



Grade 3 Music

Teacher: Jill Berning
 September 2020
 September

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ELEMENTS OF MUSIC? HOW WILL THE STUDENTS DEMONSTRATE THESE ELEMENTS OF MUSIC? HOW IS MUSIC AN IMPORTANT ELEMENT OF HISTORY AND CULTURE? <p>UEQ:</p> <ul style="list-style-type: none"> <i>What is the difference</i> 	<p>A. Rhythm</p> <p>A1. Demonstrate a steady beat through songs and chants</p> <p>A1. Perform a steady beat using body percussion and/or on a variety of classroom instruments</p> <p>A1. Move to a steady beat</p> <p>A1. Signal to show the difference between beat and rhythm</p> <p>A1. Perform a rhythm pattern while another group is patting the beat</p> <p>A2. Identify the quarter note, eighth note, and quarter rest by name and beat value.</p> <p>A2. Clap rhythm patterns containing quarter notes, eighth notes, and quarter rests</p> <p>A3. Identify the music symbols bar line, measure, and time signature</p> <p>A3. Play rhythms on classroom instruments using</p>	<p>T1. I can see, hear, clap, and compose a rhythm using half notes, quarter notes, eighth notes, and quarter rests.</p>	<p>1. Read and notate music using a system of notation such as solfege, numbers or symbols</p> <p>2. Sing and play with accurate pitch, rhythm and expressive intent.</p> <p>3. Sing and play a varied repertoire that includes simple rhythms and melodies.</p>	<p>A. Rhythm</p> <p>A1. Teacher observation</p> <p>A2. Teacher observation</p> <p>A2. Individual and group performance</p>	<p>A. Rhythm</p> <p>A1. Spotlight on Music Unit 1</p> <p>A2. Note and Rhythm Flashcards</p> <p>A2. Smartboard created patterns</p> <p>B. Melody</p> <p>B1. Spotlight on Music Unit 1</p> <p>B1. John Freierbend melodic direction cards</p> <p>B1. Scarfs</p> <p>B2. Music Street</p> <p>B2. Hand Sign cards</p> <p>Spotlight on Music Unit 1 Smartboard File</p>

<p><i>between rhythm and beat?</i></p> <ul style="list-style-type: none"> • <i>What are the different ways we can use our voice?</i> • <i>What are the values of quarter note, quarter rest, and eighth note?</i> <p>A. Rhythm</p> <p>A1. Beat vs. Rhythm</p> <p>A2. Rhythm patterns using quarter note, eighth note, and quarter rest</p> <p>A3. Rhythm patterns using bar line, measure, time signature </p> <p>B. Melody</p> <p>C. Expression</p>	<p>standard notation including bar lines, measures, and time signature.</p> <p>B. Melody</p> <p>D. Tone Color</p> <p>D1. Explore tone color through the use of chants and stories using the four voices</p>				
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D. Tone Color

D1. Review
Four Voices: Speaking,
whispering voice,
talking, and
calling/shouting 

E. Form

F. Harmony


G. Listening

H. Concert

October



Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <p>WHAT ARE THE ELEMENTS OF MUSIC?</p> <p>HOW WILL THE STUDENTS DEMONSTRATE THESE ELEMENTS OF MUSIC?</p> <p>HOW IS MUSIC AN IMPORTANT ELEMENT OF HISTORY AND CULTURE?</p> <p>UEQ:</p> <ul style="list-style-type: none"> • <i>What is the difference between rhythm and beat?</i> • <i>What is melodic direction?</i> • <i>What are the hand signs and sounds for Mi, Re and Do?</i> • <i>What are the values of half note, quarter note,</i> 	<p>A. Rhythm</p> <p>A1. Demonstrate a steady beat through songs and chants</p> <p>A1. Perform a steady beat using body percussion and/or on a variety of classroom instruments</p> <p>A1. Move to a steady beat</p> <p>A1. Signal to show the difference between beat and rhythm</p> <p>A1. Perform a rhythm pattern while another group is patting the beat</p> <p>A2. Identify the quarter note, eighth note, and quarter rest by name and beat value.</p> <p>A2. Clap rhythm patterns containing quarter notes,</p>	<p>T1. I can see, hear, clap and compose a rhythm using half notes, quarter notes, eighth notes, and quarter rests.</p> <p>T2. I know a melody is a group of pitches that move up, down or stays the same.</p> <p>T3. I can see, hear, and demonstrate when a melody moves up, down or stays the same.</p>	<p>1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p> <p>2. Read and notate music using a system of notation such as solfege, numbers or symbols.</p> <p>3. Sing and play with accurate pitch, rhythm and expressive intent</p> <p>4. Improvise or compose to express musical</p>	<p>A. Rhythm</p> <p>A1. Teacher observation</p> <p>A2. Teacher observation</p> <p>A2. Individual and group performance</p> <p>B. Melody</p> <p>B1. Teacher observation</p> <p>B2. Individual and group performance</p>	<p>A. Rhythm</p> <p>A1. Spotlight on Music Unit 1 Resource Masters</p> <p>A2. Note and Rhythm Flashcards</p> <p>A2. Smartboard created patterns</p> <p>B. Melody</p> <p>B1. Spotlight on Music Unit 1(File in the shared folder)</p> <p>B1. John Freierbend melodic direction cards</p> <p>B1. Scarfs</p> <p>B2. Music Street</p> <p>B2. Hand Sign cards</p> <p>C. Expression</p> <p>C1. Haydn's Surprise Symphony</p> <p>C1. In the Hall of the Mountain King</p> <p>C1. Piano Forte</p>



<p><i>quarter rest, and eighth note?</i></p> <ul style="list-style-type: none"> • <i>What are dynamics?</i> <p>A. Rhythm</p> <p>A1. <i>Beat vs. Rhythm</i></p> <p>A2. <i>Rhythm patterns using half note, quarter note, quarter rest, and eighth note</i></p> <p>A3. <i>Rhythm patterns using bar line, measure, time signature</i> 📄</p> <p>B. Melody</p> <p>B1. <i>Melodic direction</i></p> <p>B2. <i>Solfege: do, re, mi on the staff and with hand signs.</i></p> <p>B3. <i>Melody</i> 📄</p> <p>C. Expression</p> <p>C1. <i>Introduce/Review Dynamics ranging</i></p>	<p>eighth notes, and quarter rests</p> <p>A3. Identify the music symbols bar line, measure, and time signature</p> <p>A3. Play rhythms on classroom instruments using standard notation including bar lines, measures, and time signature.</p> <p>A3. Write a rhythm using standard notation including bar lines, measures, and time signature.</p> <p>B. Melody</p> <p>B1. Vocalize upwards and downwards</p> <p>B1. Match vocal contour to visual representation</p> <p>B1. Demonstrate understanding of high and low pitch through movement</p> <p>B2. Echo sing patterns using the</p>	<p>T4. I can read, write, and sing Mi, Re, and Do using staff notation and hand signs.</p> <p>T5. I can read, sing, play, and respond to dynamics.</p> <p>T6. I know that dynamics is volume in music.</p>	<p>ideas using the voice or an instrument</p> <p>5. Sing and play a varied repertoire that includes simple rhythms and melodies.</p>		<p>song from Music k8</p>
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<p><i>from PP to FF including crescendo and decrescendo</i></p>  <p>D. Tone Color</p> <p>E. Harmony</p> <p>G. Listening</p> <p>H. Concert</p>	<p>pitches do, re, and mi</p> <p>B2. Sight sing using hand signs for do, re, mi</p> <p>B2. Identify do, re, and mi on the staff</p> <p>B3. Define the term Melody</p> <p>B3. Sing alone and with others a varied repertoire of music</p> <p>C. Expression</p> <p>C1. Identify Forte, Piano, Mezzo Forte, Mezzo Piano, Fortissimo and Pianissimo aurally and through movement</p> <p>C1. Perform a chant using a variety of dynamic levels appropriate to the text</p> <p>C1. Define the terms Forte, Piano, Mezzo Piano, Mezzo Forte, Fortissimo and Pianissimo</p>				
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	C1. Listen to a variety of repertoire demonstrating these two terms				
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November




Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What are the values of half note, quarter note, quarter rest, and eighth note?</i> • <i>What is AB Form?</i> <p>A. Rhythm A1. Rhythm patterns using quarter notes, eighth notes, and quarter rest A2. Half Note/rest A3. Tied Notes </p> <p>B. Melody B1. Solfege: So and La </p> <p>C. Expression</p> <p>D. Tone Color</p> <p>E. Form</p>	<p>A. Rhythm A1. Clap rhythms using half notes, quarter notes, eighth notes, and quarter rests A1. Sing songs using quarter notes, eighth notes, and quarter rests A2. Identify half note/rest aurally, visually, and through movement A2. Perform rhythm patterns using half notes on a variety of classroom instruments A2. Sing songs using half notes A3. Identify tie A3. Contrast and compare two tied quarter notes to a half note.</p> <p>B. Melody B1. Echo sing patterns using the pitches so and la B1. Sight sing using hand signs for so and la B1. Identify so and la on</p>	<p>T7. I can understand and demonstrate that form is different sections in music.</p>	<ol style="list-style-type: none"> 1. Read and notate music using a system of notation such as solfege, numbers or symbols 2. Sing and play with accurate pitch, rhythm and expressive intent 3. Improvise or compose to express musical ideas using the voice or an instrument 4. Sing and play a varied repertoire that includes simple rhythms and melodies. 5. Compare and contrast the characteristics of a 	<p>A. Rhythm A1. Teacher observation A2. Teacher observation A2. Individual and group performance</p> <p>B. Melody B1. Teacher observation B1. Individual and group performance</p> <p>CSA = Common Assessment #1 located in the shared folder</p>	<p>A. Rhythm A1. Spotlight on Music Unit 1 A1. Rhythm Flashcards</p> <p>B. Melody B1. Spotlight on Music Unit 1 (Smartboard file in the shared folder) B1. Music Street B1. Hand Sign Flashcards</p> <p>C. Expression</p> <p>G. Listening G1. Smartboard file of Tchaikovsky in the shared folder G1. Listening maps and lesson ideas in the shared folder</p>

<p>E1. AB Form E2. Counter melody</p>  <p>F. Harmony E1. Orff instruments: Proper playing technique</p> <p>G. Listening G1. Tchaikovsky's Nutcracker: Begin </p> <p>H. Concert</p>	<p>the staff B1. Sing alone and with others a variety of songs using so and la</p> <p>C. Expression</p> <p>E. Form E1. Identify form through a variety of songs and chants E1. Move to signal the difference between section A and section B E2. Identify counter melody E2. Perform a song using a counter melody.</p> <p>F. Harmony F1. Demonstrate the following techniques on the orff instruments: Proper mallet position, tremolo, glissando, and steady beat bordun.</p> <p>G. Listening G1. Study and discuss Tchaikovsky's life</p>		<p>variety of musical works or performances.</p>		
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	<p>G1. Study and discuss events that took place during the particular time period</p> <p>G1. Introduce instruments popular during Tchaikovsky's life</p> <p>G1. Read the story of the Nutcracker</p> <p>G1. Introduce the term Ballet</p> <p>G1. Watch the ballet on video</p>				
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December

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>How do you move to show equal and unequal beat?</i> • <i>What is verse/refrain?</i> • <i>What are the 4 terms and definitions for tempo?</i> <p>A. Rhythm</p> <p>A1. <i>Equal and Unequal division of beat</i></p> <p>A2. <i>Dotted Quarter note and quarter/eighth patterns</i></p> <p>A3. <i>Repeat sign</i> </p> <p>B. Melody</p> <p>B1. <i>Solfege: So and La</i></p> <p>B2. <i>Phrase</i> </p> <p>C. Expression</p> <p>C1. <i>Tempo Terms</i> </p> <p>D. Tone Color</p> <p>E. Form</p> <p>E1. <i>Verse/Refrain</i></p>	<p>A. Rhythm</p> <p>A1. Pat and move to equal beat</p> <p>A1. Pat and move to unequal beat</p> <p>A1. Aurally identify equal and unequal beat</p> <p>A2. Clap rhythms using dotted quarter and quarter/eighth note patterns</p> <p>A2. Identify rhythm patterns using quarter/eighth note pattern as unequal division of beat</p> <p>A3. Identify and perform rhythmic and melodic patterns using repeat sign</p> <p>B. Melody</p> <p>B1. Echo sing patterns using the pitches so and la</p> <p>B1. Sing using hand sign for so and la</p> <p>B1. Identify so and la on the staff</p> <p>B1. Sing alone and with others a variety of songs</p>	<p>T8. I can play and read a melody using do, re, mi, so, and la</p> <p>T9. I can define 4 tempo words including allegro and largo as the speed of music.</p>	<p>1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p> <p>2. Read and notate music using a system of notation such as solfege, numbers or symbols</p> <p>3. Sing and play with accurate pitch, rhythm and expressive intent</p> <p>4. Sing and play a varied repertoire that includes simple rhythms and melodies.</p>	<p>A. Rhythm</p> <p>A1. Teacher observation</p> <p>A2. Teacher observation</p> <p>A2. Individual and group performance</p> <p>A3. Teacher observation</p> <p>A3. Individual and group performance</p> <p>B. Melody</p> <p>B1. Teacher observation</p> <p>B1. Individual and group performance</p>	<p>A. Rhythm</p> <p>A1. Spotlight on Music Unit 2-3</p> <p>A1. Rhythm Flashcards</p> <p>B. Melody</p> <p>B1. Spotlight on Music Unit 2-3</p> <p>B1. Music Street</p> <p>B1. Hand Sign Flashcards</p> <p>C. Expression</p> <p>C1. Smartboard File: Tempo</p> <p>E. Form</p> <p>E2. Scotland's Burning</p> <p>E2. Shalom Chaverim</p> <p>F. Harmony</p> <p>F1. Orff examples Great Big House O.1 and De aquel cerro O.2</p> <p>F1. Jingle at the Window</p> <p>G. Listening</p> <p>G1. Smartboard file of Tchaikovsky in the shared</p>


<p><i>E2. Canon</i> </p> <p>F. Harmony <i>F1. Orff bordun</i></p> <p></p> <p>G. Listening <i>G1. Tchaikovsky:</i></p> <p><i>Finish</i> </p>	<p>using low so and la B2. Define the word Phrase B2. Demonstrate correct phrasing through the use of breath B2. Identify phrase lengths through the use of hand motions and dance</p> <p>C. Expression C1. Identify and define the tempo terms ranging from Largo to Presto including Accelerando and Ritardando C2. Listen to a variety of repertoire demonstrating these two terms</p> <p>E. Form E1. Define the terms Verse and Refrain E1. Identify and sing songs using verse/refrain form E2. Define the term Canon E2. Identify and sing songs/chants using an canon form E2. Perform a canon in</p>		<p>5. Compare and contrast the characteristics of a variety of musical works or performances.</p>		<p>folder G1. Listening maps and lesson ideas in the shared folder.</p> <p>Spotlight on Music Unit 2 Grade 3 smartboard file</p>
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	<p>2-part and 3-part using speaking or singing voices</p> <p>F. Harmony F1. Perform an Orff bordun in a repeated rhythmic pattern. F1. Perform a broken Orff bordun that changes positions/chords</p> <p>G. Listening G1. Study and discuss Tchaikovsky's life G1. Study and discuss events that took place during that particular time period G1. Introduce instruments popular during Tchaikovsky's life G1. Listen to examples of the Nutcracker G1. Discuss the term Ballet</p>				
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January



Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>H. Concert</p> <p>H1. Begin concert preparation</p> 	<p>H. Concert</p> <p>H1. Perform a varied repertoire of songs individually or in a group with appropriate dynamics, phrasing, and articulation.</p> <p>H1. Demonstrate appropriate singing posture</p> <p>H1. Discuss the importance of appropriate concert etiquette</p> <p>H1. Sing music written in 2 parts</p>	<p>T13. I am learning good concert manners as a performer and as an audience member.</p> <p>T14. I can use my body in appropriate ways in a concert.</p>	<p>1. Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.</p> <p>2. Revise a creation based on the feedback of others</p> <p>3. Reflect on a performance based on the feedback of others.</p> <p>4 Compare and contrast the characteristics of a variety of musical works or performances.</p>	<p>H1. Teacher observation</p> <p>H1. Individual and group performance</p> <p>CFA = "Concert Etiquette" Interactive Volume 5</p>	<p>Interactive Vol. 5: Concert Etiquette</p> <p>Interactive Vol. 6: Audience ABC's</p>



February

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>H. Concert H1. Continuation of concert preparation.</p> 	<p>H1. Discuss the importance and demonstrate appropriate concert etiquette</p> <p>H1. Demonstrate appropriate singing posture</p> <p>H1. Perform a varied repertoire of songs individually or in a group with appropriate dynamics, phrasing, and articulation</p> <p>H1. Sing music written in 2 parts</p> <p>H1. Sing repertoire by memory</p> <p>H1. Constructively evaluate the quality of their performance and the performance of others</p>	<p>T13. I am learning good concert manners as a performer and as an audience member.</p> <p>T14. I can use my body in appropriate ways in a concert.</p>	<p>1. Identify the characteristics of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.</p> <p>2. Revise a creation based on the feedback of others</p> <p>3. Reflect on a performance based on the feedback of others.</p> <p>4 Compare and contrast the characteristics of a variety of musical works</p>	<p>H1. Teacher observation</p> <p>H1. Individual and group performance</p> <p>CSA: Concert Reflection located in the shared folder</p>	<p>Interactive Vol. 5: Concert Etiquette</p> <p>Interactive Vol. 6: Audience ABC's</p>

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March 2015




Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ: <i>What are whole notes?</i> <i>What are 16th notes?</i> <i>What are steps, skips, and leaps?</i> <i>What are the hand signs and sounds of High Do?</i></p> <p>A. Rhythm A1. Introduce whole note A2. Introduce 16th notes A3. Rhythm patterns using known notes and adding in whole notes A4. Rhythmic Question and Answer </p> <p>B. Melody B1. Solfege: High Do B2. Pentatonic Scale B3. Steps, Skips, Leaps, and Repeats </p> <p>C. Expression</p> <p>D. Tone Color</p> <p>E. Form E1. Identical and Simliar</p>	<p>A. Rhythm A1. Identify whole notes aurally, visually, and through movement A1. Sing songs that include a whole note pattern A2. Identify 16th notes aurally, visually, and through movement A2. Sing songs that include 16th notes A3. Clap rhythms using all notes/rests learned to date and adding in 16th notes and whole notes A3. Perform rhythm patterns using 16th notes and whole notes on a variety of classroom instruments A4. Create and perform answers to rhythmic questions</p> <p>B. Melody B1. Echo sing patterns using the pitch high <u>do</u> B1. Sing using hand sign for high <u>do</u></p>	<p>T10. I can draw a whole note and label how many beats it gets.</p> <p>T11. I can create and clap a rhythm using whole notes, half notes, quarter notes, eighth notes, and quarter rests.</p>	<p>1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p> <p>2. Read and notate music using a system of notation such as solfege, numbers or symbols</p> <p>3. Sing and play with accurate pitch, rhythm and expressive intent</p> <p>4. Sing and play a varied</p>	<p>A. Rhythm A2. Teacher observation A2. Individual and group performance A3. Teacher observation A3. Individual and group performance</p> <p>B. Melody B1. Teacher observation B1. Individual and group performance</p>	<p>A. Rhythm A1. Spotlight on Music Unit 3-4 A1. Book: Catalina Magdalena by Tedd Arnold A1. Ding Dong Diggy Diggy Dong A2. Rhythm Flashcards</p> <p>B. Melody B1. Music Street</p> <p>E. Form E2. Fun with Boomwhackers Ostinato Exploration pg. 28-29</p> <p>F. Harmony F1. Draw a Bucket of Water O.10 F1. Kuma San O.11</p> <p>E. Form E2. Ostinato Exploration pg. 28-29 in the book Fun with Boomwhackers</p>

<p>Phrases</p> <p>E2. Ostinato </p> <p>F. Harmony</p> <p>F1. Orff Instruments: Multiple Parts </p> <p>G. Listening</p> <p>H. Concert</p>	<p>B1. Identify high <u>do</u> on the staff</p> <p>B1. Sing alone and with others a variety of songs using high <u>do</u></p> <p>B2. Define the term Pentatonic Scale</p> <p>B2. Perform a Pentatonic Scale on a variety of classroom instruments such as Orff or boom-whackers</p> <p>B3. Identify aurally, visually, and through movement melodic direction using the terms steps, skips, leaps, and repeats.</p> <p>C. Expression</p> <p>E. Form</p> <p>E1. Identify aurally and visually identical and similar phrases</p> <p>E1. Move to show identical and similar phrases</p> <p>E2. Define the term Ostinato</p> <p>E2. Identify and sing songs/chants using an ostinato form</p>		<p>repertoire that includes simple rhythms and melodies.</p> <p>5. Improvise or compose to express musical ideas using the voice or an instrument.</p> <p>6. Revise a creation based on the feedback of others.</p>		<p>Spotlight on Music Unit 2 Grade 3 Smartboard File</p>
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	<p>E2. Perform songs/chants using an ostinato form on a classroom instrument.</p> <p>F. Harmony</p> <p>F1. Perform an orff accompaniment that has at least 2 different parts.</p>				
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April 2015

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What is a dotted half note?</i> • <i>How do you create a rhythm pattern in 3/4 time?</i> • <i>What are the names of the lines and spaces of the staff?</i> • <i>What are three facts about Haydn's life?</i> • <i>What is the title of one of Haydn's works?</i> <p>A. Rhythm</p> <p>A1. Introduce 3/4 Time Signature</p> <p>A2. Introduce Dotted Half Note</p> <p>A3. Rhythm patterns using known notes in 3/4 time and adding in dotted half note.</p> <p>A4. Rhythmic Question and answer </p> <p>B. Melody</p> <p>B1. Musical Alphabet</p> <p>B2. Introduce the</p>	<p>A. Rhythm</p> <p>A1. Explore and identify 3/4 time aurally, visually, and through movement</p> <p>A1. Sing songs that are written in 3/4 time.</p> <p>A2. Clap rhythms using all notes/rests learned to date and adding in dotted half note.</p> <p>A3. Perform rhythm patterns in 3/4 time on a variety of classroom instruments</p> <p>A4. Create and perform answers to rhythmic questions.</p> <p>B. Melody</p> <p>B1. Recite the musical alphabet by memory</p> <p>B2. Label the lines on the staff as EGBDF through large group and individual assignments</p> <p>B2. Create and name other sayings to help remember the lines of the staff</p>	<p>T12. I can draw a dotted half note and label how many beats it gets.</p> <p>T15. I can label the line and space notes using the musical alphabet.</p>	<p>1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p> <p>2. Read and notate music using a system of notation such as solfege, numbers or symbols</p> <p>3. Sing and play with accurate pitch, rhythm and expressive intent</p>	<p>CFA = "Treble Match Up" Interactive Vol. 6</p> <p>CSA = Common Assessment #2 located in the shared folder.</p>	<p>A. Rhythm</p> <p>A3. Rhythm flashcards</p> <p>B. Staff</p> <p>B1. Music staff chant</p> <p>B2. Variety of items containing the staff such as music rug, smartboard, big paper, and staff paper</p> <p>B2. Smartboard files in the shared folder</p> <p>B2. FACE song and EGBDF song from Music K8</p> <p>H. Listening</p> <p>H1. Miscellaneous cds and audio examples of Haydn's works</p> <p>H1. Smartboard file of Haydn in the shared folder</p> <p>Unit 3 Grade 3 Smartboard File on the staff</p>

<p>lines and spaces on the staff using the Musical Alphabet </p> <p>C. Expression C1. Dynamics: Review dynamic symbols from pp to ff. C2. Tempo: Review known terms C3. Legato and Staccato </p> <p>D. Tone Color</p> <p>E. Form</p> <p>F. Harmony E1. Orff Instruments: Chord</p> <p>G. Listening G1. Haydn </p>	<p>B2. Label the spaces on the staff as FACE through large group and individual assignments.</p> <p>C. Expression C3. Define the term Legato and Staccato C3. Identify aurally, visually and through movement legato and staccato</p> <p>D. Tone Color</p> <p>F. Harmony F1. Perform a chordal accompaniment to a song F1. Define the term chord</p> <p>G. Listening G1. Study and discuss Haydn's life G1. Study and discuss events that took place during that particular time period G1. Introduce instruments popular during Haydn's life</p>		<p>4 Compare and contrast the characteristics of a variety of musical works or performances.</p>		
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	G1. Listen to examples of Haydn's music				
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May 2015

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ: •What is proper technique for good recorder production? •What are the correct fingerings for B-A-G? </p> <p>A. Rhythm A1. All known note values</p> <p>B. Melody B1. Line/space note names B2. Fingers for B-A-G</p> <p>C. Expression</p> <p>D. Tone Color D1. Tone production for recorder</p> <p>E. Form E1. Form of recorder pieces</p> <p>F. Harmony</p>	<p>A. Rhythm A1. Read and perform recorder pieces with accurate rhythm</p> <p>B. Melody B1. Identify letter names of notes on staff B2. Read and perform a variety of recorder pieces using the notes B-A-G</p> <p>D. Tone Color D1. Execute proper recorder technique for good tone production by placing left hand on top, pinching tightly, and blowing lightly.</p> <p>E. Form E1. Identify form of recorder pieces</p>	<p>T15. I can label the line and space notes using the musical alphabet</p> <p>T16. I know proper playing technique for the recorder</p> <p>T17. I can play a variety of songs using B-A-G.</p>	<p>1. Read and notate music using a system of notation such as solfege, numbers or symbols</p> <p>2. Sing and play with accurate pitch, rhythm and expressive intent</p> <p>3. Sing and play a varied repertoire that includes simple rhythms and melodies.</p>	<p>Teacher observation Individual and group performances</p> <p>CSA = Written Quiz labeled <u>Third Grade Recorder Assessment</u> found in the shared folder</p>	<p>Ed Sueta "Be a Recorder Star" Spotlight on Music Recorder supplement Supplementary songs</p> <p>Unit 3 Grade 3 Smartboard File on the staff</p>

G. Listening					
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