

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
1 st Advisory	<p>How do I do my best singing? When I listen to myself sing, for what do I listen? How can rhythm tell a musical story? How do composers and improvisers vary rhythm to make their music interesting to the listener? How can expression enhance my performance?</p>	<p>Standards: 3.1.L2, 3.1.E3, 3.2.S3, 3.2.S4, 3.2.P4, 3.4.1, 3.5.H1</p> <p>Listen: Identify ascending/descending melody in selected pieces of music. Respond through physical movement to selected prominent music characteristics or to specific music events while listening to music (e.g., changes in pitch direction, tempo, and dynamics).</p> <p>Speak (repeat): Sing in tune with clear tone quality, dynamics, phrasing, pitch, diction, and interpretation. Sing melodies within the range of an octave. Identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak.</p> <p>Speak (improvise): Improvise lyrics to familiar melodies and new verses to songs.</p>	<p>Sing the octave lead accurately</p> <p>Sing songs from various cultures using proper diction, phrasing, and intonation</p> <p>Create new lyrics to a verse in a song that fits melodically and rhythmically</p> <p>Respond through kinesthetic movements to reflect various musical characteristics of music (contour, dynamics, tempo, etc)</p> <p>Read and notate rhythmic patterns incorporating the dotted half note</p>
	Repertoire	<p>Read: Read (using rhythmic solfege) half, quarter, eighth, dotted half, whole notes, and rests.</p>	Resources
	<p>Required: Hello to All the Children of the World (pg. 4)</p> <p>Suggested: Supercalifragilisticexpialidocious (pg. 7) It's A Beautiful Day (pg. 330) Let's Get the Rhythm of the Band (pg. 80) Three Little Birds (pg. 42) Train is A-Comin' (pg. 44)</p>	<p>Write:</p> <p>Talk About: Sing songs and play singing games from various cultures.</p>	<p>Grade 3 Standards Document Making Music Grade 3, Teacher Ed. Content and Tools by Strand You Tube (Hello to All the Children of the World)</p>

Grade 3 Music Scope & Sequence

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
2 nd Advisory	<p>How do I do my best singing?</p> <p>When I listen to myself sing, for what do I listen?</p> <p>How can rhythm tell a musical story?</p> <p>How do composers and improvisers vary rhythm to make their music interesting to the listener?</p> <p>How can expression enhance my performance?</p>	<p>Standards: 3.1.L3, 3.1.E3, 3.2.S3, 3.2.S4, 3.2.P3, 3.3.3, 3.4.2, 3.5.H2</p> <p>Listen: Identify the four orchestral families (woodwind, string, brass, percussion) by sight and sound and the way in which sound is produced on various instruments. Respond through physical movement to selected prominent music characteristics or to specific music events while listening to music (e.g., changes in pitch direction, tempo, and dynamics).</p> <p>Speak (repeat): Sing in tune with clear tone quality, dynamics, phrasing, pitch, diction, and interpretation. Sing melodies within the range of an octave. Identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak. Perform in a two-part music ensemble.</p> <p>Speak (improvise): Compose music to enhance stories and poems.</p>	<p>Sight sing melodic short phrases using solfege syllables (movable do) and Curwen Hand signs</p> <p>Perform various singing games using good intonation, pitch, diction, and style.</p> <p>Categorize various instruments into one of the four instrument families and explain why it belongs there</p> <p>Create a short melodic or rhythmic passage to enhance a tone poem</p> <p>Move to demonstrate where the strong beats are in a song with a meter of 4</p>
	Repertoire		Resources
	<p>Required: Sing, America, Sing! (pg. 234)</p> <p>Suggested: Children, Go Where I Send Thee (pg. 382) Habari Gani (pg. 390) Christmas A Come (pg. 384) Over the River and Through the Woods (pg. 374) Keep Your Eyes on the Prize (pg. 394) Back of the Bus (pg. 396)</p>	<p>Read: Read (sing) short melodic patterns that move up and down and repeat using syllables (e.g., do, re, mi, etc.).</p> <p>Write: (See Speak (improvise))</p> <p>Talk About: Identify and describe roles (past and present) of musicians in and/or from Washington, D.C.</p>	<p>Grade 3 Standards Document Making Music Grade 3, Teacher Ed. Content and Tools by Strand Wikipedia (I've Been Working on the Railroad)</p>

Grade 3 Music Scope & Sequence

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
3 rd Advisory	<p>How do I do my best singing?</p> <p>When I listen to myself sing, for what do I listen?</p> <p>How can rhythm tell a musical story?</p> <p>How do composers and improvisers vary rhythm to make their music interesting to the listener?</p> <p>How can expression enhance my performance?</p>	<p>Standards: 3.1.L1, 3.1.E1, 3.2.S1, 3.2.S3, 3.2.P2, 3.2.P3, 3.3.1, 3.4.3, 3.5.H3</p> <p>Listen: Identify simple musical forms, emphasizing verse/refrain, AB and ABA forms. Demonstrate appropriate audience behavior and contribute to a post-concert discussion of performance events, likes and dislikes.</p> <p>Speak (repeat): Sing from memory a variety of seasonal, game, folk, and patriotic songs with or without accompaniment. Sing in tune with clear tone quality, dynamics, phrasing, pitch, diction, and interpretation. Perform on instruments using a wide range of tempos and dynamics. Perform in a two-part music ensemble.</p> <p>Speak (improvise): Compose, arrange, and improvise accompaniments and ostinato (melodic, rhythmic) for songs and chants.</p>	<p>Perform traditional dances from various cultures</p> <p>Create a chart outlining unacceptable audience behavior followed by acceptable concert etiquette behavior and explain why</p> <p>Perform a speech piece and create texture by using canon or accompaniment</p> <p>Create pentatonic ostinatos to accompany singing</p> <p>Play melodic or rhythmic accompaniments to show the form of a song</p>
	Repertoire		Resources
	<p>Required: He's Got the Whole World (pg. 226)</p> <p>Suggested: This Old Man (pg. 148) Michael Finnigan (pg. 149) Hush, Hush (pg. 158) SanSaw akroma (pg. 280) It's a Small World (pg. 262)</p>	<p>Read: Identify symbols (icons/terms) for loud (f - forte) and soft (p - piano).</p> <p>Write: (see Speak (improvise))</p> <p>Talk About: Recognize the influence of various cultures on music in Washington, D.C.</p>	<p>Grade 3 Standards Document Making Music Grade 3, Teacher Ed. Content and Tools by Strand Songs for Teaching (I'm on My Way)</p>

Grade 3 Music Scope & Sequence

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
4 th Advisory	<p>How do I do my best singing?</p> <p>When I listen to myself sing, for what do I listen?</p> <p>How can rhythm tell a musical story?</p> <p>How do composers and improvisers vary rhythm to make their music interesting to the listener?</p> <p>How can expression enhance my performance?</p>	<p>Standards: 3.1.L1, 3.1.E2, 3.2.S2, 3.2.S3, 3.2.P1, 3.2.P3, 3.3.1, 3.4.1, 3.5.S1</p> <p>Listen: Identify simple musical forms, emphasizing verse/refrain, AB and ABA forms. Use music vocabulary (e.g. tempo - speed, dynamics - loud/soft, pitch - high/low, rhythm - beat and mood - feeling) to describe music.</p> <p>Speak (repeat): Develop a repertoire of familiar songs from diverse cultures, including melodies, rounds/canons, partner songs, and songs with ostinatos and meters in 2, 3, and 4. Sing in tune with clear tone quality, dynamics, phrasing, pitch, diction, and interpretation. Perform (by printed notation and by rote) major and minor scales. Perform in a two-part music ensemble.</p>	<p>Perform a partner song in 2 parts using proper diction, phrasing, and intonation</p> <p>Play melodic accompaniments in meters of 2,3, and 4</p> <p>Sing/play 1 octave scales in appropriate keys</p> <p>Describe music using proper musical terms</p> <p>Using solfege (movable do), label a short melodic passage and then sight sing it using Curwen hand signs</p>
	Repertoire		Resources
	<p>Required: America the Beautiful (pg. 399)</p> <p>Suggested: Take Me Out to the Ball Game (pg. 257) Four White Horses (pg. 296) Li'l Liza Jane (pg. 136) Rockin' Robin (pg. 360)</p>	<p>Speak (improvise): Compose, arrange, and improvise accompaniments and ostinato (melodic, rhythmic) for songs and chants.</p> <p>Read: Read (using rhythmic solfege) half, quarter, eighth, dotted half, whole notes, and rests. Read (sing) short melodic patterns that move up and down and repeat using syllables (e.g., do, re, mi, etc.).</p> <p>Write: (see Speak (improvise))</p> <p>Talk About: Explore meaning and relationships of terms that express "melody" among the arts (e.g., melody, theme, subject, line, main idea, etc.).</p>	<p>Grade 3 Standards Document Making Music Grade 3, Teacher Ed. Content and Tools by Strand Wikipedia (America the Beautiful)</p>