



DERBY
PUBLIC SCHOOLS

Music (Grade 3)

Derby's Instructional Core Beliefs

Derby Public Schools believes that an assured curriculum outlines what students will know and be able to do as a result of their experiences in our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with "how," which can be more effective for student learning. They engage in meaningful learning experiences to develop knowledge, skills and love of learning.

- *The curriculum is built on a series of learning progressions.*
- *The curriculum allows for connections to expectations for the Portrait of the Graduate*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*


Derby's Vision of MEL

Derby's Portrait of the Graduate

[References](#)



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Content Area: Unified Arts	Course: General Music Grade 3	Grade Level: Grade 3
	Vision of the Graduate <ul style="list-style-type: none"> • The Citizen • The Critical Thinker • The Communicator • The Problem Solver • The Collaborator 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Music Literacy and Theory 	<ul style="list-style-type: none"> • 6-7 weeks 	
<ul style="list-style-type: none"> • Complex Rhythm and Form 	<ul style="list-style-type: none"> • 6-7 weeks 	
<ul style="list-style-type: none"> • Advanced Vocal Techniques 	<ul style="list-style-type: none"> • 6-7 weeks 	
<ul style="list-style-type: none"> • Musical Analysis and Composition 	<ul style="list-style-type: none"> • 6-7 weeks 	
<ul style="list-style-type: none"> • Orchestra and Ensemble 	<ul style="list-style-type: none"> • 6-7 weeks 	
<ul style="list-style-type: none"> • World Music and Historical Connections 	<ul style="list-style-type: none"> • 6-7 weeks 	



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Course Overview

Overview

This year-long Grade 3 Music course advances students' musical development through comprehensive study of music theory, performance, composition, and cultural understanding. Students engage in more sophisticated musical experiences, including formal notation reading, multi-part singing, advanced instrumental techniques, and deeper analytical listening.

The course emphasizes musical literacy while fostering creativity and ensemble skills.

Unit Title	Music Literacy and Theory	Length of Unit	6-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do we read and write music? • What do musical symbols mean? • How does understanding notation help us perform better? 		
Focus Standards*	<p>National Arts Standards:</p> <p>MU:Cr1.1.3: Generate musical ideas using specific tonalities, meters, and simple chord changes</p> <p>MU:Pr4.2.3: Demonstrate understanding of structure and music theory in performance</p> <p>MU:Re7.2.3: Analyze how musical concepts contribute to meaning</p>		
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • Staff Notation • Note Reading (Treble Clef) • Key Signatures (C, F, G Major) • Time Signatures (2/4, 3/4, 4/4, 6/8) 		
Key Vocabulary	Staff, Clef, Notes, Measure, Bar Line, Key Signature, Time Signature, Scale		

Unit Title	Music Literacy and Theory	Length of Unit	6-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Musical staff organization • Basic note values and rests • Key signature concepts • Time signature meanings 	<ul style="list-style-type: none"> • Read notes on the treble clef • Identify key signatures • Count rhythms in various meters • Use musical symbols correctly • Understand basic theory concepts

Assessments:	<p>Note reading quizzes</p> <p>Rhythm dictation exercises</p> <p>Theory worksheets</p> <p>Performance assessments</p> <p>Notation projects</p>
Teacher Resources:	<p>Teoria - Music theory practice</p> <p>Musication - Interactive music lessons</p> <p>Music Theory - Theory exercises</p> <p>Noteflight Learn - Online notation software</p> <p>Flat for Education - Music creation platform</p>

Unit Title	Complex Rhythm and Form	Length of Unit	6-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do complex rhythms create interesting music? • What makes musical forms different? • How do composers organize musical ideas? 		
Focus Standards*	<p>National Arts Standards:</p> <p>MU:Cr2.1.3: Demonstrate selected musical ideas for a simple improvisation/composition</p> <p>MU:Pr5.1.3: Apply teacher-provided and collaboratively-developed criteria and feedback</p> <p>MU:Re8.1.3: Demonstrate and explain how musical concepts influence responses</p>		
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • Syncopation • Compound Meters • Extended Forms (Rondo, Theme & Variations) • Rhythmic Ostinatos 		
Key Vocabulary	Syncopation, Ostinato, Rondo, Theme, Variation, Compound Meter, Polyrythm		

Unit Title	Complex Rhythm and Form	Length of Unit	6-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Complex rhythm patterns • Extended musical forms • Compositional structures • Advanced meter concepts 	<ul style="list-style-type: none"> • Perform syncopated rhythms • Create rhythmic compositions • Identify musical forms • Play polyrhythms • Analyze song structures

Assessments:	Rhythm performance tests Form analysis projects Composition assignments Movement demonstrations Group rhythm ensembles
Teacher Resources:	Chrome Music Lab - Interactive rhythm tools Rhythm Trainer - Online rhythm practice Groove Pizza - Visual rhythm creator Body Percussion Videos - Movement resources O-Generator - Music creation software

Unit Title	Advanced Vocal Techniques	Length of Unit	6-7 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can we develop our singing voices? • What makes harmony work? • How do we blend our voices in a group?
Focus Standards*	National Arts Standards: <ul style="list-style-type: none"> • MU:Pr4.3.3: Demonstrate and describe how intent is conveyed through performance • MU:Pr5.1.3: Apply established criteria and feedback to evaluate accuracy of ensemble performances • MU:Pr6.1.3: Perform music with expression and technical accuracy
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • Extended Vocal Range • Two and Three-Part Harmony • Descants and Partner Songs • Vocal Health and Technique
Key Vocabulary	Harmony, Part-Singing, Blend, Descant, Canon, Round, Pitch Matching, Diction

Unit Title	Advanced Vocal Techniques	Length of Unit	6-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Proper breathing techniques • Vocal warm-up procedures • Harmony concepts • Performance techniques 	<ul style="list-style-type: none"> • Sing with extended range • Perform two and three-part songs • Maintain independent parts • Use proper vocal technique • Blend in ensemble singing

Assessments:	Individual vocal assessments Harmony part checks Ensemble performance rubrics Vocal technique demonstrations Recording self-evaluations
Teacher Resources:	Sight Reading Factory - Vocal exercises ChoralTracks - Part-learning resources Vocalize & Visualize - Vocal technique videos SmartMusic - Practice and assessment platform Voices Foundation - Teaching resources

Unit Title	Musical Analysis and Composition	Length of Unit	6-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do we analyze music? • What makes a strong composition? • How can we express ideas through music? 		
Focus Standards*	<p>National Arts Standards:</p> <ul style="list-style-type: none"> • MU:Cr1.1.3: Generate musical ideas within specific tonalities and meters • MU:Cr2.1.3: Demonstrate selected musical ideas for a composition • MU:Re9.1.3: Evaluate musical works applying established criteria 		
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • Melodic Composition • Form Analysis • Theme Development • Digital Composition Tools 		
Key Vocabulary	Compose, Arrange, Theme, Motive, Development, Structure, Texture, Timbre		

Unit Title	Musical Analysis and Composition	Length of Unit	6-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Basic composition techniques • Musical form structures • Analysis methods • Digital music tools 	<ul style="list-style-type: none"> • Create original melodies • Analyze musical works • Use composition software • Develop musical themes • Apply form concepts

Assessments:	Original compositions Analysis projects Digital music portfolios Peer review sessions Performance of compositions
Teacher Resources:	Soundtrap EDU - Online music creation Incredibox - Beat-making tool Bandlab Education - Music creation platform Splice - Sound library Flat.io - Music notation software

Unit Title	Orchestra and Ensemble	Length of Unit	6-7 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do instruments work together in an ensemble? • What makes a successful performance? • How do different instruments create different sounds? 		
Focus Standards*	<p>National Arts Standards:</p> <ul style="list-style-type: none"> • MU:Pr4.2.3: Demonstrate understanding of structure in performed music • MU:Pr5.1.3: Apply teacher-provided criteria to rehearse, refine, and determine when a piece is ready to perform • MU:Pr6.1.3: Perform music for an audience with expression and technical accuracy 		
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • Orchestral Instruments • Ensemble Skills • Performance Technique • Concert Preparation 		
Key Vocabulary	Orchestra, Ensemble, Section, Concert, Rehearsal, Balance, Blend, Articulation		

Unit Title	Instrumental Skills and Ensemble	Length of Unit	6-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Instrument families • Ensemble roles • Performance practices • Concert etiquette 	<ul style="list-style-type: none"> • Play advanced patterns • Perform in large ensembles • Follow a conductor • Maintain balance and blend • Demonstrate proper technique

Assessments:	Instrument technique checks Ensemble performance rubrics Concert participation Section leader evaluations Practice logs
Teacher Resources:	Music Play Online - Instrument resources Be Part of the Band - Instrument instruction Orchestra Explorer - Interactive orchestra Essential Elements Interactive - Method book companion BandLab Instruments - Virtual instruments

Unit Title	World Music and Historical Connections	Length of Unit	6-7 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does music reflect culture and history? • What makes music unique in different parts of the world? • How has music changed over time?
Focus Standards*	National Arts Standards: <ul style="list-style-type: none"> • MU:Cn11.0.3: Demonstrate understanding of relationships between music and cultures of the world • MU:Re7.1.3: Demonstrate and describe how selected music connects to specific interests or experiences • MU:Cn10.0.3: Demonstrate how interests, knowledge, and skills relate to personal choices in music
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • World Music Traditions • Historical Periods • Cultural Context • Musical Heritage
Key Vocabulary	Culture, Tradition, Heritage, Era, Style, Indigenous, Folk Music, Classical

Unit Title	World Music and Historical Connections	Length of Unit	6-7 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • World music styles • Historical periods • Cultural contexts • Musical traditions 	<ul style="list-style-type: none"> • Perform world music • Identify historical styles • Connect music to culture • Compare musical traditions • Research music history

Assessments:	Cultural presentations Historical research projects World music performances Comparative analysis Timeline creation
Teacher Resources:	Smithsonian Folkways - World music resources World Music Drumming - Cultural percussion Cultural Heritage - Music traditions Music Around the World - Interactive world music Classical Kids - Music history resources

References

Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center),

About the Standards. (2021.). Retrieved from <https://www.thecorestandards.org/about-the-standards/>

CSDE, (1998.). Connecticut's Common Core of Learning, Retrieved from

<https://portal.ct.gov/-/media/sde/world-languages/ccclwl.pdf>

CSDE, Connecticut's Common Core State Standards Library. <https://portal.ct.gov/sde/ct-core-standards/ccss-overview>

National Arts Standards. (2024). Retrieved from <https://www.nationalartsstandards.org/>

National Association for Music Education (NAfME)

Elementary Music Teaching Resources

- Feierabend Association for Music Education
- Music Educators Journal
- Teaching Music Magazine
- BrainPOP Music
- Classics for Kids
- Chrome Music Lab

- Music Theory Games
- Rhythm Trainer Apps
- National Association for Music Education (NAfME) - www.nafme.org
- American Orff-Schulwerk Association - www.aosa.org
- Kodály Institute - www.kodaly.org
- Music Educators Journal - journals.sagepub.com/home/mej
- Teaching Music Magazine - www.nafme.org/my-classroom/teaching-music-magazine/
- Professional Development: [NAfME Academy](#)
- Lesson Planning: [Teachers Pay Teachers - Music](#)
- Assessment Tools: [Music Assessment Tools](#)
- Technology Integration: [Music Tech Teacher](#)
- Cross-Curricular Connections: [Arts Edge](#)