

<i>Singing, alone and with others, a varied repertoire of music:</i>	
M3.1.1	<p>Differentiate between the speaking and singing voice.</p> <ul style="list-style-type: none"> ➤ The students express speaking and singing voices by singing songs and playing games.
M3.1.2	<p>Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.</p> <ul style="list-style-type: none"> ➤ Students will echo through vocal expressions -C¹ -e² or f². ➤ Students will make sounds such as sirens or roller coasters. ➤ Students will reproduce patterns and visually present musical sounds. ➤ Students will continue meter study 2, 3, 4. ➤ Students will use Orff instruments. ➤ Students will perform vocally using correct posture, breathing, tone and expression
M3.1.3	<p>Perform with accuracy, pitch, tempo, rhythm, phrasing and dynamics.</p> <ul style="list-style-type: none"> ➤ Students will continue with skills in pitches of sol, mi, la, do, so, high do d¹, low la, low sol and add fa to know pitches and ti to know time and rhythm. ➤ Use the pentatonic scale using do pentatonic, re, mi, sol, and la
M3.1.4	<p>Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from “The World’s Largest Concert”)</p> <ul style="list-style-type: none"> ➤ Students will sing or play songs from other countries, folk songs, spirituals, musicals, and songs for occasions (e.g., patriotic, holiday, etc.). ➤ Students will learn folk dances to accompany songs. ➤ Students will create instrumental accompaniments on classroom recorders and Orff instruments.
M3.1.5	<p>Sing or play rounds ostinato and partner songs.</p> <ul style="list-style-type: none"> ➤ Students perform more challenging ostinati (vocal and instrumental) as well as rounds and add partner songs.
M3.1.6	<p>Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal settings.</p> <ul style="list-style-type: none"> ➤ Students will continue K-2 activities and add partner songs, solos, small groups (duet, trio, etc.) harmony skills, listening and singing together. ➤ Students will vary dynamics in singing and playing.
<i>Create, compose, arrange and improvise music as developmentally appropriate:</i>	
M3.2.1	<p>Create short rhythmic and melodic patterns.</p> <ul style="list-style-type: none"> ➤ Students will create “answers” in the same style to given rhythmic and melodic phrases. (Teacher will establish guidelines for “answers”, e.g., not a restatement of the question, about the same length as the question, contain some of the same words or rhythms used in the question.) ➤ Have students improvise 8-beat rhythm patterns to replace 8-beat phrases in a familiar song.

	<ul style="list-style-type: none"> ➤ Using pitched instruments, set up a pentatonic scale for students to use to create answers to questions from the teacher or another student.
M3.2.2	<p>Improvise simple rhythmic and melodic ostinato patterns.</p> <ul style="list-style-type: none"> ➤ Students create rhythmic ostinati to be spoken or performed with unpitched rhythmic instruments or body instruments (e.g. students work in pairs to create percussion ostinati using note values assigned by the teacher to accompany familiar songs such as “H’Atirs” or “Canoe Song”). ➤ Students will create melodic ostinati on pitched instruments setup in pentatonic scale to accompany their singing
M3.2.3	<p>Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p> <ul style="list-style-type: none"> ➤ Students will take turns improvising for 8 beats on unpitched instruments and decide the order in which the instruments are played and also provide pitched percussion, such as xylophone, glockenspiel, metallophones, using any chosen pentatonic scale.
M3.2.4	<p>Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sound.</p> <ul style="list-style-type: none"> ➤ Students will create sound effects using voices and traditional or non-traditional sources to accompany songs. Sounds should be selected appropriate to the action (e.g., “Never Smile at a Crocodile,” “Don Gato,” “But the Cat Came Back,” or “I Know an Old Lady”)
M3.2.5	<p>Create and arrange music to accompany selections from children’s literature.</p> <ul style="list-style-type: none"> ➤ Students will create and arrange music to accompany readings (books, poems) or dramatizations. (Possible books: Alexander and the Terrible, Horrible, No Good, Very Bad Day or The Nutcracker. Possible poems: “Bonefish Bluebird,” “Dance of the Animals,” or “The Wind.”)
M3.2.6	<p>Improvise movement to songs or instrumental pieces when appropriate.</p> <ul style="list-style-type: none"> ➤ Students will create movement to dramatize songs and/or instrumental pieces.
<i>Read and Notate Music:</i>	
M3.3.1	<p>Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p> <ul style="list-style-type: none"> ➤ Students will learn and perform concepts of syncopation.
M3.3.2	<p>Read simple meter signatures correctly.</p> <ul style="list-style-type: none"> ➤ Continue skills and activities of grade two. R Practice writing patterns in meters of 2, 3, 4. R Students do clapping games with partner: 2= pat own legs, then partner’s hands 3= pat own legs, then partner’s hand two times 4= pat legs, clap own hands, tap partners hand, clap own hand.
M3.3.3	<p>Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p> <ul style="list-style-type: none"> ➤ Same as grade two but add fa and ti
M3.3.4	<p>Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>

	<ul style="list-style-type: none"> ➤ Add to grade two activities, D.C. al fine, D.S. al fine, Coda. R Learn letter name of notes by playing games, performing on pitched instruments, listing words made from A, B, C, D, E, F, and G (identify words made from these notes); tempo, dynamics; games using terms; symbol “bees.”
Analyze, describe and evaluate music and musical performances:	
M3.4.1	<p>Identify phrases and sections of music that are the same, similar, or different.</p> <ul style="list-style-type: none"> ➤ Same as grade two with different songs.
M3.4.2	<p>Identify music forms AB, ABA, and Rondo</p> <ul style="list-style-type: none"> ➤ Continue grade two activities but include theme and variations and emphasize “form,” the overall plan of a piece of music
M3.4.3	<p>Describe aural examples of music and music performances</p> <ul style="list-style-type: none"> ➤ Students write to describe music performances and include A) Terms (tempo, dynamics, simple form, etc.), B) Instruments used, and C) Comparison of music performances
M3.4.4	<p>Identify instrument families, individual instruments within the families, and recognize adult male, adult female, and children’s voices.</p> <ul style="list-style-type: none"> ➤ Continue grade two activities but include band vs. orchestra; jazz, classical, symphonic, multicultural instruments (e.g., African drums, shakers), etc. R Make a simple homemade instrument. R Identify instruments by sound and sight
Relate to music from diverse cultures, society, history and other arts and disciplines.	
M3.5.1	<p>Students will continue identifying vocals – adults, children—by listening to members of the class.</p> <ul style="list-style-type: none"> ➤ Students learn songs such as “Great Big House,” O’, Susanna,” “Strut, Miss Sally,” and “Simmons.”
M3.5.2	<p>Children should know the lyrics to our National Anthem. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <ul style="list-style-type: none"> ➤ Students continue to learn patriotic songs such as “America, the Beautiful.” R Students explore music of American composer Stephen Foster (“O, Susanna”) and Duke Ellington (“It Don’t Mean a Thing If It Ain’t Got That Swing”).
M3.5.3	<p>Identify music from various periods, composers and cultures.</p> <ul style="list-style-type: none"> ➤ Students continue study of various style periods and cultures: A) Impressionist – Claude Debussy (France—“Claire de Lune”) B) Classical – Franz Joseph Hayden (Germany), Symphony #94 “Surprise”) C) “Jambo,” African; “Oboo Asi MeNsa,” African; “Children Go Where I Send Thee,” African-American; “Sakura,” Japan
M3.5.4	<p>Sing/play songs and play musical games from diverse cultures.</p> <ul style="list-style-type: none"> ➤ Continue singing songs and playing games from diverse cultures
M3.5.5	<p>Participate in musical activities that correlate with other disciplines.</p> <ul style="list-style-type: none"> ➤ Students will use music to connect with subject areas: Reading –Alexander and His Terrible, Horrible, No good, Very Bad Day and Possum come A-Knocking Science—“Frog Went a Courtin’,” “Kookaburra,” Rattlesnake Math (multiplication)—“Weevily Wheat”

M3.5.6	Identify connections between music and the other arts, including similar terms, historical periods, and styles. <ul style="list-style-type: none">➤ Students perform movements, play instruments, and sing songs, in AB, ABA, and Rondo (ABACADFA), changing at the appropriate time. R Students use music to experience, e.g., art comparing line/contour, shape in drawings and paintings, etc.
M3.5.7	Sing sacred songs of the Mass <ul style="list-style-type: none">➤ Students will sing sacred songs that can be used for Mass.
M3.5.8	Sing service music from the Mass <ul style="list-style-type: none">➤ Students will sing service music that can be used during Mass.