

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
MUSIC-THIRD GRADE

Focus Standard 1: Students will sing, alone and with others a varied repertoire of music.

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
	<p>1a Sing independently on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo</p> <p>1b Sing expressively, with appropriate dynamics, phrasing and interpretation</p> <p>1c Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</p> <p>1d Sing ostinatos, partner songs and rounds</p> <p>1e Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p>Solo sing short phrases of songs, and whole verses of songs, maintaining pitch and rhythm with appropriate timbre, diction and posture. Lead the class as soloist in solo/response songs. Sing accurately in a group or as a solo. 1a</p> <p>Sing new and favorite songs from previous years as a group in class, with their grade level, and with the entire student body. 1b, c</p> <p>Sing partner songs, rounds and simple descants or ostinatos 1d</p> <p>Demonstrate their ability to follow conductor gestures for entrances, tempo, dynamics, phrasing and interpretation and cut-offs for rests and endings 1e</p>	<p>Teacher Observation</p> <p>Written assessments of student participation in music activities.</p> <p>Progress reports</p>	<p>Amidon Collections</p> <p>Do-Re-Mi-Sol-La songs and Do-Re-Mi songs</p> <p>Partner Song Collections</p> <p>Third grade series books</p> <p>Flag Day Collection</p> <p>Holiday Collection</p> <p>Star-Spangled Banner</p> <p>Feierabend Collections</p> <p>Third grade program/moving up songs</p>

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Focus Standard 2: Students will play, alone and with others, a varied repertoire of instrumental music

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
	<p>2a Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>2b Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments</p> <p>2c Perform expressively a varied repertoire of music representing diverse genres and styles</p> <p>2d Echo short rhythms and melodic patterns</p> <p>2e Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>2f</p>	<p>Perform a rhythmic ostinato while the class sings the melody 2b,f</p> <p>Play in ensembles and maintain macro and micro beats and the rhythm of the words on a variety of classroom instruments to accompany singing. 2c,e,f</p> <p>Demonstrate correct recorder technique while playing alone or in a group 2a,b,c,d,e,f</p> <p>Improvise on a simple, familiar Do Re Mi recorder song on the recorder.</p>	<p>Teacher observation and verbal feedback</p> <p>Recorder ensemble and solo performance assessments</p> <p>Progress reports</p>	<p>Timothy Adams' Ready, Set, Play materials and CD</p> <p>Do Re Mi folk songs</p> <p>Various exercises</p> <p>Large recorder charts</p> <p>Recorders</p> <p>Classroom percussion instruments</p>

	Perform independent instrumental parts while other students sing or play contrasting parts			
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Focus Standard 4: Students will compose and arrange music LITCHFIELD PUBLIC SCHOOLS

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
	<p>4a Create and arrange music to accompany readings or dramatizations</p> <p>4b Create and arrange short songs and instrumental pieces within specific guidelines</p> <p>4c Use a variety of sound sources when composing</p>	<p>Collaboratively create a whole class Do Re Mi song in the computer lab and play it on the recorder.</p> <p>Following teacher guidelines, create individual Do Re Mi songs using the computer, and play them on their recorders. 4b</p>	<p>Written assessment to evaluate student success in following the guidelines</p> <p>Performance assessment of their Do Re Mi compositions</p>	<p>Smart notebook, Smart board, and the computer lab.</p>

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Focus Standard 5: Students will read and notate music

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
	<p>5a Read whole, half, dotted half, quarter and eighth note rhythms using rhythmic syllables, clapping, marching, etc.</p> <p>5b Use a system (that is syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys</p> <p>5c Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing</p> <p>5d Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher</p>	<p>Read whole, half, dotted half, quarter, two-eighths notes, quarter, half, and whole rests using Kodaly syllables, note value names and counting while tapping the rhythms with their hands.5a</p> <p>Sing melodic patterns and folk songs using solfege syllables and alphabet letter names in the treble clef. Apply everything to the recorder. 5b</p> <p>Follow and analyze music identifying the staff, treble clef sign ,meter signature, measure, barline, double barline, repeat sign, D.C. al fine, first and second endings, and codas. 5a,c</p> <p>Write pitches on the staff using a variety of note values and rests. Add barlines correctly in duple and triple meter. 5d</p>	<p>Teacher observation and verbal feedback</p> <p>Note value and symbol quiz</p> <p>“B” Quiz</p> <p>ABC quiz</p> <p>Music Math Quiz</p> <p>Recorder performance assessments</p> <p>Writing activity practice sheets</p> <p>Recorder composition assessment</p>	<p>Share the Music third grade series books</p> <p>Conversational Solfege flash cards</p> <p>Folk song charts</p> <p>Blackboard, written activity sheets and quizzes, clipboards and pencils</p>

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Focus Standard 6: Listen to, describe and analyze music

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
	<p>6a Identify simple music forms when presented</p> <p>6b Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</p> <p>6c Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</p> <p>6d Identify the sounds of a variety of instruments including many orchestra and band instruments, instruments from various cultures, as well as children’s voices and male and female adult voices</p> <p>6e Respond through purposeful movement to selected prominent music</p>	<p>Analyze and discuss the AB or ABA design of music in their music books, and music they listen to. Experience theme and variations, and discover repetition and contrast. 6a</p> <p>Participate in a discussion about the style of music they are listening to or singing, and the culture, 6b</p> <p>Analyze and discuss music using correct terminology while describing the speed, meter, dynamics, instruments, style and voices. Take a closer look at the brass family and pipe organ. 6c,d</p> <p>Dance folk dances of different styles, and move to repeated rhythm patterns 6e</p>	<p>Teacher observation and verbal feedback</p>	<p>Share the Music third grade music series books and CDs</p> <p>Conversational Solfege CD’s and notation charts</p> <p>Step Lively Folk Dance book and CD</p> <p>Amidon Folk Dance CDs</p> <p>Canadian Brass video</p> <p>Marsalis Listening for Cues video: Charles Ives variations on America</p> <p>Mozart video</p>

	characteristics or to specific music			
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Focus Standard 8: Students will make connections between music, other disciplines and daily life. (related arts)

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
	<p>8a Identify similarities and differences in the meanings of common terms used in the various arts</p> <p>8b Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</p>	<p>Make a connection between patterns in art, and patterns in music by following a listening map, which is a visual artistic expression of the music they will be listening to.</p> <p>Make a connection between the lyrics of a song and literature, and between the values of notes and rests and math.</p> <p>Listen to music that tells a story or expresses a feeling and participate in a discussion about it. 8a,b</p>	N.A.	<p>Share the Music third grade series books and CD's</p> <p>Note value and meter activities</p>

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Focus Standard 9: Students will understand music in relation to history and culture. (music in society)

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
	<p>9a Identify by genre or style aural examples of music from various historical periods and cultures</p> <p>9b Describe in simple terms how elements of music are used in music examples from various cultures of the world</p> <p>9c Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use</p> <p>9d Identify and describe roles of musicians in various settings and cultures</p> <p>9e Demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>Watch a video on the history of The Star Spangled Banner and participate in a discussion about it.</p> <p>Sing Home on the Range and discuss cowboy life, and geographical aspects and wildlife of the American southwest plains.</p> <p>Sing Rocky Mountain High and discuss the Appalachian culture in relation to arts and crafts and instrumental ensembles</p> <p>Sing the Austrian Cuckoo song and take a short musical video trip to Austria 9a,b</p> <p>Demonstrate proper listening manners for various performances 9e</p>	<p>N.A.</p>	<p>Our Heritage of American Patriotic Songs video</p> <p>Share the Music Third grade series and CD's</p> <p>Children's Songs Around the World video</p>

