

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

SINGING AND PERFORMING ALONE AND WITH OTHERS

STANDARD 1: SINGING AND PERFORMING ALONE AND WITH OTHERS

Learners will demonstrate singing, instrument playing, and movement skills alone and with others.

THIRD GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.1 Learners sing and move to a variety of music</p> <p>Learners will:</p> <p>1.1.1 sing a repertoire of appropriate songs with good pronunciation; (Essential)</p> <p>1.1.2 move to music using locomotor and non-locomotor movement; (Essential)</p> <p>1.1.3 move in patterned sequences as in simple folk dances. (Essential)</p>	<p>1.1.1 Observe student participation during class.</p> <p>1.1.2 Student will demonstrate locomotor and non-locomotor movement in isolation and in combination to create movement phrases.</p> <p>1.1.3 Observe student correctly performing simple folk dances</p>	<p>Look for appropriate songs in the Third Grade book of “Share the Music - MacMillian” (STM), “Music and You” and other textbooks.</p> <p>Use props such as scarves to create choreography that includes locomotor and non-locomotor movement.</p> <p>Use simple round, line, and partner dances such as Cotton Eyed Joe, Ton Moulin, Zudio, I’ll Rise When the Rooster Crows.</p> <p>Refer to “Teaching Folk Dances” by Phyllis Weikart.</p>
<p>1.2 Learners use good posture and vocal sound when singing.</p> <p>Learners will:</p> <p>1.2.1 sing with proper vocal technique and diction; (Essential)</p>	<p>1.2.1 Observe and evaluate student for good use of breathe, clear vocal tone and clear pronunciation of text.</p> <p>1.2.2 Observe and evaluate individuals for vocal quality, individual should be able to adjust tone quality if shouting.</p>	<p>Use the song “Apples and Bananas” to review basic vowel sounds.</p> <p>Use pure vowel sounds in vocal warm-ups: A=ah, E=eh, I=ee, O=oh, U=oo</p>

1.2.2 sing with a relaxed voice quality, not forced or shouted; (Essential)		
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SINGING AND PERFORMING ALONE AND WITH OTHERS

Third Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
1.2.3 do vocal warm-ups; (Essential) 1.2.4 match pitch; (Essential) 1.2.5 sing with good posture. (Essential)	1.2.3 The students will correctly echo vocal warm-ups using good vocal tone quality. 1.2.4 Echoing a variety of stepwise patterns (scales) and large/small skips (intervals), the student will correctly match pitch. 1.2.5 Observe student singing with the head up straight, shoulder back and relaxed, and with a straight back.	Use voice exploration activities such as sirens and ascending and descending five note scales. Use phrases of very familiar songs to reinforce pitch matching and melodic singing. Teacher should model good posture when singing.
1.3 Learners will keep a steady beat. Learners will: 1.3.1 keep a steady beat at different tempos and in different meters. (See 3.2) (Essential)	1.4.1 Student will demonstrate keeping a steady beat with a variety of music at different tempos and in different meters.	Use a wide variety of recorded music to demonstrate beat and steady tempo to the students. Consider using music that the students are very familiar with such as music of the radio or music from hit movies and TV shows.
1.4 Learners participate in appropriate performance opportunities Learners will: 1.4.1 participate and or perform in appro-		Provide performance opportunities that involve students singing, playing instruments, and moving as a whole group and as soloists.

<p>priate programs and performances; (Essential)</p> <p>1.4.2 develop confidence to perform as a soloist or in a small group. (Essential)</p>	<p>1.4.1 Observe student in appropriate performance situations,</p> <p>1.4.2 Student will critique own performance using established criteria.</p>	<p>Performance opportunities can be students performing for each other, another class, another grade level, or formal presentations for the PTA, etc.</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

CREATING WITH MUSIC

STANDARD 2: CREATING WITH MUSIC

Learners will create with music and through music

THIRD GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Learners compose, arrange, and improvise through musical activities</p> <p>Learners will:</p> <p>2.1.1 use voices and/or instruments to accompany chants, poems, or music; (Essential)</p> <p>2.1.2 use music as a vehicle for communication and self expression. (Expected)</p>	<p>2.1.1 Student will successfully create accompaniments for poems, chants, stories, and songs that enhance the text, story, or ideas presented.</p> <p>2.1.2 Student will create lyrics that communicate an idea; create a mood or demonstrate an emotion using instruments or voices.</p>	<p>In a story, accompany verbs or nouns with different instruments (i.e., waving grass - cabasa, thunder - drum, running - hand drums, etc.)</p>

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

READING AND RESPONDING TO MUSIC

STANDARD 3: READING AND RESPONDING TO MUSIC

Learners will respond visually and aurally to music

THIRD GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Learners experience and perform to simple melodic and rhythmic patterns.</p> <p>Learners will:</p> <p>3.1.1 create and lead four beat rhythmic patterns using body percussion ; (Essential)</p> <p>3.1.2 understand that music is organized in groups of beats; (Essential)</p> <p>3.1.3 recognized and respond to melodic direction in notated and aurally presented music; (Essential)</p> <p>3.1.4 memorize and sing short simple songs. (Expected)</p> <p>3.1.5 understand that styles of music relate to beat patterns; (Expected)</p>	<p>3.1.1 Student will successfully create and lead a four beat pattern using body percussion. (See 3.3.2)</p> <p>3.1.2 Student will organize a written twelve beat pattern into 2's, 3's, 4's and 6's. Student will perform each version and compare.</p> <p>3.1.3 While looking at a piece of music, or listening to a piece of music, the student will correctly identify the melodic direction.</p> <p>3.1.4 Student will perform short, simple songs accurately.</p> <p>3.1.5 Student will correctly identify beat groupings of two's for marches and three's for waltzes by finding the strong accented beat in each grouping or measure.</p>	<p>Use student names to create four beat patterns, then transfer the patterns to body percussion.</p> <p>Fine names that only have two beats and names that only have three beats. Create a string of these two and three beat names. Vary the order so that the student can hear and feel the changing meters.</p> <p>Teach basic conducting patterns in 2: , </p> <p>3: , and 4: .</p>

READING AND RESPONDING TO MUSIC

Third Grade Music

<p>3.2 Learners respond to simple meter changes.</p> <p>Learners will:</p> <p>3.2.1 listen and respond to music in meter groupings of two's and three's and four's; (Essential)</p>	<p>Student will identify the correct meter group and choose the corresponding conducting pattern for a piece of music.</p>	<p>Play a variety of music in the meters of 2/4, 3/4, and 4/4.</p>
<p>3.3 Learners understand basic music terminology</p> <p>Learners will:</p> <p>3.3.1 use basic terminology related to pitch movement (step-wise motion, skip-wise motion, repeated notes); (Essential)</p> <p>3.3.2 use basic terminology related to rhythm reading (notes values, rests, fermata); (Essential)</p> <p>3.3.3 use basic terminology to indicate dynamic differences (forte, piano, crescendo, decrescendo); (Essential)</p> <p>3.3.4 use basic terminology related to tempo (presto, allegro, moderato, andante, adagio, lento). (Essential)</p>	<p>3.3.1 In written music, the student will identify step-wise motion (scale patterns) and skip-wise motion (intervals) correctly.</p> <p>3.3.2 In written music, the student will correctly identify quarter notes (), eighth notes (), quarter rest (), whole note (), half note (), and fermata .</p> <p>3.3.3 Student will use musical terminology when describing or talking about music.</p> <p>3.3.4 Student will use musical terminology when describing or talking about music.</p>	<p>Add music terminology to spelling lists.</p> <p>Teacher should model using music terminology correctly while teaching music activities.</p> <p>Use the dance “Seven Jumps” to demonstrate the concept of fermata from STM second grade book.</p>

READING AND RESPONDING TO MUSIC

Third Grade Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.4 Learners identify and respond to tempo, volume, and duration contrasts.</p> <p>The learner will:</p> <p>3.4.1 identify contrasts in the musical elements of tempo (fast/slow), pitch (high/low), rhythmic duration (short/long) and dynamics (loud/soft). (Essential)</p>	<p>3.4.1 Student will perform musical selection at contrasting tempos, different pitch centers, and with different dynamic levels.</p>	<p>Use Hunt the Cows from STM Grade One.</p> <p>Listen to Musette by Yo Yo Ma and Bobby McFerrin for lesson in contrasts. STM Fifth Grade.</p>
<p>3.5 Learners follow and read words in a song.</p> <p>The learner will:</p> <p>3.5.1 read and understand the meaning in song lyrics; (Essential)</p> <p>3.5.2 incorporate musical activities with children’s literature. (Expected)</p>	<p>3.5.1 Student accurately reads the text of a song, follows the actions associated with the text, or can relate the general theme or idea in the text.</p>	<p>Begin to incorporate myths, legends, poetry, and historical events as a basis for musical activities.</p>
<p>3.6 Learners identify and respond to music form.</p> <p>Learners will:</p> <p>3.6.1 identify music in verse-refrain, ABA, rondo and theme and variation. (Essential)</p> <p>3.6.2 create in ABA form.</p>	<p>3.6.1 While listening to a song or piece of music, the student will correctly identify verse-refrain, ABA , rondo form or theme and variation.</p> <p>3.6.2 The student will create a piece of</p>	<p>Listening selections to demonstrating theme and variation should include William Schuman’s “Variations on America” and Caillett’s “Variations on Pop Goes The Weasel.” Both recordings can be found in the STM series.</p> <p>While verse- refrain and rondo may appear to be the same, remember that verse-refrain is text based and rondo is melody based.</p>

3.6.3 understand and follow simple listening maps.	music, movement, or art in ABA form. 3.6.3 While listening to a piece of music, the student will successfully identify various musical elements and the form of the music depicted on a listening map.	Use the listening maps from the third grade TE of STM.
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

LISTENING, ANALYZING, AND DESCRIBING MUSIC

STANDARD 4: LISTENING, ANALYZING, AND DESCRIBING MUSIC

Learners will listen to, analyze, and describe music.

THIRD GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Learners discuss characteristics in a variety of music</p> <p>Learners will:</p> <p>4.1.1 listen to a variety of recorded music or live musical performances; (Essential)</p> <p>4.1.2 discuss the purpose of various types of music (dances, marches, lullabies). (Essential)</p>	<p>4.1.1 Student will discuss and/or highlight at least four aspects of a musical performance while referring back to the musical pieces heard.</p> <p>4.1.2 Student can identify music that has a specific purpose such as a march, dance, lullaby, hymn, etc.</p>	<p>Play a wide variety of recorded music as part of the student’s music lessons, as background music for reflective and non-reflective listening.</p> <p>Play music from many time periods and as well as contemporary styles.</p> <p>Refer to listening lessons and recordings that are part of the Third Grade level STM series.</p> <p>Encourage students to develop criteria for selecting music for listening pleasure (i.e., quiet music for relaxing, strong beat for dancing, etc.)</p>
<p>4.2 Learners recognize and name</p>		<p>Refer to lessons on tone and instruments</p>

<p>melodic, rhythmic, orchestral and electronic instruments.</p> <p>Learners will:</p> <p>4.2.1 develop the use of body percussion as part of music-making; (Essential)</p> <p>4.2.2 recognize the singing voice of an adult male, adult female, and a child; (Essential)</p>	<p>4.2.1 Student will keep a steady beat with hands, fingers, and feet and in combination with other body percussion.</p> <p>4.2.2 Student can correctly identify a man’s voice, women’s voice, and a child’s voice.</p>	<p>in the classified index of the Third Grade TE of the STM series.</p> <p>Various drums and non-pitched instruments are available for check-out at the ARTS Center.</p> <p>Use poster visual and books to show the students instrument from various world cultures.</p>
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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.2.3 identify and classify rhythm band instruments by sound characteristics; (Essential)</p> <p>4.2.4 identify and classify various types of drums from different world cultures; (Extended)</p> <p>4.2.5 be able to name the orchestral instruments by family (string, brass, woodwind, percussion); (Expected)</p> <p>4.2.6 understand that, in music making, instruments are an extension of ourselves; (Expected)</p> <p>4.2.7 name electronic instruments such as keyboards, synthesizers, and guitars.</p>	<p>4.2.3 Student will correctly classify rhythm band instruments based on construction material (wood, metal); sound characteristics (ringing, clicks, jingle); size and manner of playing (striking, shaking.)</p> <p>4.2.4 Student will correctly identify wooden drums, basket drums, steel drums and the cultures they are associated with.</p> <p>4.2.5 Student will know basic instrument families and describe one or two characteristics of each family.</p>	

(Expected)		
<p>4.3 Learners model appropriate audience behavior.</p> <p>Learners will: 4.3.1 be aware of appropriate concert/performance behavior as a listener and as a participant. <i>(Essential)</i></p>	<p>4.3.1 Observe student exhibiting proper behavior, listening attentively, and/or actively participating in a performance.</p>	<p>Provide opportunities for students to practice good audience behavior.</p>
<p>4.4 Learners identify form in music.</p> <p>The learner will: 4.4.1 identify and describe verse-refrain, ABA, rondo, theme and variation forms in music. <i>(Essential)</i></p>	<p>4.4.1 While listening to a song or piece of music, the student will correctly identify verse-refrain, ABA, rondo, and theme and variation form.</p>	

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

STANDARD 5: UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Learners will make connections to other content areas through musical activities

THIRD GRADE

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Learners demonstrate proper care for musical equipment</p> <p>Learners will: 5.1.1 accept responsibility for proper care of musical equipment. <i>(Essential)</i></p>	<p>5.1.1 Student will understand the rationale for, and demonstrate, appropriate care with musical equipment without teacher oversight.</p>	<p>Give students more responsibility for setting up and putting away music equipment.</p>
<p>5.2 Learners develop an awareness of other cultures through music.</p> <p>Learners will:</p>		<p>Refer to the Hispanic Music Kits published by APS Instructional Support Unit. Materials are also available for check out from the APS ARTS Center.</p>

<p>5.2.1 sing songs from various cultures and in other languages with an emphasis on the music of New Mexico (Essential)</p> <p>5.2.2 sing songs in a variety of styles (patriotic, lullabies, folk songs, etc.); (Essential)</p>	<p>5.2.1 Observe student singing songs in other languages and appropriate songs from the cultures in New Mexico (Spanish, Native American, African American.) Discuss similarities and differences to other music they've studied.</p> <p>5.2.2 Student can tell about the subject matter, origin, and/or purpose of song being studied.</p>	<p>Patriotic songs to sing can include America the Beautiful, This Land is Your Land, and Battle Hymn of the Republic.</p> <p>Use the "Wee Sing - America" for additional songs.</p>
<p>5.3 Learners develop an awareness that music is part of daily life.</p> <p>Learners will:</p> <p>5.3.1 discuss how music impact their own daily lives the lives of others. (Essential)</p>	<p>5.3.1 Students can identify three ways they personally use or make music.</p>	<p>Look for examples of people making music in everyday situations like work (African Postal Workers from Grade Three STM series, Chili's commercial) and play (rhythm of a bouncing ball, jumping rope, running.)</p>

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Third Grade

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.4 Learners develop an awareness of the connections between music and other content areas.</p> <p>The learner will:</p> <p>5.4.1 discover and detail relationship between music and other content areas such as math and science, etc.) (Expected)</p>		<p>Refer to Curriculum Integration in the classified index of the Third Grade TE of STM.</p> <p>Possible Baroque composers to study are Bach, Vivaldi, Handel, Corelli, Pachelbel.</p> <p>Possible Classical composers to study are Hadyn, Mozart, Beethoven.</p>

<p>5.4.2 identify and know about two major composers from the Baroque and Classical periods and study their lives in relationship to other major historical events or trends of their time period. (Extended)</p>		
<p>5.5 Learners develop an awareness of the vocational and avocational possibilities in music.</p> <p>Learners will;</p> <p>5.5.1 explore different career opportunities related to the music field. (<i>Essential</i>)</p>	<p>5.5.1 Student can identify three career fields related to music.</p>	<p>Refer to the Careers section of the classified index in the Third Grade TE of STM.</p>