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| **DOMAIN: PERFORM**  **Foundations**  **P1:** Select, analyze and interpret artistic work for performance.  **P2:** Develop and refine artistic techniques and work for performance.  **P3:** Convey and express meaning through the presentation of artistic work.  **Color Code Key**   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G3 Q2 PERFORM DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  https://kids.usa.gov/art-and-music/index.shtml |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **P1.A**  **Musical Concepts**  Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. | Share how a particular holiday song might be relate to a student’s own culture | Observe as students participate in a group discussion and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1o7euJ5IGWaxh9tgYkc-glPjAHkr1MQvn_VGWEBPhSLY/edit?usp=sharing) | “Frosty the Snowman” *SOM* Gr. 3  “Oy Chanuke” *SOM* Gr. 3  “The Eight Days of Hanukkah!” *SOM* Gr. 3  “Deck the Hall” *SOM* Gr. 3  “Dale, dale, dale”  *SOM Gr. 3*  *“Ujamaa”* SOM Gr. 3 | **3.SL.CC.1** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. |
| **P1.B**  **Musical Contrasts**  Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance. | Perform songs or poems in 2/4 and 6/8  Perform movement and dances in 2/4 and 6/8  Identify and perform melodic patterns that contain steps, skips, and repeated notes  Identify the number of phrases in a song | Observe student performance of songs and dances in varied meters and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1AePuqtQY_MSya8qR3G0xA3d66kxMibNEo5WAIj3pNMk)    or  Assess student understanding of Skips, Steps and Repeated Tones using a teacher created or [district-provided rubric](https://drive.google.com/open?id=1mH6fQn_vzHd5XvMssIXLJ7Q0rAMcuN85J738ymPnkow).  Observe student identification of phrases and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1mMHDbXYAcYA4LbH_MhpvN_i6gjEoXHFNr2yGyeHYePg). | “Bonavist’ Harbour” (6/8) *SBMM* Gr. 2 [(See Appendix for movement)](https://docs.google.com/document/d/1kJEs13PXBEzTQZzfk8BsO_E9V3oYSCUgZPRWg4y46VM/edit?usp=sharing)  "[The Little Shoemaker](https://www.youtube.com/watch?v=mhD2W832fv0)" *RM* 3 [(another video with children)](https://www.youtube.com/watch?v=_jNl059bsks)  “Oy Chanuke” *SOM* Gr. 3  “Santa Claus" *MMH*,” “It’s Santa-Again!" *SBMM* Gr. 2, "Down the Ohio"  (Dance Directions p. 459) *SBMM* Gr. 2, “Shenandoah” Listening Map  *SBMM* Gr. 2 p. 63,  [” Christmas Pudding" (See Appendix)](https://docs.google.com/document/d/16e2-9VRZ86_4w_ca8S6zVEpYjRYwPDveayqBrHarCfU/edit?usp=sharing)  Bella Bimba” *SOM* Gr. 3  “Night Song” *SOM* Gr. 3  “Circle ‘Round the Zero” *SOM* Gr. 3  “Smoke Goes Up the Chimney” *SOM* Gr. 3 | **3.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. |
| **P1.C**  **Expressive Qualities**  Describe how context (such as personal and social) can inform a performance. | Perform the same piece of music in two ways, changing expressive qualities such as tempo, dynamics, etc. to change the overall effect of the music. | Assess students' ability to identify and apply tempo changes using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/184ovtKGlYWT3cTIr7-VFjul53Ns-WZhTP_tKC_Li5ow/edit?usp=sharing) | “Let’s Go Dancing” *SOM* Gr. 3  “Scotland’s Burning” *SOM* Gr. 3 | **3.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. |
| **P1.D**  **Notation**  When analyzing selected music, read and perform rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation. | Using proper vocal technique, sing melodic patterns (LSMRD) notated on 5- line staff | Observe students' performance of notated melodic patterns using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1dk2oJiWf9bY-NVoRCFKVSv03KAGdLORQPPPLptDl6Jk/edit?usp=sharing). | "Tideo" *SBMM Gr. 2 and AAP; SBMM Gr. 2 Dance Directions, p. 461, SBMM Gr. 2*  "Draw a Bucket of Water" *STM Gr. 3*  *Dance Directions, p. 475 SBMM Gr. 3*  "One Morning Soon" *SBMM* | **3.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. |
| **P2.A**  **Apply Feedback**  Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances. | Maintain chord, broken chord, and level bordun accompaniment for pentatonic song  Use self-assessment, teacher or peer feedback to refine a performance. | Observe student performance of chord and broken chord accompaniments and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing).  Assess as students restate and apply appropriate feedback using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1crXQBXfok9maXmfDdvE0lmTIi0Os8FvLximPQT4dYGA/edit?usp=sharing) | “Danse Profane” *SOM* Gr. 3  “The Funny Road” *SOM* Gr. 3  “Witch, Witch” *PP2*  “Zudio” *PP2* | When listening to feedback, apply ELA standard **3.SL.CC.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| **P2.B**  **Rehearse and Refine**  Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. | Rehearse and refine a performance of a crossover bordun with correct mallet technique to accompany a pentatonic/modal song | Observe student performance of crossover bordun accompaniment and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing). | "Hector Protector" (Modified Crossover) *3RTC*  "There Was an Old Woman" (Modified Crossover) *SRA*  "Dr. Foster" *SRA* | Give an in-class performance complete with a verbal introduction of the piece**. 3.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| **P3.A**  **Singing**  Sing alone and with others, with expression and skill.  Specified Third Grade skills: Pitch-matching games, la, sol, mi, re, do, do’ patterns, extended pentatonic/diatonic melodies, questions/answers, in circle formation, in major/minor, partner songs and in canon. | Echo, and sing songs with low La-So and Do-Re-Mi-So-La | Observe as students sing solfege patterns using hand signs or body scale and assess using teacher created or [district-provided rubric](https://docs.google.com/document/d/1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw/edit?usp=sharing) for singing or reading solfege as appropriate. | “Turn the Glasses Over” *SOM* Gr. 3  “Alabama Gal” *SBMM* Gr. 3; Dance  Directions p. 474  "Shake Them Simmons Down" AAP | Vocabulary: Sight Words  When students are examining notated melodies, have them circle unfamiliar words in the text and underline sight words. Use decoding skills and phonics to pronounce unfamiliar words and context clues to define them.  **3.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  **3.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. |
| **P3.B**  **Instruments and Body Percussion**  Using body percussion and/or instruments, perform instrumentally, alone and with others, with expression and skill.  Specified Third Grade skills: Performing standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor. | Echo 8-beat rhythm patterns in 2/4 and 6/8 meters with body percussion and unpitched instruments  Echo, perform, and read eight-beat rhythmic patterns using quarter notes, two eighths, quarter rest, and half notes (tied quarters)  Echo, and play songs with low La-So and Do-Re-Mi-So-La  Perform crossover bordun with correct mallet technique to accompany a pentatonic/modal song | Observe as students perform steady beat of poem, then perform rhythm of the words of same poem  or  Observe as students speak a familiar poem or sing a song with eyes closed and silently tap the beat; repeat the poem or song and silently tap the rhythm of the words.  Assess the above using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1tS8tC9sI9Kvla17WYA10uK6iuJ2WXbPzrRSLDJkmpiw/edit?usp=sharing).  Observe student performance of crossover bordun accompaniment and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing). | “Hullaballoo” *SOM* Gr. 3,  “Charlie” *SOM* Gr. 3  “Words of Advice” *SR*  ["Halloween Ball" (See Appendix)](https://docs.google.com/document/d/1EzE4sFMNqnRnf-5QWtEGFE1P-Bt2zM8rlV81gy3scCw/edit?usp=sharing)  "The Pumpkin Eater" *Tyme for a*  *Rhyme* "Hui Jia Qü" *SBMM* Gr. 2  ["Back to Tennessee" (See Appendix)](https://docs.google.com/document/d/14wRFEVC35EI6q95_RuwKMtEcM68_u8BjnAP1esc-wK8/edit?usp=sharing)  “Diddle, Diddle Dumpling” *TFAR*  “Spinning Song” *SOM* Gr. 3  “Halloween Is a Very Unusual  Night” *SBMM* Gr. 3 [(See Appendix for movement)](https://docs.google.com/document/d/1qOhbiqMzhhIeXpXIMDgMz6RjXKkMySbFBRr4HXmYY2s/edit?usp=sharing) | Comprehension: Discuss and identify words created to complete a rhyme scheme such as “Hullaballoo” and use phonics skills to decode them and context clues to define them.  **3.FL.PWR.3c** Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.  **3.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. |
| **P3.C**  **Performance Etiquette**  Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette. | Display grade-level appropriate applications of performance etiquette skills including watching the conductor, responding to non-verbal cues, maintaining appropriate posture, remaining on-task, refraining from distracting others, and properly acknowledging the audience. | Observe student performance etiquette assess using teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1OUHym7RMq9DkwSATVq2o1ldgwWju9he32NhgOx6kdyA/edit?usp=sharing) | [Concert Etiquette Video 1 (General)](https://www.youtube.com/watch?v=aYofTwnpGyA&list=PL2qS5BbUyFS15sT1Ou-Ba7UZrjP4ClUDe&index=3)  [Concert Etiquette Video 2 (Choral)](https://www.youtube.com/watch?v=pqRuA_xl1ik)  [Ten Performance Etiquette Tips for Musicians](https://blog.sheetmusicplus.com/2013/07/11/10-performance-etiquette-tips-for-musicians/)  [Performance Practices by Grade Level](https://docs.google.com/document/d/1910a7ZQPwxWiEjkGfsXGz4nD2jlvOkgdLFiKUn7Hi0c/edit?usp=sharing) | **3.SL.CC.1** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.  **3.SL.CC.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| **P3.D**  **Audience Etiquette**  **Demonstrate** appropriate audience behavior, and evaluate student behavior during a performance. | Demonstrate proper audience etiquette and evaluate audience behavior during performances | Observe student behavior during performances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing) | [Audience Etiquette Self-Evaluation](https://docs.google.com/document/d/1RJLJOyOjiXLVtb1hkAgD7w4Kzy2IXWQLGr672T2JPTs/edit?usp=sharing)  [Audience Etiquette Video](https://www.youtube.com/watch?v=etKMvzjASFk)  [List of live, local, free or low-cost events, field trip grants and how to apply for them.](https://docs.google.com/document/d/1IZSLG-11fyvRxVphyJZ0mHcpShJ_TMM_k2qebUsivlc/edit?usp=sharing) | **3.SL.CC.1** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.  **3.SL.CC.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |

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| **DOMAIN: CREATE**  **Foundations**  **Cr1:** Generate and conceptualize artistic ideas and work.  **Cr2:** Organize and develop artistic ideas and work.  **Cr3:** Refine and complete artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G3 Q2 CREATE DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  https://kids.usa.gov/art-and-music/index.shtml |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cr1. A**  **Musical Concepts**  Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato). | Improvise melodic patterns that contain steps, skips, and repeated notes | Observe as students improvise and perform melodic patterns that contain skips, steps and repeated tones. Assess understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1mocce1BC_zdcXr8ChcH6BTpcNSagdKxiVj-nQg_W69k/edit?usp=sharing).  Observe as students improvise rhythms and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/180hjNPVUoIgKPbj-FuYboB3XEWpQdmf8h1AvV7SdPjY/edit?usp=sharing). | [Skips, Steps and Repeated Tones Resource](https://drive.google.com/file/d/0B1eNkvNz85T6WlljSGMtX3Y0eTg/view?usp=sharing)  Synthesis and Assimilation #1 *PP2* | Vocabulary: Identify real-life connections between the terms *step, skip, and repeated* and their use in music.  **3.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings.  Fluency: Perform rhythm of the words, reviewing and asking students to describe the relationship between rhythm and syllables.  **3.FL.PWR.3c** Decode multi-syllable words. |
| **Cr1.B**  **Varied Timbres**  Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas. | Create movement show melodic shape of phrases | Observe as students high, middle and low through movement and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1v4rSwcwbSqlCdQgsoZILEUe2YLcZXZWMMe0TxT-MkpE) 1 or [district-provided rubric](https://drive.google.com/open?id=1mMHDbXYAcYA4LbH_MhpvN_i6gjEoXHFNr2yGyeHYePg) 2. | “El floron” *SOM* Gr. 3  “John Jacob Jingleheimer Schmidt” *SOM* Gr. 3  “Kum bachur” *SOM* Gr. 3 | Use an illustrated children's book or illustrated visual to support students' melodic composition or improvisation. **3.W.TTP.3** Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. |
| **Cr2.A**  **Selecting Musical Ideas**  Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | Arrange a four-section form, using AABB, ABAB, AABA, AAAB, or ABBA and discuss reasons for selection. | Observe as students create the form of a piece and assess understanding using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1TVvv6mx33bp-M3-TPpfIyIWBcvJthboRRXNn7UoDTrQ). | “Zudio” *PP2*  “Arrange (p. 77)” *SOM* Gr. 3 | Create a 1-3 sentence "composer's statement" about your composition. **3.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Cr2.B**  **Notating Ideas**  Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.) | Create rhythmic patterns in 2/4 or 6/8 | Observe as students notate rhythms in traditional notation using manipulatives or writing. Assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1UH0fLrbCvp3W3leWcTbQBfllJkyXJAIA3haItp7dTlI/edit?usp=sharing). | “Ujamaa” *SOM* Gr. 3  “Witch, Witch” *PP2* | Create a 1-3 sentence "composer's statement" about your composition. **3.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Cr3.A**  **Refining Musical Ideas**  Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music. | Create and perform an introduction and coda for a song/poem | Observe as students create an introduction and coda for a song or poem. Assess using a teacher-created or district provided rubric.  [Melodic Intro and Coda.](https://docs.google.com/document/d/1qXYZHNDjJDN03BrHK0oPt21QffssKDt3ypazPPOn5k4/edit?usp=sharing)  [Sound Color/Unpitched Intro and Coda.](https://docs.google.com/document/d/1Tpj9rn4qoyZVR9QGcIrSfXVAdxK1dDx3dzj-gfZ4aEU/edit?usp=sharing) | “The Dark House” *SR Randy and Jeff*  *“*October*” by Maurice Sendak RHBP*  “Winter Moon” RHBP | **3.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| **Cr3.B**  **Demonstrate Musical Ideas**  Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance. | Present a final performance of class created rhythmic or melodic patterns | Assess composition as students perform a final version using a teacher-created or district-provided rubric for [rhythmic](https://docs.google.com/document/d/1r6Mqp6VxX3aOr1qcq7MS9HAWSYmHIs6_DPwug9msd7k/edit?usp=sharing) or [melodic](https://docs.google.com/document/d/1r6Mqp6VxX3aOr1qcq7MS9HAWSYmHIs6_DPwug9msd7k/edit?usp=sharing) composition. | “Ujamaa” *SOM* Gr. 3  “Witch, Witch” *PP2*  [Skips, Steps and Repeated Tones Resource](https://drive.google.com/file/d/0B1eNkvNz85T6WlljSGMtX3Y0eTg/view?usp=sharing)  Synthesis and Assimilation #1 *PP2* | **3.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

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| **DOMAIN: RESPOND**  **Foundations**  **R1:** Perceive and analyze artistic work.  **R2:** Interpret intent and meaning in artistic work.  **R3:** Apply criteria to evaluate artistic work.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G3 Q2 RESPOND DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  https://kids.usa.gov/art-and-music/index.shtml |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **R1.A**  **Musical Preferences**  Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context). | With teacher's guidance, describe a familiar piece as being do-based (major) or la-based (minor) and which home tone you like best. | Guide students to describe and compare songs or sections of do-based or la-based music assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1EgULn6_oAKeLQMizfGfRNCkaGIg7KXEseo8Lf8q48KQ/edit?usp=sharing) | "Hector Protector" (Modified Crossover) *3RTC*  "There Was an Old Woman" (Modified Crossover) *SRA* | **3.SL.CC.1** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly |
| **R1.B**  **Musical Concepts**  Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments). | Discover the location of Low La and Low Sol on barred instruments  Follow a listening map of a piece that has a clear introduction and coda | Listen to a recorded example of a song and describe what was heard in the introduction and coda: (1) Some of the melody? (2) Accompaniment only? (3) Repeating a phrase and gradually fading out? Assess student understanding using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1R-PPPSqF-KyeebMIYHzx-T43v8ZNCdTVsY3iBjU-nXw/edit?usp=sharing) | “Danse Macabre” *SOM* Gr. 3  "Children, Go Where I Send  Thee" *SBMM* Gr. 3  "Sabre Dance" *STM* Gr. 3 (Use Listening Map) | Comprehension: Describe and identify sequence of movements in a choreographed dance  Comprehension: Sequencing – compare Introduction and Coda, to parts of a story or other text. |
| **R1.C**  **Describing Elements of Music**  Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary). | Describe a song using 2nd quarter music vocabulary. | Observe student description of vocabulary and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As). | “Danse Macabre” *SOM* Gr. 3  "Children, Go Where I Send  Thee" *SBMM* Gr. 3  "Sabre Dance" *STM* Gr. 3 (Use Listening Map) | **3.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary |
| **R2.A**  **Musical Characteristics**  Demonstrate and describe how music concepts are used by performers to reflect intent (such as describing the mood of a piece of music using descriptive adjectives or demonstrating an understanding of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing). | Describe the mood of a piece of music using grade-appropriate music vocabulary. | Observe student description of the mood of the piece of music and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As). | “Danse Macabre” *SOM* Gr. 3  "Children, Go Where I Send  Thee" *SBMM* Gr. 3  "Sabre Dance" *STM* Gr. 3 (Use Listening Map) | **3.FL.VA.7c** Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. |
| **R3.A**  **Evaluating Artistic Work**  Evaluate musical works and performances, applying established criteria; discuss a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria. | Listen and identify when a piece of music uses low La and low Sol | Observe student description of meter and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1AePuqtQY_MSya8qR3G0xA3d66kxMibNEo5WAIj3pNMk). | ["Sally on the Seesaw" (with B](https://docs.google.com/document/d/1WM4GKB11k60qBc1x3QOvkbVNcpTbdkjzpI-pRBte7vw/edit?usp=sharing)  [Section, See Appendix)](https://docs.google.com/document/d/1WM4GKB11k60qBc1x3QOvkbVNcpTbdkjzpI-pRBte7vw/edit?usp=sharing) | **3.FL.VA.7b** Demonstrate understanding of word relationships and nuances in word meanings.  **3.FL.VA.7c** Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. |

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| **DOMAIN: CONNECT**  **Foundations**  **Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.  **Cn2:** Relate artistic ideas and works with societal, cultural, and historical context.   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | **G3 Q2 CONNECT DOMAIN RESOURCE LIST**  *As American As Apple Pie=AAAAP*  *Conversational Solfege Level One=CSL1*  *85 Engaging Movement Activities=85EMA*  *Mallet Madness Strikes Again=MMSA*  *Music for Children=MFC*  *Music for Creative Dance Contrast and*  *Continuum, vol. 1*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Second Rhyme Around=SRA*  Share the Music=STM  *Silver Burdett Making Music=SBMM*  Spotlight On Music=SOM  *Strike it Rich=SR!*  *Third Rhyme’s the Charm=TRTC*  *Tyme for a Rhyme=TFAR*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  [*www.sfskids.org*](http://www.sfskids.org/)(San Francisco Symphony)  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://teachingwithorff.com/>  <http://www.classicsforkids.com/>  https://kids.usa.gov/art-and-music/index.shtml |

| QUARTER 2 | | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES | CORRELATIONS |
| **Cn1.A**  **Music and Personal** Experiences  Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one’s family or how music is used in daily life). | Listen to, sing, and classify various holiday songs | Identify differences and similarities between Winter Holidays (Chanukah, Kwanzaa, Christmas). Identify (classify) and discuss music from different holiday traditions and cultures using a graphic organizer. Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As/edit?usp=sharing). | “Celebrations” Section *SOM* Gr. 3, pp. 362-381 | Write an introduction to a song that explains its cultural significance.  **3.W.TTP.2-** Write informative/explanatory texts to examine a topic and convey ideas and information. |
| **Cn2.A**  **Society, Culture and History**  Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound). | Perform songs and dances from various cultures and historical periods (Germany)  Categorize instruments by how they produce sound: vibrating strings, striking, shaking, and windblown (Science) | Observe student performances of folk dances and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1MmCutEB9KepbVySWJ8ntcOgvoJkmFleqHFclMJinb7s/edit?usp=sharing)  Observe student vocal performances of  world music and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1ujp0d8hQOXmfUlicUyYeVYnB3Ry5LQCz1lEuYQZwsNc/edit?usp=sharing).  Ask students to group instruments by how they make sound and label their families as woodwind, brass, strings and percussion. Assess student understanding using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1RFf-U1f-RHICu_Q1TsAwfnJY5gv18Wgcn4LKNgdcMS0/edit?usp=sharing). | “Zigeurnerpolka” *RM* 2 (side, together, up, touch)  *SOM* Gr. 3, page 31 | Comprehension: Describe and identify sequence of movements in a choreographed dance  Comprehension: Using the text on p. 31 of *Spotlight on Music,* identify key details about how instruments produce sound.  **3.RL.KID.1-** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. |