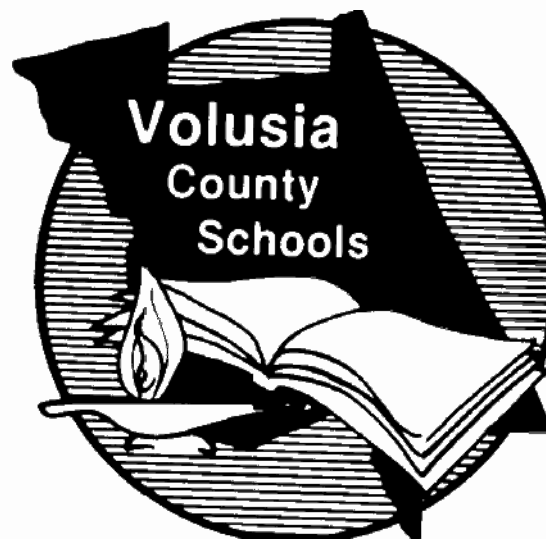


2017-2018
Elementary Music

CURRICULUM MAPS



Course Number 5013090
3rd Grade (Intermediate Music 1)

Vision Statement of Volusia County Schools
Through the individual commitment of all, our students will graduate
with the knowledge, skills, and values necessary to be successful contributors
to our democratic society.

The School District of Volusia County

The School Board of Volusia County

Mrs. Melody Johnson, Chairman
Mrs. Linda Cuthbert, Vice Chairman
Mrs. Ida Wright
Dr. John Hill
Mr. Carl Persis

Superintendent of Schools

Mr. James T. Russell

Area Superintendents

Mr. Gary Marks
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Mrs. Rose Roland

Deputy Superintendent, Instructional Services

Ms. Teresa Marcks

Director K-12 Curriculum

Ms. Rachael Hazel

Performing Arts Specialist

Dr. Monty R. Musgrave

Interpreting the Curriculum Maps

Measurement Topic: The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes

Pacing: The recommended time period within the year for instruction related to the essential questions to occur

Essential Questions: The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

Concepts/Content: A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

Learning Targets/Skills: The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

Benchmarks: The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page)

Key Terminology: The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

Activities and Resources: A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

Assessment: A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSSS: C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas, and the concepts associated with them, are taught simultaneously in every lesson (hence the “Spiral Curriculum”). The purpose of delineation into separate sections is for assessment purposes. Teachers are encouraged to use most or all the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials provided the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

NEXT GENERATION SUNSHINE STATE STANDARDS USERS' GUIDE

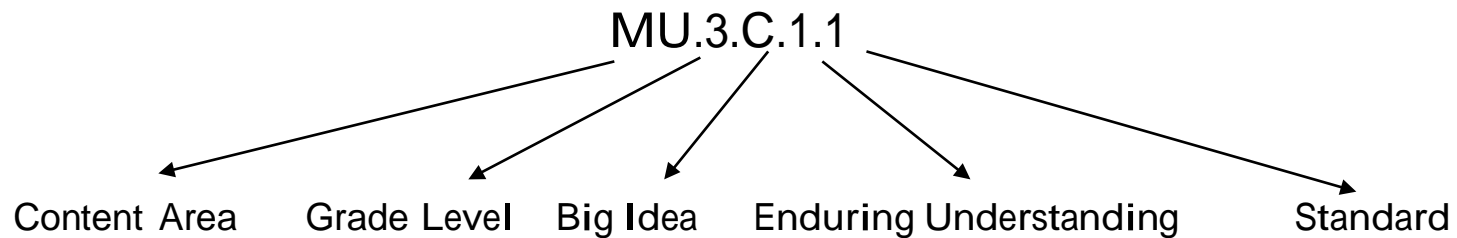
FOR ALL USERS:

A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

Benchmark Code:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:



Big Ideas

C – Critical Thinking and Reflection

S – Skills, Techniques, and Processes

O – Organizational Structure





H – Historical and Global Connections

F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT TOPIC:	Exploring Rhythm	PACING:	Nine Weeks (Map A)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Demonstrate ability to maintain steady beat? • Sing and play songs with rhythmic accuracy? • Recognize various rhythmic combinations, patterns, and meters, both aurally and visually? • Read and write rhythms and rests in various meters? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Beat Duration Meter Pattern	<p>Singing</p> <ul style="list-style-type: none"> • Sing songs with various rhythm patterns, including syncopation • Sing songs in various meters (¾, 2/4, 4/4) <p>Playing</p> <ul style="list-style-type: none"> • Perform rhythmic patterns to accompany a speech piece • Read and play rhythmic ostinatos that contain  • Play songs in various meters (¾, 2/4, 4/4) <p>Moving</p> <ul style="list-style-type: none"> • Move to show meter in 2, 3, and 4 • Use rhythmic movement while singing • Conduct to various meters <p>Listening</p> <ul style="list-style-type: none"> • Listen and respond to steady beat • Listen and identify various meters • Listen to rhythmic patterns and match to written rhythms <p>Reading</p> <ul style="list-style-type: none"> • Read rhythm patterns that include  • Read songs with varying rhythmic patterns, including syncopation <p>Writing</p> <ul style="list-style-type: none"> • Create rhythm patterns with rests and syncopations • Create a rhythmic composition using sixteenth notes <p>Creating</p> <ul style="list-style-type: none"> • Improvise rhythms over ostinato • Rearrange rhythmic patterns to create new phrases • Create a rhythmic accompaniment for a speech piece <p>Analyzing</p> <ul style="list-style-type: none"> • Analyze a piece of music to find specific rhythm patterns • Compare the use of rhythmic patterns to patterns in math or art 	MU.3.C.1.1 *MU.3.S.1.1 *#MU.3.S.3.4 *#MU.3.S.3.5 *#MU.3.O.1.1 *MU.3.O.2.1 *#MU.3.H.3.1 *assess #responding items	Beat / rhythm Upbeat Tie   Meter in 2 (2/4) Meter in 3 (3/4) Meter in 4 (4/4) Conducting Repeated patterns Rhythmic combinations, including the above rhythms Ostinato Syncopation

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT	Exploring Rhythm	Nine Weeks (Map A)
TOPIC:		
Suggested Modules and Lessons		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Module 1 - Rhythm</p> <p>1 Welcome to Music! Familiarize students with the music classroom, and prepare them for the year ahead.</p> <p>2 Meter Sign Discover meter sign through singing, playing, and creating.</p> <p>3 Ostinatos Create and improvise on various ostinatos within a song.</p> <p style="text-align: center;">Assessment: Lesson 3 (8)</p> <p>Module 5 - Notes and Rests</p> <p>13 Sixteenth Notes Introduce beamed sixteenth notes.</p> <p>14 Whole Notes and Whole Rests Introduce whole notes and whole rests and review previously learned note values</p> <p>15 Writing Notes and Rests Listen and write rhythms consisting of various note and rest values.</p> <p style="text-align: center;">Assessment: Lesson 15 (9)</p> </div> <div style="width: 50%; padding-left: 20px;"> <p><u>Benchmark Descriptions</u></p> <p>MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works. MU.3.S.1.1 Improvise rhythms or melodies over ostinati. #MU.3.S.3.4 Match simple aural rhythm patterns in duple and triple meter with written patterns. #MU.3.S.3.5 Notate simple rhythmic and melodic patterns using traditional notation. #MU.3.O.1.1 Identify, using correct music vocabulary, the elements in a musical work. MU.3.O.2.1 Rearrange melodic or rhythmic patterns to generate new phrases. #MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher- selected contexts.</p> <p><u>NOTES</u></p> </div> </div>		

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT TOPIC:	Exploring Tone Color	PACING:	Nine Weeks (Map B)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Aurally recognize various vocal and instrumental sounds and families? • Aurally and visually recognize various musical ensembles? • Aurally and visually identify instruments from various cultures? • Demonstrate appropriate vocal/ instrumental techniques? • Recognize various composers /performers? • Recognize various musical styles? • Recognize various musical textures? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Timbre Vocal Instrumental Electronic Texture	Singing <ul style="list-style-type: none"> • Sing using appropriate tone quality, intonation, and diction Playing <ul style="list-style-type: none"> • Play various ostinato accompaniments on various instruments • Play instruments using appropriate techniques Moving <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> • Identify different vocal timbres • Identify solo voices with or without accompaniment • Identify pizzicato (plucked) and arco (bowed) • Identify percussion instruments by sight and sound • Identify and compare various cultural instruments Reading <ul style="list-style-type: none"> • Read and discover info about a selected composer and his/her work Writing <ul style="list-style-type: none"> • Creating <ul style="list-style-type: none"> • Create sound scapes using percussion to accompany a story • Create stylistically appropriate accompaniments on percussion instruments Analyzing <ul style="list-style-type: none"> • Compare and contrast timbres of various musical ensembles • Compare and contrast various musical styles • Classify instruments into families of the orchestra or band • Discuss how music was influenced by events and people in American history 	MU.3.C.1.1 *#MU.3.C.1.3 *#MU.3.O.1.1 *#MU.3.H.1.1 MU.3.H.1.2 *#MU.3.H.1.3 MU.3.H.2.1 *assess #responding item	Male, female, child voices Duet, trio, quartet, chorus Conductor Tone Quality Instrumental Ensembles Instrumental families: String, woodwind, brass, percussion, keyboard Cultural instruments Irish, Japanese instruments Composers Synthesized sounds One sound/more than one sound Thick/thin Accompanied/unaccompanied Ostinato Bordun Partner Songs Echo Songs

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT TOPIC: **Exploring Tone Color** Nine Weeks (Map B)

Suggested Modules and Lessons

<div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Module 2 - Singing</div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>4 Identifying Different Voices</p> <p>Introduce the four different singing voices: Soprano, Alto, Tenor and Bass while exploring the music and culture of South Africa</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>5 Musical Alphabet</p> <p>Discover the musical alphabet, and sing a cumulative song.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>6 Rounds and Cannons</p> <p>Explore futuristic sounds while singing a canon and round.</p> </div> <div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Assessment: Lesson 6 (10)</div>	<div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Module 4 - The Classical Period</div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>10 The Classical Period</p> <p>Explore the music and composers of the Classical period through singing, moving, and playing instruments.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>11 Classical Period Music</p> <p>Discover and explore the pianoforte and string quartet in the Classical Period.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>12 Classical Composers & Orchestra</p> <p>Identify important Classical composers, and learn about the Classical orchestra.</p> </div> <div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Assessment: Lesson 12 (8)</div>
<div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Module 7 - Instruments</div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>19 Recorder 1/Woodwinds</p> <p>Introduce the woodwind family, and specific skills needed to play the recorder.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>20 Recorder 2/Woodwinds</p> <p>Introduce playing B and A on the recorder.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>21 Recorder 3/Woodwinds</p> <p>Reinforce students' ability on the recorder by reviewing notes B and A.</p> </div> <div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Assessment: Lesson 21 (8)</div>	<div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Module 8 - Styles</div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>22 Recorder 4/Blues</p> <p>Introduce Blues music and playing G on the recorder.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>23 Recorder 5/Blues</p> <p>Prepare students to play a Blues style song on recorder using B, A, and G.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>24 Recorder 6/Blues</p> <p>Reinforce students' ability to read notes B, A, G on the treble clef staff and play them on the recorder.</p> </div> <div style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Assessment: Lesson 24 (8)</div>

Benchmark Descriptions

MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works. #MU.3.C.1.3 Identify families of orchestral and band instruments.

#MU.3.O.1.1 Identify, using correct music vocabulary, the elements in a musical #MU.3.H.1.1 Compare indigenous instruments of specified cultures.

MU.3.H.1.2 Identify significant information about specified composers and one or more of their musical works.

#MU.3.H.1.3 Identify timbre(s) in music from a variety of cultures.

MU.3.H.2.1 Discuss how music in America was influenced by people and events in its history.

NOTES

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT TOPIC:	Exploring Melody, Harmony, and Form	PACING:	Nine Weeks (Map C)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> • Recognize the difference between high and low sounds visually, aurally and/or through movement? • Recognize same/different pitch patterns visually, aurally and/or through movement? • Demonstrate knowledge of the musical staff (lines and spaces) in treble clef? • Recognize differences / similarities in musical forms aurally and/or through movement? • Demonstrate attempts to sing on pitch with appropriate tone quality? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Pitch and Direction Tonality Pattern Harmony Form	Singing <ul style="list-style-type: none"> • Sing songs with rounds, canons, or ostinato that create harmony • Perform songs with various forms • Sing pentatonic songs with pitch syllables Playing <ul style="list-style-type: none"> • Perform on mallet instruments phrases that move up, down, and repeat • Play melodies over ostinati • Perform songs in class or stage in various forms • Play songs using letter names (B,A,G) Moving <ul style="list-style-type: none"> • Move to show various forms • Move to show melodic contour Listening <ul style="list-style-type: none"> • Listen and identify phrases and forms Reading <ul style="list-style-type: none"> • Read (sing) songs based on the pentatonic scale • Read and sing with pitch syllables an octave leap from do to do • Sing and play songs using notation (letter names) Writing <ul style="list-style-type: none"> • Compose short melodies in do pentatonic Creating <ul style="list-style-type: none"> • Improvise melodies on pentatonic scale over an ostinati • Create performances with multiple layers of sound • Create an alternate ending to a familiar song • Rearrange melodic patterns to create new phrases Analyzing <ul style="list-style-type: none"> • Compare and contrast accompaniment harmonies created through melodic ostinatos and chordal accompaniments (borduns) • Describe how to listen for melodic, harmonic or form elements in music • Compare unison and 2 part singing • Compare use of pattern, line, or form in music with other subject areas 	MU.3.C.1.1 *#MU.3.C.1.4 *MU.3.S.1.1 MU.3.S.1.2 *#MU.3.S.2.1 *MU.3.S.3.1 *MU.3.S.3.2 *MU.3.S.3.3 *#MU.3.S.3.5 *#MU.3.O.1.1 *#MU.3.O.1.2 *MU.3.O.2.1 *#MU.3.H.3.1 *assess #responding item	Melody Step / Skip / Leap / repeated Lines and Spaces The Staff Pitch letter names Do pentatonic Treble Clef Composer Melodic Ostinato Pentatonic patterns Unison Harmony Partner Song Echo song 1 st and 2 nd endings AB, ABA, Rondo Introduction, Coda D.S. Al Fine

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT
TOPIC:

Exploring Melody, Harmony, and Form

Nine Weeks
(Map C)

Suggested Modules and Lessons

Module 2 - Singing

4 Identifying Different Voices

Introduce the four different singing voices: Soprano, Alto, Tenor and Bass while exploring the music and culture of South Africa

5 Musical Alphabet

Discover the musical alphabet, and sing a cumulative song.

6 Rounds and Cannons

Explore futuristic sounds while singing a canon and round.

Assessment: Lesson 6 (7)

Module 3 - Melody

7 Lines and Spaces

Discover the lines and spaces of the treble clef staff.

8 Melodic Movement

Expand knowledge of melodic movement.

9 Pentatonic Scales

Play and improvise on a pentatonic scale.

Assessment: Lesson 9 (8)

Module 10 - Chords and Harmony

28 Recorder 10/Chords & Harmony

Introduce the concepts of chords, harmony, major keys, and minor keys.

29 Recorder 11/Chords & Harmony

Experience chords in music and learn to play C on the recorder.

30 Recorder 12/Chords & Harmony

Perform songs on recorder using B, A, G, and C.

Assessment: Lesson 30 (6)

Module 11 - Form

31 Form and Introduction

Engage in the review of form and the introduction of the new concept of "introduction" in music.

32 Refrain

Introduce and identify refrain in a piece of music

33 Combining Form Elements

Understand how the elements of form combine together in a song or piece of music.

Assessment: Lesson 33 (6)

Benchmark Descriptions

- MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.
- #MU.3.C.1.4 Discriminate between unison and two-part singing.
- MU.3.S.1.1 Improvise rhythms or melodies over ostinati.
- MU.3.S.1.2 Create an alternate ending to a familiar song.
- #MU.3.S.2.1 Identify patterns in songs to aid the development of sequencing and memorization skills.
- MU.3.S.3.1 Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
- MU.3.S.3.2 Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
- MU.3.S.3.3 Sing simple la-sol-mi-re-do patterns at sight.
- #MU.3.S.3.5 Notate simple rhythmic and melodic patterns using traditional notation.
- #MU.3.O.1.1 Identify, using correct music vocabulary, the elements in a musical work.
- #MU.3.O.1.2 Identify and describe the musical form of a familiar song.
- MU.3.O.2.1 Rearrange melodic or rhythmic patterns to generate new phrases.
- #MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

NOTES

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT TOPIC:	Exploring Expressive Qualities	PACING:	Nine Weeks (Map D)
ESSENTIAL QUESTIONS: Does the student...	<ul style="list-style-type: none"> Recognize and demonstrate differing dynamics, tempos, and articulations? Recognize and demonstrate concepts of mood aurally or through purposeful movement? Recognize and demonstrate expressivity through musical performance? Recognize and demonstrate appropriate performance behaviors (as participants and audience)? Demonstrate how to evaluate music and music performance? 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Dynamics Tempo Articulation Mood	Singing <ul style="list-style-type: none"> Sing songs that reflect appropriate dynamics, tempo, articulation, mood Sing songs with tempo changes Playing <ul style="list-style-type: none"> Play a rhythmic ostinato with tempo or dynamic changes. Moving <ul style="list-style-type: none"> Perform steady beat movements that reflects the dynamics of a song Move to reflect staccato and legato, or tempo changes and compare movement choices with others. Listening <ul style="list-style-type: none"> Listen and identify different dynamics, tempos, articulations, or moods Listen to recognize crescendo and decrescendo Reading <ul style="list-style-type: none"> Identify various tempo, dynamic, and articulation markings Writing <ul style="list-style-type: none"> Add dynamic, tempo, or articulation markings to a poem or composition Creating <ul style="list-style-type: none"> Create a movement piece with a group that reflects dynamics, tempo, and articulation Create a musical interpretation of a story or poem using voices, instruments, movement and/or found sounds. Analyzing <ul style="list-style-type: none"> Listen to and describe expressive devices in various songs Listen/observe and apply teacher created criteria to a musical performance. Listen /observe and develop criteria for musical evaluations Describe how expressive elements affect the mood of a given piece. 	MU.3.C.1.1 *MU.3.C.1.2 *MU.3.C.2.1 *MU.3.C.3.1 *#MU.3.O.1.1 *#MU.3.O.3.1 *MU.3.F.1.1 *MU.3.F.3.1 *#MU.3.F.2.1 *#MU.3.F.2.2 *assess #responding item	Dynamic Markings: P, f, mp, mf, pp, ff Subito, mezzo Dynamic contrast Tempo markings: Allegro, Moderato, Adagio Fermata Accelerando, ritardando Legato, staccato Accents Variety of moods

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

MEASUREMENT TOPIC: Exploring Expressive Qualities	Nine Weeks (Map D)
<p>Suggested Modules and Lessons</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Module 6 - Dynamics</p> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>16 Mezzo Forte, Mezzo Piano, & Sforzando</p> <p>Introduce mezzo forte, mezzo piano, and sforzando.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>17 Crescendo & Decrescendo Review</p> <p>Review Crescendo and Decrescendo through singing and playing.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>18 Identifying Dynamics</p> <p>Aurally recognize dynamic changes in music.</p> </div> <p style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Assessment: Lesson 18 (8)</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Module 9 - Tempo</p> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>25 Recorder 7/Tempo</p> <p>Review B, A, and G on recorder while discovering new tempo vocabulary.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>26 Recorder 8/Tempo</p> <p>Perform on recorders as they experience the effect of tempo changes in music.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>27 Recorder 9/Tempo3</p> <p>Internalize steady tempo by listening and performing music requiring this ability.</p> </div> <p style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Assessment: Lesson 27 (7)</p> </div> </div> <div style="margin-top: 20px; border: 1px solid black; padding: 5px; width: 100%;"> <p style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Module 12 - Year-End Review</p> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>34 Keyword and Activity Review</p> <p>Review keywords and favorite songs learned during the school year through singing, playing, and moving.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>35 Year-End Assessment and Favorite Songs Review</p> <p>Assess students' knowledge of keywords and concepts learned during the school year.</p> </div> <div style="background-color: #e1f5fe; padding: 5px; margin-bottom: 5px;"> <p>36 Family Day</p> <p>Showcase students' musical progress made during the course of the school year.</p> </div> <p style="background-color: #4CAF50; color: white; text-align: center; padding: 2px;">Assessment: Lesson 35 (3)</p> </div>	<p><u>Benchmark Descriptions</u></p> <p>MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.</p> <p>MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.</p> <p>MU.3.C.2.1 Evaluate performances of familiar music using teacher-established criteria.</p> <p>MU.3.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work.</p> <p>#MU.3.O.1.1 Identify, using correct music vocabulary, the elements in a musical work.</p> <p>#MU.3.O.3.1 Describe how tempo and dynamics can change the mood or emotion of a piece of music.</p> <p>MU.3.F.1.1 Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.</p> <p>#MU.3.F.2.1 Identify musicians in the school, community, and media.</p> <p>#MU.3.F.2.2 Describe opportunities for personal music-making.</p> <p>MU.3.F.3.1 Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.</p> <p><u>NOTES</u></p>



ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade



First Nine Weeks

Module 1 - Rhythm

- 1 Welcome to Music!**
Familiarize students with the music classroom, and prepare them for the year ahead.
- 2 Meter Sign**
Discover meter sign through singing, playing, and creating.
- 3 Ostinatos**
Create and improvise on various ostinatos within a song.

Module 2 - Singing

- 4 Identifying Different Voices**
Introduce the four different singing voices: Soprano, Alto, Tenor and Bass while exploring the music and culture of South Africa
- 5 Musical Alphabet**
Discover the musical alphabet, and sing a cumulative song.
- 6 Rounds and Cannons**
Explore futuristic sounds while singing a canon and round.

Module 3 - Melody

- 7 Lines and Spaces**
Discover the lines and spaces of the treble clef staff.
- 8 Melodic Movement**
Expand knowledge of melodic movement.
- 9 Pentatonic Scales**
Play and improvise on a pentatonic scale.

Second Nine Weeks

Module 4 - The Classical Period

- 10 The Classical Period**
Explore the music and composers of the Classical period through singing, moving, and playing instruments.
- 11 Classical Period Music**
Discover and explore the pianoforte and string quartet in the Classical Period.
- 12 Classical Composers & Orchestra**
Identify important Classical composers, and learn about the Classical orchestra.

Module 5 - Notes and Rests

- 13 Sixteenth Notes**
Introduce beamed sixteenth notes.
- 14 Whole Notes and Whole Rests**
Introduce whole notes and whole rests and review previously learned note values
- 15 Writing Notes and Rests**
Listen and write rhythms consisting of various note and rest values.

Module 6 - Dynamics

- 16 Mezzo Forte, Mezzo Piano, & Sforzando**
Introduce mezzo forte, mezzo piano, and sforzando.
- 17 Crescendo & Decrescendo Review**
Review Crescendo and Decrescendo through singing and playing.
- 18 Identifying Dynamics**
Aurally recognize dynamic changes in music.

Third Nine Weeks

Module 7 - Instruments

- 19 Recorder 1/Woodwinds**
Introduce the woodwind family, and specific skills needed to play the recorder.
- 20 Recorder 2/Woodwinds**
Introduce playing B and A on the recorder.
- 21 Recorder 3/Woodwinds**
Reinforce students' ability on the recorder by reviewing notes B and A.

Module 8 - Styles

- 22 Recorder 4/Blues**
Introduce Blues music and playing G on the recorder.
- 23 Recorder 5/Blues**
Prepare students to play a Blues style song on recorder using B, A, and G.
- 24 Recorder 6/Blues**
Reinforce students' ability to read notes B, A, G on the treble clef staff and play them on the recorder.

Module 9 - Tempo

- 25 Recorder 7/Tempo**
Review B, A, and G on recorder while discovering new tempo vocabulary.
- 26 Recorder 8/Tempo**
Perform on recorders as they experience the effect of tempo changes in music.
- 27 Recorder 9/Tempo3**
Internalize steady tempo by listening and performing music requiring this ability.

Fourth Nine Weeks

Module 10 - Chords and Harmony

- 28 Recorder 10/Chords & Harmony**
Introduce the concepts of chords, harmony, major keys, and minor keys.
- 29 Recorder 11/Chords & Harmony**
Experience chords in music and learn to play C on the recorder.
- 30 Recorder 12/Chords & Harmony**
Perform songs on recorder using B, A, G, and C.

Module 11 - Form

- 31 Form and Introduction**
Engage in the review of form and the introduction of the new concept of "Introduction" in music.
- 32 Refrain**
Introduce and identify refrain in a piece of music
- 33 Combining Form Elements**
Understand how the elements of form combine together in a song or piece of music.

Module 12 - Year-End Review

- 34 Keyword and Activity Review**
Review keywords and favorite songs learned during the school year through singing, playing, and moving.
- 35 Year-End Assessment and Favorite Songs Review**
Assess students' knowledge of keywords and concepts learned during the school year.
- 36 Family Day**
Showcase students' musical progress made during the course of the school year.

ELEMENTARY MUSIC CURRICULUM MAP

3rd Grade

FLORIDA STANDARD BENCHMARKS

LAFS.3.RI.1	Key Ideas and Details
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
DA.3.H.1.1	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
LAFS.3.SL.1	Comprehension and Collaboration
LAFS.3.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.K12.MP.6	Attend to precision. MAFS.K12.MP.7
	Look for and make use of structure.
PE.3.M.1.10	Perform one dance accurately.
PE.3.C.2.2	Understand the importance of safety rules and procedures in all physical activities.

Links to Educational Websites

American Orff-Schulwerk Association

<http://aosa.org/>

Central Florida Orff

<http://www.centralfloridaorff.org/>

Classics for Kids

<http://www.classicsforkids.com/>

Dalcroze Society of America

<http://www.dalcrozeusa.org/>

Dallas Symphony for Kids

<http://www.dsokids.com/>

Florida Elementary Music Education Association

<http://femea.flmusiced.org/>

Music is Elementary

<http://www.musiciselementary.com/store/>

Music K-8

<http://musick8.com/>

Music Theory

<http://www.musictheory.net/lessons>

National Association for Music Education

PBS Kids Games

<http://pbskids.org/games/music/>

Teaching with Orff

<http://teachingwithorff.com/>

Watch-Know-Learn

<http://www.watchknowlearn.org/Category.aspx?CategoryID=7872>

West Music

<http://www.westmusic.com/>

Suggested Resources

CPALMS Access Points (for students with cognitive disabilities)

<http://www.cpalms.org/Public/search/AccessPoint#0>

Gameplan - Jeff Kriske and Randy DeLelles

Mallet Madness - Artie Almeida

Music Play – Denise Gagne

Silver Burdett - Making Music

Music for Children – Carl Orff

In the Modes – Chris Judah-Lauder

Canya Conga - Chris Judah-Lauder

Hand Drums on the Move - Chris Judah-Lauder

Hot Jams for Recorder – Jim Solomon

Monkey Business – Jim Solomon

Recorder Karate - Teresa and Paul Jennings

Music Moves Me – Wesley Ball

ASSESSMENT RUBRIC

4 Points (ADVANCED)	A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.
3 Points (PROFICIENT)	A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.
2 Points (BASIC)	A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.
1 Point (EMERGING)	A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.

Course Number: 5013090	
Course Path: TBA	
Course Title: Intermediate Music 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INTERMED MUSIC 1	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
<p>Course Description: Third-grade* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century.</p>	
<p>General Notes: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p>	
<p>* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p>	
<p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year. 	
<p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>	
<p>CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.</p>	
<p>Cognition and reflection are required to appreciate, interpret, and create with artistic intent. MU.3.C.1.1</p>	
	Describe listening skills and how they support appreciation of musical works.
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
MU.3.C.1.3	Identify families of orchestral and band instruments.
MU.3.C.1.4	Discriminate between unison and two-part singing.
<p>Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision- making skills, is central to artistic growth.</p>	
MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.3.S.1.1	Improvise rhythms or melodies over ostinati.
MU.3.S.1.2	Create an alternate ending to a familiar song.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.
MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.
MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.3.O.1.1	Identify, using correct music vocabulary, the musical elements in a piece of music.
MU.3.O.1.2	Identify and describe the musical form of a familiar song.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.3.H.1.1	Compare indigenous instruments of specified cultures.

MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.
MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.3.H.3.1	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.3.F.2.1	Identify musicians in the school, community, and media.
MU.3.F.2.2	Describe opportunities for personal music-making.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.