	<u>CURRICULUM</u> End Product of Learning, "What" You Teach			<u>INSTRUCTION</u> Means to the End Product, "How" You Teach	ASSESSMENT Validation to Revise Curriculum & Instruction	
TIME FRAME [By Date/We ek/Mont h]	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, 1st-3rd 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/Subj	ect: General Music	(CURRICULUM MAP	Grade: 3	
Q1	26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	Knowing instruments belong to a larger family or that they can be organized by similar characteristics	Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures Use syllables or letters to read simple pitch notation in the treble clef in major keys Name four families of instruments and be able to tell how sound is produced in each family	Rhythmic/Melodic flashcards Solfege Chart Hokey Pokey Rocket Rhythms Sight-reading rhythm sheet and transfer to percussion (whole through sixteenth notes) Hand Signs Floor staff Staff Boards including 2, 3, 4 and 5 note words Instrument Charts – Finding a family Instrumental Sounds video Instrument charts – teacher vs. students	
Q2, 3	26.A.1d Music: Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds.	Listening to, analyzing, and describing music	Identify music forms Use appropriate terminology in explaining music Identify sounds of instruments Identify voice	Letter posters Textbook unit Voice classification chart Games ("Postman, Postman")	Questioning Discussion

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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
		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	
Q3		Listening to major musical works	Demonstrate proper tonguing, breathing Perform simple melodies on the	Breath control Tonguing exercises Echo, play by rote: "Hot Cross Buns" "Merrily We Roll Along"	Questioning
			soprano recorder	"Mary Had a Little Lamb" "Recorder Fanfare" "Row, Row, Row Your Boat" "Happy Birthday" "Twinkle, Twinkle" "Bingo" "Are You Sleeping"	Discussion
		Understanding that major works are created by composers for varied events and reasons	Background information on piece and composer	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	
			Listen with purpose	acquarium) -Birds (cukoo) -Pianists -Fossils	

Course/Subj	iect: General Music	C	CURRICULUM MAP	Grade: 3	
				-Finale	
				DVD Composer biography Silly Songs (My Bonnie, 12 Days, Oh My Darling)	
				Electronic keyboard (Halloween Story)	
Q4		Improvising melodies, variations and accompaniments	Improvise in pentatonic	Instrumental Rondo	Final product grading rubric: balanced phrasing, ending on tonic, originality of
	27.A.1a Identify the distinctive roles of artists and audiences.			Inventive Minds Musical	melody
Q2					

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