

**CURRICULUM MAP
MUSIC– GRADE THREE**

August/September	October	November	December
<p>Historical, Cultural and Social Contexts 2. Sing, listen and move to music from world cultures. 5. Recognize and describe ways that music serves as an expression in various cultures.</p> <p>Creative Expression and Communication 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</p> <p>Valuing Music/Aesthetic Reflection 1. Participate in developmentally appropriate music activities. 4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</p>	<p>Historical, Cultural and Social Contexts 1. Identify and demonstrate AB form and verse/refrain form.</p> <p>Creative Expression and Communication 2. Use the head voice to produce a light, clear sound and maintain appropriate posture. 5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</p> <p>Analyzing and Responding 1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).</p>	<p>Historical, Cultural and Social Contexts 3. Discuss the purpose of music from selected historical periods.</p> <p>Creative Expression and Communication 3. Play, alone and with others, a variety of classroom instruments with proper technique. 4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer). 5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter. 6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g.; solfege, numbers or letters).</p>	<p>Analyzing and Responding 2. Identify how elements of music communicate ideas or moods.</p> <p>Valuing Music/Aesthetic Reflection 6. Identify personal preferences for specific music selections.</p>

**CURRICULUM MAP
MUSIC– GRADE THREE**

January	February	March/April	May
<p>Historical, Cultural and Social Contexts 4. Identify, listen and respond to music of different composers.</p> <p>Analyzing and Responding 3. Identify and respond to simple music forms (e.g., rondo, AB).</p> <p>Valuing Music/Aesthetic Reflection 5. Demonstrate how music communicates meaning of text, feelings and moods or images.</p>	<p>Connections, Relationships and Applications 1. Interpret music through dance, drama and visual art. 4. Identify similarities and differences in music of the United States. 5. Discuss that some people write music, direct music and/or perform music as jobs.</p>	<p>Analyzing and Responding 4. Identify the four families of orchestral instruments visually and aurally.</p> <p>Connections, Relationships and Applications 2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms. 3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</p>	<p>Analyzing and Responding 5. Discuss and evaluate individual music performance.</p> <p>Valuing Music/Aesthetic Reflection 2. Develop criteria for reflecting on their performances. 3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.</p>