

	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Q1-4	25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).	Singing, alone and with others, a varied repertoire of music	Sing independently on pitch and in rhythm Sing in group setting	Following vocal score – music textbook “I’d Like to Teach the World to Sing”(repeat, 1 st -3 rd endings, repeat) - “Alpine Song” (fermata) - “Home on the Range” (American Cowboy) “Rockin’ Robin” (repeat, sign, Coda) “Michael Row” (call/response) Performing in unison and 2 part harmony	Singing Solos Performance Observation
Q2	25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).	Performing on instruments, alone and with others, a varied repertoire of music	Perform rhythmic, melodic patterns accurately and independently on classroom instruments Playing the soprano recorder	Rhythmic/Melodic flashcards Instrumental Scores Rote Fingering charts Orff Instrumentarium	Performance Observation Performance tests

Course/Subject: General Music		CURRICULUM MAP			Grade: 3
Q1-4	26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles.	Performing on classroom instruments Learning seasonal repertoire	Orff Orchestrations	“Buggy Ride” “Come to the Land” “Dream Ostinato” “Peter, Peter” Percussion rondo “They’re Out of Sight” “Rocky Mountain” “Kookaburra”	Teacher Model Performance
Q3		Understand proper care of the recorder,	Demonstrate proper posture, hand position and fingering when playing the recorder	Recorder Unit Parts of the recorder Recorder Pledge Holding/posture Breath control Tonguing exercises Echo, play by rote: “Hot Cross Buns” “Merrily We Roll Along” “Mary Had a Little Lamb” “Recorder Fanfare” “Row, Row, Row Your Boat” “Happy Birthday” “Twinkle, Twinkle” “Bingo” “Are You Sleeping”	Questioning Discussion
		Listening to major musical works	Demonstrate proper tonguing, breathing Perform simple melodies on the soprano recorder		
		Understanding that major works are created by composers for varied events and reasons	Background information on piece and composer Listen with purpose	Camille Saint-Saens Carnival of Animals -March of the Lion (summary and listening) -Hens and Roosters (introduction/ listening) -Mules (stubborn animals in a race) -Tortoises (Can-can) -Elephant(waltz) -Kangaroos -Acquarium (YouTube; making a human aquarium) -Birds (cukoo) -Pianists -Fossils	

Course/Subject: General Music		CURRICULUM MAP			Grade: 3
	<p>27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.</p>	<p>Know of career opportunities in music</p> <p>Performing to a refrain in the context of a book</p> <p>Listening to major works</p>	<p>Seeing which jobs have remained constant and which have changed due to technology</p> <p>Understanding how arts are interconnected</p> <p>Incorporating moves to help in understanding of the musical form</p>	<p>Brainstorm music related careers and jobs</p> <p>Discussion</p> <p>“Tracks in the Snow”</p> <p>“In the Hall of the Mountain King” from Peer Gynt Suite No.1, op. 46 by Edvard Grieg</p> <p>“Bydlo” from Pictures at an Exhibition by Mussorgsky</p> <p>“Wedding March” from “A Midsummer Night’s Dream”</p>	
	<p>27.B.1 Know how images, sounds and movement convey stories about people, places and times.</p>		<p>Exploring website according to interests in learning about composers, listening to music, reinforcing knowledge of instruments and musical terminology</p>	<p>Kidszone</p> <p>New York Philharmonic interactive website</p>	