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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 Q4 PERFORM DOMAIN RESOURCE LIST**  *Share the Music=STM*  *Spotlight On Music=SOM*  *Silver Burdett Making Music=SBMM*  *Tyme for a Rhyme=TFAR*  *Mallet Madness Strikes Again=MMSA*  *Purposeful Pathways 1 = PP1*  *Purposeful Pathways 2 = PP2*  *Random House Book of Poetry for Children=RHB*  *Making the Most of the Holidays=MMH*  *Strike it Rich=SR*  *Teaching Movement and Dance=TMD*  *Rhythmically Moving=RM*  *As American as Apple Pie-AAP*  *Third Rhyme’s the Charm=TRC*  *Second Rhyme Around=SRA*  *Orff Source=OS*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  <https://kids.usa.gov/art-and-music/index.shtml>  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.nyphilkids.org/main.phtml>  [*www.sfskids.org*](http://www.sfskids.org/) *(San Francisco Symphony)*  <http://teachingwithorff.com/>  www.musicplayonline.com |

| QUARTER 4 | | | | |
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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. | Participate in selecting and justifying songs for a school program | Observe as students discuss reasons for selecting repertoire and other musical ideas using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1FXHotn_N7Mp-qDit_GJmEsR5Y1d9KDzcwlOmd_dC6-k/edit?usp=sharing) | “Dide” *SOM* Gr. 3  “May Day Carol” *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. | Review and compare/contrast dances used this year | Assess as students use movement to demonstrate previously learned musical concepts using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/14NlkFSJK8CYgrDUIig8nop_Rue-B3iQppCrQw_3h4x4/edit?usp=sharing) | *“Djurdjeva Kolo” RM 2*  *“Nigun” RM 1*  “Zigeurnerpolka” *RM* 2 (side, together, up, touch)  “Guadalquivir” *SOM* Gr. 3  [Level I folkdances](https://www.youtube.com/user/HighScopeFolkDance/videos): CW/CCW, forward, in/out, scissor step | **3.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  **3.SL.PKI.5** Add audio or visual elements when appropriate to emphasize or enhance certain facts or details. |
| **P1.C**  **Expressive Qualities**  Describe how context (such as personal and social) can inform a performance. | Discuss why certain folk dances use particular movements or formations | Observe as students as they discuss and apply a full range of dynamics while singing, speaking or playing instruments. Assess student mastery using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1QM-TEdqLYKlYOYfdXU6Eq_x3NexzbssrjG0r33LvgS0/edit?usp=sharing) | *“Djurdjeva Kolo” RM 2*  *“Nigun” RM 1*  “Zigeurnerpolka” *RM* 2 (side, together, up, touch)  “Guadalquivir” *SOM* Gr. 3  [Level I folkdances](https://www.youtube.com/user/HighScopeFolkDance/videos): CW/CCW, forward, in/out, scissor step | **3.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). |
| **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 technique, perform examples of extended pentatonic melodies (La,-Sol,-Do-Re-Mi-Sol- La-Do’) using solfege and staff notation  (Low La and Low Sol/ High & Low Do) | Assess students as they identify and label notated melodic patterns using the syllables So,-La,-Do-Re-Mi-So-La-Do’ and sing them with proper solfege syllables and hand signs using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1SAkp9ZDnxRH_iMZr6kURUHYeWKiWM3w-vEmnEV6djTw/edit?usp=sharing). (Select the portion of the rubric appropriate to the desired assessment.) | The Donkey TRC  “Morning Bells” *SOM* Gr. 3  “Let Us Chase the Squirrel” *SOM* Gr 3  “One Potato, Two Potato” *SOM* Gr. 3  “Circle ‘Round the Zero” *SOM* Gr. 3  “Jingle at the Window” (aka Tideo) *SOM* Gr 3 | **3.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. |
| **P2.A**  Apply Feedback  Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances | Evaluate the effectiveness of a performance by using grade-level music vocabulary to discuss strengths and weaknesses. | Observe as students evaluate a performance through writing or oral presentation. Assess student understanding using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1fkA_1ryr29klXFPyAThUEbyp-lvWFnYhb45Z5iyWdc4). | “Shalom Chaveyrim” *SOM* Gr. 3  Deta, Deta *PP2* | **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. |
| **P2.B**  **Rehearse and Refine**  Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. | Echo, read, and perform eight-beat patterns using note values introduced previously (quarter, two eighths, half note, whole note, dotted half note, and rests)  Review melodic direction of phrases; singing, playing and moving to ascending and descending patterns and labeling them as ascending or descending  Perform simple two-part vocal canon with movement | Observe as students perform rhythmic patterns from notation using body percussion or unpitched percussion (either alone or in small groups) and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/12-PBi_17xMob64Sg-jCN89UGJ_bcNZFX7mtlXGI_Dpo/edit?usp=sharing).  “Spotlight Your Success!” *SOM* Gr. 3, p. 38 (“Read and Listen,” activity 2)  Assess student understanding of ascending and descending melodic phrases using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1jghUZ0U6QNH9SHlcvvUMtCJxqs6Wqc-Lk0Gp6SRXPi8/edit?usp=sharing).  Listen as students sing a simple two-part canon and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1hgiCc6pf-mUgmExK1S2YhowWJXQ2p202L3M9rw0ZEzw/edit?usp=sharing). | “O, The Train’s Off the Track” *SOM* Gr. 3  “Four in a Boat” SBMM Gr. 2, p.46; Dance Directions (play-party) p.459.  Deta, Deta *PP2*  “Shalom Chaveyrim” *SOM* Gr. 3  “O, The Train’s Off the Track” *SOM* Gr. 3  [“Going Up the Ladder” (See Appendix)](https://docs.google.com/document/d/1reviEs2NYM5L0y1GIH1hw4vyZGF-vizqkcIdsn0VU8k/edit?usp=sharing)  Little Tommy Tinker *PP2*  "Morning Is Come" *Silver Burdett ELA – sequencing, Making Music* Gr. 3 Movement on listening with a *SBMM* Gr. 3 purpose DVD “Choreography” | **3.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| **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. | Perform two-part vocal canon | Listen as students sing a simple two-part canon and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1hgiCc6pf-mUgmExK1S2YhowWJXQ2p202L3M9rw0ZEzw/edit?usp=sharing). | “Little Tommy Tinker” *SOM* Gr. 3  “Shalom Chaveryim” *SOM* Gr. 3 | **3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events. |
| **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. | Perform bordun accompaniments (chord, broken chord, level, crossover) for appropriate songs  Perform a rhythmic and/or melodic ostinato as part of an accompaniment | Observe students’ ability to play chord, broken chord, and crossover borduns as accompaniment for appropriate songs and assess using a teacher-created or [district-provided rubric](https://docs.google.com/document/d/1m7zuxiGrxItpmklkAEjaVLHh6KNCnAcGTI21UFs5OZY/edit?usp=sharing). | "A Small Job" *SBMM* Gr. 3  ["Old Man Moses" STM Gr. 3 (B Section, See Appendix)](https://docs.google.com/document/d/1OdI2YGuimo0jNI0HH6Cbz6Pn4Puo8rQb1evvLwZS0UM/edit?usp=sharing)  Tideo *AAAP*  Little Tommy Tinker *PP2*  Deta, Deta *PP2* | Describe the difference between different types of bordun.  **3.FL.VA.7b-** Demonstrate understanding of word relationships and nuances in word meanings. **ii.** Identify real-life connections between words and their use. **iii.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. |
| **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.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). |
| **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.FL.VA.7b-** Demonstrate understanding of word relationships and nuances in word meanings.**iii.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. |

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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. | **G3 Q4 CREATE DOMAIN RESOURCE LIST**  *SRA=SRA*  *Share the Music=STM*  *Spotlight On Music=SOM*  *Silver Burdett Making Music=SBMM*  *Tyme for a Rhyme=TFAR*  *Mallet Madness Strikes Again=MMSA*  *Random House Book of Poetry for Children=RHB*  *Making the Most of the Holidays=MMH*  *Strike it Rich=SR*  *Teaching Movement and Dance=TMD*  *Rhythmically Moving=RM*  *As American as Apple Pie-AAP*  *Third Rhyme’s the Charm=TRC*  *Second Rhyme Around=SRA*  *Orff Source=OS*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  <https://kids.usa.gov/art-and-music/index.shtml>  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.nyphilkids.org/main.phtml>  [*www.sfskids.org*](http://www.sfskids.org/) *(San Francisco Symphony)*  <http://teachingwithorff.com/> |

| QUARTER 4 | | | | |
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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 question and answer phrases | Listen to students perform rhythmic question and answer and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1fE-ZQNEnv0QSMx2P_qNu4-A0f5WNbKORa913CRE2w8I/edit?usp=sharing) | “What’s Your Name? / What’s for Lunch?” *World Music and Drumming Lesson 1*  “Hambone” *STM gr. 4, SBMM gr. 1* | **3.RI.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  **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 |
| **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 setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics | Assess students' ability to use feedback to refine a composition using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | I See the Moon *PP2 (Pathway to Timbre)*  "Birds of Fire" *SBMM* Gr. 3  "I'm Special" *RHBPC* | **3.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). |
| **Cr2.A**  **Selecting Musical Ideas**  Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas. | Discuss the context of a poem, explaining personal reasons for selecting musical ideas to accompany it. | Observe as students describe reasons for selecting musical ideas using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1FXHotn_N7Mp-qDit_GJmEsR5Y1d9KDzcwlOmd_dC6-k/edit?usp=sharing) | I See the Moon *PP2 (Pathway to Timbre)*  "Birds of Fire" *SBMM* Gr. 3  "I'm Special" *RHBPC* | **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 and demonstrate a short introduction, interlude and coda to a given melody. | Assess student created intro, interlude or coda using a teacher-created or district-provided rubric for [unpitched percussion composition](https://docs.google.com/document/d/1Tpj9rn4qoyZVR9QGcIrSfXVAdxK1dDx3dzj-gfZ4aEU/edit?usp=sharing) or for [melodic composition](https://docs.google.com/document/d/1qXYZHNDjJDN03BrHK0oPt21QffssKDt3ypazPPOn5k4/edit?usp=sharing) of introduction, interlude and coda. | “Kum Bachur” *SOM* Gr. 3  The Donkey TRC | **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. | Refine a student-created setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics using feedback | Assess students' ability to use feedback to refine a composition using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1W5OQ63Qw3n-zYbzUIFblZs8qSWP1IMMy38crrQInoDA/edit?usp=sharing) | "Birds of Fire" *SBMM* Gr. 3  "I'm Special" *RHBPC*  I See the Moon *PP2 (Pathway to Timbre)* | Comprehension: Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics  meanings.  **3.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). |
| **Cr3.B**  **Demonstrate Musical Ideas**  Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance. | Perform shadow movement that reflects the mood and the slow tempo of the music (groups in triangle and diamond-shaped formations)  Demonstrate a final performance of a student-created rondo. | Assess as students create stylistically appropriate movement using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1ecMJL_rEZ30wcGP70I0E0wnXNtJprkLqdpcd-LE2aR8/edit?usp=sharing) | "The Sally Gardens" *RM* 1  "Zuni Sunrise Call" *SBMM* Gr. 5  Deta, Deta *PP2*  [*Kung Fu Panda The Cello Ascends – The Piano Guys*](https://youtu.be/NCaH-qqTWpk)  ["Margie" (See Appendix)](https://docs.google.com/document/d/1CJK7_VkV6nH7XxQr1JKTHPpgaMK0tG76UnXCTJdeWJ0/edit?usp=sharing)  "Bananas and Cream" *SBMM* Gr. 3  "La Raspa" *SBMM* Gr. 4  DVD Folk Dance  Listening Example: "Country Dance"  *SBMM* Gr. 3  “Los Mariachis” *STM gr.3* | Comprehension: Describe the way musical elements and movement convey the mood of a piece of music  **3.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  **3.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b. Use conventional spelling for high frequency words, including irregular words. |

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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. | **G3 Q4 RESPOND DOMAIN RESOURCE LIST**  *SRA=SRA*  *Share the Music=STM*  *Spotlight On Music=SOM*  *Silver Burdett Making Music=SBMM*  *Tyme for a Rhyme=TFAR*  *Mallet Madness Strikes Again=MMSA*  *Random House Book of Poetry for Children=RHB*  *Making the Most of the Holidays=MMH*  *Strike it Rich=SR*  *Teaching Movement and Dance=TMD*  *Rhythmically Moving=RM*  *As American as Apple Pie-AAP*  *Third Rhyme’s the Charm=TRC*  *Second Rhyme Around=SRA*  *Orff Source=OS*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  <https://kids.usa.gov/art-and-music/index.shtml>  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.nyphilkids.org/main.phtml>  [*www.sfskids.org*](http://www.sfskids.org/) *(San Francisco Symphony)*  <http://teachingwithorff.com/> |

| QUARTER 4 | | | | |
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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). | Identify the time period in which a piece was composed. | Observe student identification of the time period of a song by using cue cards, listening maps, creative movement, or discussion and assess using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1J3Uas_zW39dUz7f34HInc-cgo4MsX0rWRiAQOy9l2As). | March for Love for Three Oranges by S. Prokofiev *SOM Gr.3*  Hornpipe from *Water Music Suite* by G.F. Handel *SOM Gr.3*  Volta from Dances from Terpsichore by M. Praetorius *SOM Gr.3*  Down by the Riverside *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. |
| **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). | Create a listening map using pictures/manipulatives or create movement to represent a piece in rondo form | Assess student-created listening map using a teacher-created or [District-provided rubric](https://docs.google.com/document/d/1bKSAVwatpDJLtUIwiD1rqORorkL938oRmPMHv67UWkc/edit?usp=sharing) | ["Margie" (See Appendix)](https://docs.google.com/document/d/1CJK7_VkV6nH7XxQr1JKTHPpgaMK0tG76UnXCTJdeWJ0/edit?usp=sharing)  "Bananas and Cream" *SBMM* Gr. 3  "La Raspa" *SBMM* Gr. 4  DVD Folk Dance  Listening Example: "Country Dance"  *SBMM* Gr. 3  “Los Mariachis” *STM gr.3* | **3.SL.PKI.5** Add audio or visual elements when appropriate to emphasize or enhance certain facts or details. |
| **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 tempo, dynamics and mood of a selected work | Assess as students identify and describe musical characteristics including [dynamics](https://docs.google.com/document/d/1QM-TEdqLYKlYOYfdXU6Eq_x3NexzbssrjG0r33LvgS0/edit?usp=sharing) and [tempo](https://docs.google.com/document/d/184ovtKGlYWT3cTIr7-VFjul53Ns-WZhTP_tKC_Li5ow/edit?usp=sharing) using a teacher created or district provided rubric. | March for Love for Three Oranges by S. Prokofiev *SOM Gr.3*  Hornpipe from *Water Music Suite* by G.F. Handel *SOM Gr.3*  Volta from Dances from Terpsichore by M. Praetorius *SOM Gr.3*  Down by the Riverside *SOM Gr.3* | Comprehension: Describe the way musical elements convey the mood of a piece of music.  **3.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| **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). | Use shadow movement to demonstrate the mood and dynamics of a piece. | Observe student demonstration of the mood of the piece of music and assess using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/14NlkFSJK8CYgrDUIig8nop_Rue-B3iQppCrQw_3h4x4/edit?usp=sharing) | Deta, Deta *PP2*  [*Kung Fu Panda The Cello Ascends – The Piano Guys*](https://youtu.be/NCaH-qqTWpk)  "The Sally Gardens" *RM* 1  "Zuni Sunrise Call" *SBMM* Gr. 5 | **3.SL.CC.2** Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. |
| **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. | Compare and contrast the dances performed this year | Observe as students compare and contrast dances performed through writing or oral presentation. Assess student understanding using a teacher-created or [district-provided rubric](https://drive.google.com/open?id=1pUvzypAT9UuovA-aD23Shya4eFBxLFrvexjkHTPswo0). | *“Djurdjeva Kolo” RM 2*  *“Nigun” RM 1*  “Zigeurnerpolka” *RM* 2 (side, together, up, touch)  “Guadalquivir” *SOM* Gr. 3  [Level I folkdances](https://www.youtube.com/user/HighScopeFolkDance/videos): CW/CCW, forward, in/out, scissor step | **3.RL.IKI.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.  **3.RI.IKI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. |

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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. | **G3 Q4 CONNECT DOMAIN RESOURCE LIST**  *SRA=SRA*  *Share the Music=STM*  *Spotlight On Music=SOM*  *Silver Burdett Making Music=SBMM*  *Tyme for a Rhyme=TFAR*  *Mallet Madness Strikes Again=MMSA*  *Random House Book of Poetry for Children=RHB*  *Making the Most of the Holidays=MMH*  *Strike it Rich=SR*  *Teaching Movement and Dance=TMD*  *Rhythmically Moving=RM*  *As American as Apple Pie-AAP*  *Third Rhyme’s the Charm=TRC*  *Second Rhyme Around=SRA*  *Orff Source=OS*  [*www.dsokids.com*](http://www.dsokids.com/) *(Dallas Symphony Orchestra)*  <https://kids.usa.gov/art-and-music/index.shtml>  <http://www.nyphilkids.org/> *(New York Philharmonic)*  <http://www.nyphilkids.org/main.phtml>  [*www.sfskids.org*](http://www.sfskids.org/) *(San Francisco Symphony)*  <http://teachingwithorff.com/> |

| QUARTER 4 | | | | |
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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). | Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics (ELA connection) | Assess students' setting of a poem using a teacher-created or [district-provided rubric.](https://docs.google.com/document/d/1QM-TEdqLYKlYOYfdXU6Eq_x3NexzbssrjG0r33LvgS0/edit?usp=sharing) | "Birds of Fire" *SBMM* Gr. 3  "I'm Special" *RHBPC* | Comprehension: Create setting of a poem that expresses its mood and imagery through instrument timbre and appropriate dynamics.  **3.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). |
| **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  Identify elements of music also found in dance or discuss traditional music of a selected culture. | Assess student performances of songs and dances from varied cultures and historical periods using teacher-created or district-provided rubrics:  [Folk Dance Rubric](https://docs.google.com/document/d/1MmCutEB9KepbVySWJ8ntcOgvoJkmFleqHFclMJinb7s/edit?usp=sharing)  [Singing Rubric (World Music)](https://docs.google.com/document/d/1ujp0d8hQOXmfUlicUyYeVYnB3Ry5LQCz1lEuYQZwsNc/edit?usp=sharing)  [Unpitched Percussion Rubric (World Music)](https://docs.google.com/document/d/13gasuT1CFEy3vADY1ahZw3oxMjCFI7PQveXOImipYGQ/edit?usp=sharing)  Identify (classify) and discuss music from different genres 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). | Mexican-"La Raspa" *SOM* Gr. 3 and *SBMM* Gr. 4 DVD Folk Dance African “Nampaya omame” *SOM gr. 1* Dutch “Sarasponda” *SOM Gr. 4* | **3.RL.IKI.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.  **3.RI.IKI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. |