

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 3rd

Subject: Music

Adoption Date: 06/01/12

Revision Date: 11/03/2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<ul style="list-style-type: none"> How do I use written notes and rests to create music on an instrument (10 weeks)? 	<ul style="list-style-type: none"> How do I apply my musical knowledge to play Orff instruments (10 weeks)? 	<ul style="list-style-type: none"> How do I analyze music used to celebrate Carnival (10 weeks)? 	<ul style="list-style-type: none"> How do I understand what types of music are considered “folk music (10 weeks)?”
Instructional Materials	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) 	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) 	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.) 	<ul style="list-style-type: none"> Accompaniment instruments Classroom percussion Listening samples Class songs Activity materials for songs, games, and crafts: (scarves, crayons, bean bags, visual aids, etc.)
Activities	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a varied repertoire of music Improvising melodies, 	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a varied repertoire of music Improvising melodies, 	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a varied repertoire of music Improvising melodies, 	<ul style="list-style-type: none"> Singing, alone and with others, a varied repertoire of music Performing on instruments, alone and with others, a varied repertoire of music Improvising melodies,

	<p>variations, and accompaniments</p> <ul style="list-style-type: none"> • Reading and notating music • Listening to, analyzing, and describing music 	<p>variations, and accompaniments</p> <ul style="list-style-type: none"> • Reading and notating music • Listening to, analyzing, and describing music 	<p>variations, and accompaniments</p> <ul style="list-style-type: none"> • Reading and notating music • Listening to, analyzing, and describing music 	<p>variations, and accompaniments</p> <ul style="list-style-type: none"> • Reading and notating music • Listening to, analyzing, and describing music
Standards	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's</p>	<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p>1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p>1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.</p> <p>1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p>1.3A.5.Pr4e: Convey creator's</p>

	<p>intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p> <p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p>1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p> <p>1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music</p> <p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
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<p>Accommodations and Modifications</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>	<p>English language learners:</p> <ul style="list-style-type: none"> • Use images, diagrams and other visual aids wherever possible • Provide hands-on activities and explanations • Accept participation at any level, even one word <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> • Adjust time for completion • Use behavioral management techniques consistently within a classroom and across classes <p>Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Ask student higher level questions • Provide opportunities to develop depth and breadth of knowledge with tangential topics. • Give students opportunities to mentor other students. • Give students opportunities to teach other students <p>Students with 504 plans:</p>
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	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher 	<ul style="list-style-type: none"> • Visually impaired students should be seated in close proximity to the teacher. • Hearing impaired students should be seated in close proximity to the teacher
Interdisciplinary Connections	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. • describe distinguishing characteristics of representative music genres and styles from a variety of cultures
Assessments	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments 	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments 	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments 	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> • Individual demonstration of music elements via singing, playing, and moving to music <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> • Class participation <p>Summative assessments:</p> <ul style="list-style-type: none"> • Performance of learned songs and instruments

<p>21st Century Themes and Skills</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE 1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p>
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