

Fine Arts: General Music - 3rd Grade

Unit/Topic:	Quarter:	Time Frame:
General Music – 3rd Grade	Full Year	Full Year
Essential Questions:		
AASA Enduring Understandings and Essential Questions		
Key Concepts:	Key Vocabulary:	
• Music can be organized into patterns • Music can be expressed in various ways • Music can be created/performed through a variety of sound sources • Music can be written with visual symbols • Music can be found in different cultures and communities	Quarters 1-2: Round, partner song, ostinato, whole note, whole rest, treble clef, pitch, line, space, note names, instrument, orchestra, brass, string, woodwind, percussion Quarters 3-4: Form, rondo, canon, composition, score, meter, measure, bar line, repeat sign, accompaniment, intonation, duration Cultures & Communities – vocabulary as appropriate for individual lessons	

Priority Standards:	Supporting Standards:
Anchor Standard 1 - Generate and conceptualize artistic ideas and work Anchor Standard 2 - Organize and develop artistic ideas and work Anchor Standard 3 - Refine and complete artistic work that demonstrate understanding of characteristics of music or texts studied in rehearsal. Anchor Standard 4 - Select, analyze, and interpret artistic work for performance Anchor Standard 5 - Develop and refine artistic work for presentation Anchor Standard 6 - Convey meaning through the presentation of artistic work Anchor Standard 7 - Perceive and analyze artistic work Anchor Standard 8 - Interpret intent and meaning in artistic work Anchor Standard 9 - Apply criteria to evaluate artistic work Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Q = Quarter Standard FY = Full Year Q1-2 MU.CN.10.3a - Identify pieces of music that are important to one's family Q3-4 MU.CR.1.3b - Generate musical ideas (e.g. rhythms and melodies) within specified tonality and/or meter. Q3-4 MU.CR.2.3a - Demonstrate selected musical ideas for a simple improvisation or composition. Q3-4 MU.CR.3.3a - Apply teacher-provided and collaboratively developed criteria and feedback to evaluate and revise personal musical ideas. Q3-4 MU.CR.3.3b - Present the final version of personally or collectively created music to others and explain their creative process. Q3-4 MU.PR.4.3a - Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. Q3-4 MU.PR.4.3b - Demonstrate understanding of the form in music selected for performance. Q3-4 MU.PR.5.3a - Apply teacher-provided and collaboratively developed criteria and feedback to evaluate performance. Q3-4 MU.RE.7.3a - Explain how music listening is influenced by personal

	interest, knowledge, purpose, and context. Q3-4 MU.RE.7.3b - Demonstrate and explain how musical concepts and contexts affect responses to music (e.g. personal and social). Q3-4 MU.RE.9.3 - Apply teacher-provided and collaboratively developed criteria to evaluate musical works and performances. FY MU.CR.1.3a - Improvise rhythmic and melodic ideas (e.g. beat, meter, and rhythm). FY MU.CR.2.3b - Use notation to document personal or collective rhythmic and melodic musical ideas (e.g. sequencing). FY MU.PR.4.3c - Read and perform rhythmic patterns and melodic phrases using notation. FY MU.PR.4.3d - Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response--understanding of musical concepts and how creators use them to convey expressive intent). FY MU.PR.5.3a - With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges. FY MU.PR.6.3a - Perform music with appropriate expression and technique (e.g. mallet placement). FY MU.PR.6.3b - Demonstrate performance and audience decorum appropriate for the occasion. FY MU.RE.8.3 - Demonstrate knowledge of expressive attributes and how they support creators'/performers' expressive intent. FY MU.CN.10.3b - Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, and work songs). FY MU.CN.11.3a - Explore and describe relationships between music and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
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	FY MU.CN.11.3b - Describe how context (e.g. social, cultural, and historical) can inform a performance.
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