Platte #1 Curriculum Map

Subject: 3rd Grade Music **School Year:** 2026 - 2027 **Teacher/Department:** Teresa Liechti/Music

Unit of Study and Time	Essential Questions/Content	Objectives/ Learning Targets	Resources	Projects/Activities	Assessment	Standard *Bold=Assessed
Elements of Music: Pitch	I can show high, medium or low. I can show how melodies go up, down or stay the same. I can read, sing and write the pitches: ● do, re, mi, so, la, do', low la & so	Sounds may be high, low or in the middle Melodic contour: Sounds move high-low or low-high Simple melodic patterns: ● so-mi, so-mi-la, do-re-mi-so-la	Musicplay Online Gameplan 3 Piano Interactive screen Classroom instruments Variety of additional books of songs	Recognize and sing high and low sounds Recognize melodic contour Sing simple melodic patterns that include: ● do-re-mi-so-la ● low so & la, high do	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric 3-5 Playing Instruments Rubric	**3.FPAM.C2** **3.FPAM.P2** **3.FPAM.R2** **3.FPAM.CO1**
Elements of Music: Beat and Rhythm	I can move to show beats in groups of 2, 3 and 4. I can tell when there's a beat or no beat. I can tell when sounds are held for more than one beat. I can read these rhythms: ● quarter note ● two eighth notes ● quarter rest ● two quarter note tie ● half note ● half rest ● dotted half note ● whole note ● whole rest ● sixteenth notes	Music may move to a steady beat. Distinguish between beat and rhythm. There are strong and weak beats in music 2/4, ¾ and 4/4 meter Read and perform quarter note, eighth notes, quarter rest, half note, half rest,dotted half note, whole note, whole rest and sixteenth notes A repeating pattern is called an ostinato	Musicplay Online Gameplan 3 Piano Interactive screen Classroom instruments Variety of additional books of songs	Distinguish between beat and rhythm Play and move to a steady beat Identify one, two, four or no sounds on a beat Read and perform rhythms that include quarter notes and rests, eighth notes, half notes and rests, dotted half notes, whole notes and rests and sixteenth notes	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric 3-5 Reading & Writing Rubric 3-5 Playing Instruments Rubric	**3.FPAM.C2** **3.FPAM.P2** **3.FPAM.R2** **3.FPAM.CO1**
Elements of Music: Timbre	I can use and identify speaking, whispering, calling and singing voices, and adult and children's voices. I can identify and classify classroom instruments by sight and sound. I can describe the families of instruments in the orchestra: strings, woodwind, brass, percussion I can identify instruments of the orchestra	Vocal timbre: singing voice and speaking voice Body percussion: using the body to create sounds Classify non-pitched percussion Identify families of orchestral instruments Identify orchestral instruments	Musicplay Online Gameplan 3 Piano Interactive screen Classroom instruments Variety of additional books of songs	Perform a variety of vocal timbres: singing, speaking, calling and singing Perform body percussion in a variety of ways Classify and play non-pitched percussion Identify families of orchestral instruments Identify orchestral instruments	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric 3-5 Playing Instruments Rubric Listen & Evaluate Rubric	**3.FPAM.P2** **3.FPAM.R2** **3.PFAM.CO1** **3.FPAM.CO2**

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Unit of Study and Time	Essential Questions/Content	Objectives/ Learning Targets	Resources	Projects/Activities	Assessment	Standard *Bold=Assessed
Elements of Music: Form	I can describe phrase form and tell if the phrases are the same or different. I can describe these forms: ABA, AABA, rondo and theme and variations. I can define and use repeat signs.	Music can be organized into sections: same/different (AB) Music is organized into phrases Phrases may be long or short A whole piece may be comprised of a few sections Sections may be identified by letter: AB, ABA, AABA Perform a song in rondo form: ABACADA Perform theme and variations	Musicplay Online Gameplan 3 Piano Interactive screen Classroom instruments Variety of additional books of songs	Sing songs and identify the different sections by letter: ABA. AABA, rondo form or theme and variations Identify phrases in a song Perform a song in rondo form: ABACADA Create a variation to a song	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric 3-5 Reading & Writing Rubric 3-5 Playing Instruments Rubric Listen & Evaluate Rubric	**3.FPAM.C2** **3.FPAM.P2** **3.FPAM.R2** **3.FPAM.CO1**
Elements of Music: Expression	I can identify and perform: • *pp p mp mf f ff* • crescendo, decrescendo • adagio, andante, moderato, allegro, presto, prestissimo, fermata • staccato, legato, accent I can talk about the mood of music and how expression helps the listener to know what it's about.	Tempo tells us how fast or slow the music should be played. Tempo markings: adagio, andante, moderato, allegro, presto, prestissimo and fermata Music may be fast or slow and change to one or the other suddenly or gradually Music may express feelings. Music may be quiet or loud and identified with these symbols: *ff f mf mp p pp* Changes in dynamics add to the effect of music.	Musicplay Online Gameplan 3 Piano Interactive screen Classroom instruments Variety of additional books of songs	Perform music at varying tempos and identify the tempo marking Discuss how music helps express feelings Perform music at varying dynamics and identify with dynamic symbols Discuss how dynamics add to the effect of music	Students will be assessed using the following rubrics (links are located at the bottom of this document): Singing Rubric 3-5 Reading & Writing Rubric 3-5 Playing Instruments Rubric Listening & Evaluate Rubric	**3.FPAM.C2** **3.FPAM.P2** **3.FPAM.R2**

Singing Rubric 3-5: Singing Rubric 3-5
Reading & Writing Rubric 3-5: Reading & Writing Rubric 3-5
Playing Instruments Rubric: Playing Instruments Rubric
Listen and Evaluate Rubric: Listen & Evaluate Rubric