4/4, meter, notation, conduct time signature
7	Melody	Read & notate SMLRD notation, Label high Do, Pre & post test on treble clef note names (lines & spaces)	GamePlan 3, Get America Singing Again;	I can sing a melody with confidence in a large group (I.3) I can sing expressively (I.3) I can identify & label the treble clef line notes on the staff. (I.10) I can identify & label the treble	Treble clef, Major / minor, ostinato, solfege, hand signals, pentatonic,

				<p>clef space notes on staff (I.10)</p> <p>I can identify &amp; draw the treble clef (III.2)</p> <p>I can create a musical accompaniment. (II.1)</p> <p>I can label SML (RD) (I.10)</p> <p>I can sing the whole major scale using hand signs. (I.10)</p>	
4	Harmony	Spoken & instrumental ostinato, explore chord/broken/crossover bordun on barred instruments, experience vocal harmonies in 3 ways: ostinato, round/canon, partner song	Grab a Partner, GamePlan Grade 3, Barred instruments, UPP, Mallet Madness (Almeida),	<p>I can sing an ostinato while others are playing (II.1)</p> <p>I can play a broken bordun on a barred instrument. (II.1, II.6)</p> <p>I can demonstrate a crossover bordun (II.6)</p> <p>I can sing a round or canon. (III.1)</p> <p>I can create an accompaniment for a familiar song (II.3)</p> <p>I can create an accompaniment using a crossover bordun (II.1)</p>	Ostinato, chord bordun, broken bordun, crossover bordun, crescendo, decrescendo, dynamics
6	Form / Movement	Review Phrase then extended Form: AB, Prepare Rondo, ABC	Lynn Kleiner "Kids Can Listen, Kids Can Move," Gagne Listening Resource Kit, "I'm Growing Up" (Amidon), Weikert "Teaching Folk Dance"	<p>I can add a physical response to the music I hear. (II.6)</p> <p>I can describe how the music sounds (III.3)</p> <p>I can identify Rondo form. (III.7, III.3)</p> <p>I can show the form of the music through a folk dance. (II.1, I.1)</p>	Phrase, extended form, coda, ABA, Rondo, contrasting styles, folk dance, interlude, introduction, coda
6	Timbre	Vocal - loft voice, Instrumental - mallet	Percussion Parade (Almeida),	I can play a barred instrument correctly. (I.8)	instrument exploration, drums, mallet & hand drum

		technique, hand drum technique	GamePlan 3	<p>I can play my part on a barred instrument while others sing. (I.8)</p> <p>I can improvise using UPP &amp; other instruments. (II.5)</p> <p>I can define and demonstrate accent (I.3)</p> <p>I can label a fermata &amp; use it while singing. (III.4)</p>	technique, accents, mallets, instrument families, fermata,
4	Musical Expression	Accelerando, Forte / Piano, Fast / Slow through songs, movement, instruments, & chants, unit of the month, which features music history or musical styles		<p>I can demonstrate audience appropriate behavior. (IV.3)</p> <p>I can evaluate a musical performance. (V.3)</p> <p>I can identify and perform with crescendo &amp; decrescendo (III.4)</p> <p>I can sing with expression &amp; match dynamic levels. (I.3)</p> <p>I can perform music with various tempos. (I.11)</p> <p>I can label &amp; demonstrate forte, mezzo forte, mezzo piano, and piano. (I.5)</p>	accelerando, composer, arranger, improvisation, evaluation, dynamics, forte, mezzo forte, mezzo piano, piano