### Instructional Guide
#### 3rd Grade: First Nine Weeks

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<thead>
<tr>
<th>Lesson</th>
<th><strong>MNPS Standards</strong></th>
<th>Assessment</th>
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<th>Listening/ Song</th>
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<th>Suggested Activities</th>
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</table>
| 1      | **Review do-re-mi-so-la.**  
1.1.1 Sing a melody with accurate rhythm and pitch (solfege and/or lyrics).  
8.1.1 Discuss how music shares similarities with dance (e.g., movement). | L8 p.28 |  | Turn the Beat Around  
How do you do?  
Paw Paw Patch |  | Rules/procedures  
Pentatonic song in which you will review solfege in future lessons  
Movement activity |
| 2      | 3.4.1 Improvise a simple four-beat accompaniment on body percussion within teacher-given parameters.  
5.3.1 Identify various dynamic markings (e.g., forte, mezzo forte, mezzo piano, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D.C., fine, coda).  
6.3.1 Discuss a listening example through teacher-guided questioning. | CL1 p.6  
CL6 p.100 |  | Fire, Fire, Fire!  
John Jacob Jingleheimer Schmidt  
Chatter with the Angels | mezzo forte  
mezzo piano  
D.C.  
fine | Discuss the dynamic and directional markings that go with the listening example. |
| 3      | 2.1.1/2 Demonstrate and Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.  
3.2.1 Improvise an eight-beat rhythm pattern consisting of quarter notes, paired eighth notes, and/or quarter rests using body percussion or non-pitched instruments.  
5.2.1 Notate rhythmic patterns in traditional notation by using manipulatives. | CL2 p.10 | My mother and Your mother poem |  |  | Lesson 1’s songs  
Improvise with a listening example. |
| 4      | 4.1.1/2/3 Create and demonstrate a four-measure rhythmic composition that consists of half notes, quarter notes, paired eighth notes, and quarter rests.  
7.2.1 Discuss appropriate audience member behavior in a classroom setting. | 2.1.2  
5.2.1  
4.1.1/2/3 | CL11 p.152  
L3 p.92 | Time  
Tempest |  | May use extra week  
Composition and demonstration is assessment  
Create ostinati to accompany a poem. |
| 5      | 1.3.1 Speak simple ostinati in small and/or large groups.  
2.3.1 Demonstrate a basic accompaniment (steady beat) in duple meter on non-pitched instruments.  
6.2.1 Identify, by sight and sound, classroom instruments and classify into families. | L5 p.98  
L5 p.250 |  |  | Use graphic organizers and thinking maps to organize instruments visually. |
| 6      | 3.3.1 Improvise an answer to a teacher-given four-beat question using body percussion or non-pitched instruments.  
5.1.1 Identify notes represented on lines and spaces on a treble clef staff. | 1.1.1 |  | La Raspa (AB)  
The Chicken Dance (AB)  
Persian Dance (ABA)  
Chatter with the Angels | Spell words to practice note names on a staff.  
Note name poem or song. |
<p>| 7      | 6.1.1 Demonstrate an understanding of different sections of simple forms of music (e.g., AB, ABA) by using listening maps or through movement. | 6.1.1 | L6 p.282 |  | Form: Experience with movement - Large group: teacher-lead Small group: student-created |</p>
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| 1      | **Prepare low la, low so.**  
1.1.2 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), and dynamics.  
1.2.1 Exhibit good posture, grade-appropriate diction, and breath control.  
5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher. | 4th gr. CL7 p.24  
4th gr. L2 p.92 | | | Chicken on a Fencepost  
Chatter with the Angels  
Ten Little Angels | | |
| 2      | 6.4.1 Discuss a variety of regional, national, and/or global styles and/or genres of music (e.g., lullaby, march, jazz, folk song, patriotic, **work song, spirituals**, various ethnic music).  
7.1.2 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.  
9.1.1 Distinguish between music of selected cultures using teacher-given parameters. | L1 p.162  
L6 p.392 | Fisk Jubilee Singers  
If You Lived When There was Slavery in America by Anne Kamma | Pick a Bale of Cotton  
I’ve Been Working on the Railroad  
Pay Me My Money Down  
Wade in the Water | work song  
spiritual | |
| 3      | 2.2.1/2 Perform, in small or large groups, and alone basic melodies on a pentatonic scale (four-measure minimum).  
2.4.2 Maintain a tempo by following the conductor. (Review largo and presto.)  
3.1.1 Improvise a four-beat melody using a pentatonic scale within teacher-given parameters. | CL7 p.24 | | | | Holiday song  
Song from lesson one |
| 4      | 3.2.2 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes, **sixteenth notes** and/or quarter rests.  
6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families. | L1 p.114 | Trans Siberian Orchestra CD | Chicken on a Fencepost  
Paw Paw Patch | sixteenth notes | Use Thinking maps/graphic organizers to organize instruments. |
| 5      | 3.1.2 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.  
3.2.2 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes, **sixteenth notes** and/or quarter rests.  
6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families. | CL4 p.94  
L10 p.110 | | | | |
| 6      | 4.3.1 Create and demonstrate a short introduction to a given melody.  
7.1.2 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.  
7.2.2 Discuss and demonstrate appropriate audience member behavior in a classroom setting. | L1 p.50 | | | | Holiday song |
| 7      | 5.3.2 Identify and demonstrate dynamic markings (e.g., forte, **mezzo forte**, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.  
6.1.2 Demonstrate an understanding of different sections of simple (e.g., AB, ABA) and/or complex music forms (e.g., rondo, **theme and variations**) by using manipulatives.  
8.1.2 Discuss how music shares similarities with dance and visual arts. | CL1 p.48 | | Appalachian Spring - Simple Gifts  
Flight of the Valkyries | theme and variation | Create percussion rainstorm.  
Create a theme and variation by splitting class into groups. Each group performs a "variation". |
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<tr>
<td>1</td>
<td><strong>Prepare to introduce high do.</strong></td>
<td>1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo. 1.2.2 Exhibit good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice. 8.2.2 Demonstrate ability to enhance a story with the addition of singing, vocal or instrumental sounds looking for commonalities between music and literature. 9.1.2 Describe music characteristics of selected cultures using teacher-given parameters.</td>
<td>1.2.2</td>
<td>CL 1 p.6</td>
<td></td>
<td>Charlie Parker Played Bebop by Chris Raschka</td>
<td>Night in Tunisia</td>
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<tr>
<td>2</td>
<td><strong>Prepare to start recorder.</strong></td>
<td>2.3.2 Demonstrate a basic accompaniment in duple meter on pitched (two-note chords, broken two-note chords and three-note chords) and non-pitched (steady beat) instruments. 2.1.3 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique. 5.1.2 Identify meters (duple and triple), note names on treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.</td>
<td>4th gr. L4 p.98</td>
<td>2.4.1</td>
<td></td>
<td>bar line measure time signature</td>
<td>Review notes on music staff.</td>
<td></td>
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<tr>
<td>3</td>
<td>3.3.2 Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments. 6.3.2 Describe a listening example by using teacher-given characteristics (allegro). 6.4.2 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres of music experienced through teacher-given parameters.</td>
<td>3.1.3 Improvise an eight-beat melody using a pentatonic scale. 8.2.1 Demonstrate an understanding of acoustics through instrumental experiences.</td>
<td>4th gr. L6 p.20</td>
<td>Animated Listening map CD 3 “Choo Choo Joubert”</td>
<td></td>
<td></td>
<td>allegro</td>
<td></td>
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<tr>
<td>4</td>
<td>3.4.2 Improvise a simple four-beat accompaniment, vocally or on body percussion, within teacher-given parameters. 4.3.2 Create and demonstrate a short introduction and coda to a given melody.</td>
<td>3.2.2 Improvise a simple four-beat accompaniment, vocally or on body percussion, within teacher-given parameters. 4.3.2 Create and demonstrate a short introduction and coda to a given melody.</td>
<td>1.2.2</td>
<td>L6 p.138</td>
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<tr>
<td>5</td>
<td>2.4.1 Use dynamic markings on a given melody or rhythm pattern. 3.1.3 Improvise an eight-beat melody using a pentatonic scale. 8.2.1 Demonstrate an understanding of acoustics through instrumental experiences.</td>
<td></td>
<td>2.4.1</td>
<td>CL10 p.110</td>
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<td>6</td>
<td>4.2.3 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale, using dynamic contrast while maintaining a steady tempo. 5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.</td>
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<td>4.2.3</td>
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<td>7</td>
<td><strong>Introduce recorder.</strong> 6.2.3 Identify, visually, teacher-selected orchestral instruments and group into families. 7.2.3 Demonstrate appropriate audience behavior in a formal performance setting (live or recorded).</td>
<td></td>
<td>7.2.3</td>
<td>Sound Bank p.434</td>
<td></td>
<td></td>
<td>Peter and the Wolf</td>
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*CL 1 p.6 Charlie Parker Played Bebop by Chris Raschka*

*4th gr. L4 p.98*

*4th gr. L6 p.20*

*1.2.2 L6 p.138*

*2.4.1 CL10 p.110*

*5.2.2*
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<tr>
<td>1</td>
<td>1.3.3</td>
<td>Sing partner songs in small and/or large groups.</td>
<td></td>
<td>CL 11 p.152</td>
<td>Don't Throw Your Junk in My Backyard partnered with Fish and Chips and Vinegar, One Bottle of Pop</td>
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<td></td>
<td>1.2.3</td>
<td>Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.</td>
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<td></td>
<td>3.3.3</td>
<td>Improvise, in pairs, a four- or eight-beat question and answer using body percussion or non-pitched instruments.</td>
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<td></td>
<td>9.1.3</td>
<td>Discuss characteristics of a selected culture(s) within a musical and/or historical context.</td>
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<td>2</td>
<td>2.4.3</td>
<td>Demonstrate tempo and dynamic changes.</td>
<td></td>
<td>L8 p.400 L11 p.190 CL1 p.162</td>
<td>In the Hall of the Mountain King Fright of the Blunder B (Music K-8)</td>
<td>pianissimo fortissimo</td>
<td>Practice recorder</td>
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<td></td>
<td>5.3.3</td>
<td>Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, fortissimo, crescendo, decrescendo) and directional markings (e.g., repeat sign, D.C., fine, coda) within a given music selection.</td>
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<td></td>
<td>6.4.3</td>
<td>Classify styles and/or genres of selected music using teacher-given vocabulary.</td>
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<td>8.1.3</td>
<td>Demonstrate how music shares similarities with dance (e.g., movement) and theatre (e.g., dramatization).</td>
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<td>3</td>
<td><strong>Introduce high do.</strong></td>
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<td>L7 p. 140</td>
<td>B A Rock Star (Music K-8)</td>
<td>whole note whole rest</td>
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<td>2.2.3</td>
<td>Perform, alone and/or in small or large groups, basic melodies based on a major scale including steps, skips, leaps, and repeated notes (four-measure minimum).</td>
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<td></td>
<td>3.2.3</td>
<td>Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and quarter rests.</td>
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<td></td>
<td>5.1.3</td>
<td>Compare meters (duple and triple), identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests, whole rests).</td>
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<td>4</td>
<td>2.3.3</td>
<td>Demonstrate an accompaniment in duple and triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords and/or arpeggios) and varying rhythm patterns (half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.</td>
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<td>L4 p.132</td>
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<td>5</td>
<td>4.3.3</td>
<td>Create and demonstrate a short introduction, interlude, and coda to a given melody.</td>
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<td>L6 p.138</td>
<td></td>
<td></td>
<td>Consider doing on recorder; may be used as a recorder assessment.</td>
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<td></td>
<td>7.1.3</td>
<td>Discuss a student performance using grade-appropriate music vocabulary and teacher-given criteria.</td>
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<td>6</td>
<td>6.1.3</td>
<td>Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations).</td>
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<td>CL1 p.50</td>
<td>Tambourin Linus and Lucy Simple Gifts</td>
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<td>7</td>
<td>3.4.3</td>
<td>Improvise a simple eight-beat accompaniment, vocally or on body percussion or non-pitched instruments within teacher-given parameters.</td>
<td></td>
<td>CL1 p.50</td>
<td>Animated Listening map CD 3 “Choo Choo Joubert</td>
<td>ritardando</td>
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<td></td>
<td>6.3.3</td>
<td>Classify the elements of music, using teacher-given vocabulary, for a listening example (ritardando).</td>
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<td>8.2.3</td>
<td>Describe the literary characteristics of song lyrics.</td>
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**Introduce high do.**