

## 2022-2023-Third Grade-Music-Semester 1

### Big Ideas:

Students will perform music from a variety of cultures by following a conductor.

Students will create and perform up to 4 measures of original, structured musical thought.

Students will evaluate music with attention to the purpose and context of its musical elements.

Students will demonstrate how music plays in family life.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>3.GM.P1.A</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p><b>3.GM.P1.B</b> Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.</p> <p><b>3.GM.P1.C</b> Describe how context (such as personal and social) can inform a performance.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can perform music from around the world for a specific purpose (e.g. holidays, etc.)</p> <p>I can demonstrate musical concepts through movement, pictures and/or performance.</p> <p>I can describe how a performance is influenced by its setting and by its participants.</p> <p>I can read and perform rhythmic patterns using notation.</p>

Standards	Student Friendly "I Can" Statements
<p><b>3.GM.P1.D</b> 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.</p> <p><b>3.GM.P2.A</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.</p> <p><b>3.GM.P2.B</b> Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p><b>3.GM.P3.A</b> Sing, alone and with others, with expression and skill.</p> <p><b>3.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p><b>3.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>	<p>I can read and perform melodic phrases using treble clef notation.</p> <p>I can use my teacher's feedback to improve my performance.</p> <p>I can evaluate a performance using a rubric or checklist.</p> <p>I can rehearse to improve the accuracy of my performance</p> <p>I can identify challenges in the music.</p> <p>I can sing with head voice and chest voice at the correct times.</p> <p>I can sing with accurate rhythm, pitch, dynamics, and tempo.</p> <p>I can perform in a way that connects with my audience and setting.</p> <p>I can perform with appropriate posture.</p> <p>I can evaluate my performance etiquette.</p> <p>I can demonstrate appropriate audience behavior.</p> <p>I can evaluate other students' behavior during a performance.</p>
<p style="text-align: center;"><b>CREATE</b></p> <p><b>3.GM.Cr1.A</b> 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).</p> <p><b>3.GM.Cr1.B</b> 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.</p>	<p style="text-align: center;"><b>CREATE</b></p> <p>I can improvise a response to musical ideas. <i>(for example: question/answer, simple accompaniment, ostinato)</i></p>

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<p><b>3.GM.Cr2.A</b> Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p> <p><b>3.GM.Cr2.B</b> Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.).</p> <p><b>3.GM.Cr3.A</b> Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>3.GM.R1.A</b> 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).</p> <p><b>3.GM.R1.C</b> 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).</p> <p><b>3.GM.R2.A</b> 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</p>	<p>I can brainstorm musical ideas based on a set of guidelines. <i>(for example: 2-4 measures, pentatonic melody, rhythm patterns with limited note values)</i></p> <p>I can show and discuss why I chose the specific ideas that make up my musical creation.</p> <p>I can sequence and document my musical ideas through notation and/or recording. <i>(for example: introduction, coda, interlude, treble clef absolute pitches, dotted half notes, whole notes, half rests)</i></p> <p>I can use feedback and specific music vocabulary to revise my music. <i>(for example: introduction, sequence, interlude, coda, ascending/descending, treble clef pitch names)</i></p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can show and explain the connection between a selection of music and the interests, experiences, and/or purposes of the person who selected it.</p> <p>I can use music vocabulary to describe a listening example.</p> <p>I can describe music from around the world and different time periods using music vocabulary.</p> <p>I can describe how tempo and dynamics help us understand music.</p>

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<p>of how dynamics and tempo affect the mood of a piece through drawing, writing, or discussing).</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>3.GM.Cn1.A</b> 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).</p>	<p>I can demonstrate through performing how dynamics and tempo affect music. <i>(for example: playing a song fast versus slow)</i></p> <p>I can describe the mood of a piece of music.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can show how music is important to one's family.</p> <p>I can show how music is used in daily life.</p>

## 2022-2023-Third Grade-Music-Semester 2

### Big Ideas:

Students will perform multi-part music from a variety of cultures by reading notation in treble clef.

Students will revise their personal compositions based on feedback with music vocabulary.

Students will describe the stylistic characteristics of given music examples using music vocabulary.

Students will discover relationships between visual art and music.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>3.GM.P1.A</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p><b>3.GM.P1.B</b> Demonstrate understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.</p> <p><b>3.GM.P1.C</b> Describe how context (such as personal and social) can inform a performance.</p> <p><b>3.GM.P1.D</b> 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.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can perform music from around the world.</p> <p>I can explain why people choose different pieces of music to perform.</p> <p>I can demonstrate musical concepts through movement, pictures and/or performance.</p> <p>I can describe how a performance is influenced by its setting.</p> <p>I can read and perform music on a treble clef staff.</p> <p>I can identify the parts of the treble clef staff.</p>

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<p><b>3.GM.P2.A</b> Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.</p> <p><b>3.GM.P2.B</b> Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p><b>3.GM.P3.A</b> Sing, alone and with others, with expression and skill. <i>(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.)</i></p> <p><b>3.GM.P3.B</b> Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression and skill <i>(e.g. Performing standard notation, ascending/descending, a pitched accompaniment, a bordun, extended rhythm patterns, appropriate technique, with a conductor.)</i></p> <p><b>3.GM.P3.C</b> Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p><b>3.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>3.GM.Cr1.A</b> Use pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases, simple accompaniment/ostinato).</p>	<p>I can evaluate the accuracy of rehearsals and performances.</p> <p>I can collaboratively create criteria to evaluate a performance.</p> <p>I can improve my technical performance and expression through rehearsal.</p> <p>I can identify challenges in the music.</p> <p>I can sing alone and with others using accurate rhythm pitch, dynamics, tempo, and tone.</p> <p>I can sing with appropriate diction.</p> <p>I can expressively perform songs and patterns on instruments (or body percussion) by myself and with others while following a conductor.</p> <p>I can play various instruments with correct technique.</p> <p>I can perform in a way that connects with my audience and setting.</p> <p>I can perform with appropriate posture.</p> <p>I can evaluate my performance etiquette.</p> <p>I can demonstrate appropriate audience behavior.</p> <p>I can evaluate other students’ behavior during a performance.</p> <p style="text-align: center;"><b>CREATE</b></p>

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<p><b>3.GM.Cr1.B</b> 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.</p> <p><b>3.GM.Cr2.A</b> Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas.</p> <p><b>3.GM.Cr2.B</b> Use iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, introduction, coda, interlude, etc.).</p> <p><b>3.GM.Cr3.A</b> Interpret and apply feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.</p> <p><b>3.GM.Cr3.B</b> Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>3.GM.R1.A</b> 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).</p> <p><b>3.GM.R1.B</b> Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts</p>	<p>I can improvise a response to musical ideas. <i>(for example: question/answer, simple accompaniment, ostinato)</i></p> <p>I can brainstorm musical ideas based on a set of guidelines. <i>(for example: 2-4 measures, pentatonic melody, rhythm patterns with limited note values)</i></p> <p>I can show and discuss why I chose the specific ideas that make up my musical creation.</p> <p>I can sequence and document my musical ideas through notation and/or recording. <i>(for example: introduction, coda, interlude, treble clef pitches, dotted half notes, whole notes, half rests)</i></p> <p>I can use feedback and specific music vocabulary to revise my music. <i>(for example: introduction, sequence, interlude, coda, ascending/descending, treble clef absolute pitch names)</i></p> <p>I can perform a final draft of my music.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can show and explain the connection between a selection of music and the interests, experiences, and purposes of the person who selected it.</p>

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<p>are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).</p> <p><b>3.GM.R1.C</b> 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).</p> <p><b>3.GM.R2.A</b> 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).</p> <p><b>3.GM.R3.A</b> Evaluate musical works and performances, applying established criteria; discuss a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>3.GM.Cn2.A</b> 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).</p>	<p>I can show and explain how a given music concept serves a specific purpose in the music.</p> <p>I can describe a variety of music styles and genres with my teacher’s guidance.</p> <p>I can describe how tempo and dynamics help us understand music.</p> <p>I can demonstrate through performing how dynamics and tempo affect music. <i>(for example: playing a song fast versus slow)</i></p> <p>I can describe the mood of a piece of music.</p> <p>I can evaluate written music using music vocabulary with guidance from my teacher.</p> <p>I can evaluate music performances using music vocabulary with guidance from my teacher.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can show how music connects to other arts, other subjects, other settings, and/or daily life.</p>