

What is it we expect students to learn? Identifying Essential Standards

Grade Level: Third Subject: Music

Team Members: Ms. Becker

1. Standard/Description	2. Example/Rigor	3. Prior Skills Needed	4. Common Assessment	5. When Taught?	6. Enrichment Standards
Pentatonic Scale	Identify and demonstrate the pentatonic scale (do pentatonic scale comes at the end of third grade)	Knowledge of the solfège syllables do-re-mi-sol-la	Teacher observation during class activities. Written assessments.	Taught week 3 or 4 and continued throughout the year.	MU: Cr1A.3a a Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
Tika-Tika (four barred sixteenth notes)	Identify and demonstrate tika-tika in singing and speaking where the beat equals the quarter note.	Knowledge of ta, ti-ti, ta-a, and rest.	Teacher observation during class activities. Written assessments.	Taught week 8 or 9 and continued throughout the year.	MU: Cr1A.3b b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
Ti-Tika (one eighth and two sixteenths)	Identify and demonstrate ti-tika in singing and speaking when the beat equals the quarter note.	Knowledge of ti-ti and tika-tika.	Teacher observation during class activities. Written assessments.	Taught week 12 or 13 and continued throughout the year.	MU: Cr2A.3b b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
Tika-Ti (two sixteenths and one eighth)	Identify and demonstrate tika-ti in singing and speaking when the beat equals the quarter note.	Knowledge of ti-ti and tika-tika.	Teacher observation during class activities. Written assessments.	Taught week 16 or 17 and continued throughout the year.	MU: Cr3A.3a a Evaluate, refine, and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback.
Low La (La,)	Identify and demonstrate low la in rdl, mrdl, smrdl, and lsmrdl, patterns	Knowledge of the solfège syllables drmsl	Teacher observation during class activities. Written assessments.	Taught week 20 or 21 and continued throughout the year.	MU: Cr3B.3a a Present the final version of personal created music to others, and describe connection to expressive intent .
Low Sol (Sol,)	Identify and demonstrate low sol in mrdl,s, smrdl,s, and lsmrdl,s, patterns	Knowledge of the solfège syllables l,drmsl	Teacher observation during class activities. Written assessments.	Taught week 24 or 25 and continued throughout the year.	MU: Pr4A.3a a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context.
Single Ti Where Ti-Ti = Two Split Ti's	Identify and demonstrate the single ti (eighth note) in songs where the textual phrasing naturally splits the ti-ti into two single ti's.	Knowledge of ti-ti (barred eighth notes)	Teacher observation during class activities. Written assessments.	Taught week 28 or 29 and continued throughout the year.	MU: Pr4B.3b b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Do Pentatonic	Identify and demonstrate the pentatonic scale when do is the tonal center in a song.	Knowledge of the pentatonic scale and the solfege syllables s,l,drmsl	Teacher observation during class activities. Written assessments.	Taught week 32 or 33 and continued throughout the year	MU: Pr4B.3c c Describe how context (such as personal and social) can inform a performance.
Lines and Spaces of the Treble Clef	Identify and demonstrate the lines and spaces of the treble clef in reading and following along with musical examples.	Knowledge of the musical staff and the musical alphabet.	Teacher observation during class activities. Written assessments.	Taught week 36 or 37 and continues throughout the year.	MU: Pr4C.3a a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

*These ELOs are based on the Kodaly method of teaching music. Information contained in these ELOs came from The American Methodology.

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary.
2. Example/Rigor: What does proficient student work look like? Provide an example and/or description.
3. Prior Skills Needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessment(s) will be used to measure student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/skills enrichment the essential standard?