

Instructional Guide
3rd Grade: First Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	<p>**Review do-re-mi-so-la.</p> <p>1.1.1 Sing a melody with accurate rhythm and pitch (solfege and/or lyrics).</p> <p>8.1.1 Discuss how music shares similarities with dance (e.g., movement).</p>		L8 p.28		<p><i>Turn the Beat Around</i></p> <p><i>How do you do?</i></p> <p><i>Paw Paw Patch</i></p>		<p>Rules/procedures</p> <p>Pentatonic song in which you will review solfege in future lessons</p> <p>Movement activity</p>
2	<p>3.4.1 Improvise a simple four-beat accompaniment on body percussion within teacher-given parameters.</p> <p>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).</p> <p>6.3.1 Discuss a listening example through teacher-guided questioning.</p>		CL1 p.6 CL6 p.100		<p><i>Fire, Fire, Fire!</i></p> <p><i>John Jacob Jingleheimer Schmidt</i></p> <p><i>Chatter with the Angels</i></p>	<p>mezzo forte</p> <p>mezzo piano</p> <p>D.C.</p> <p>fine</p>	Discuss the dynamic and directional markings that go with the listening example.
3	<p>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.</p> <p>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.</p> <p>5.2.1 Notate rhythmic patterns in traditional notation by using manipulatives.</p>		CL2 p.10	<p><u>My mother and Your mother</u> poem</p>	<p><i>Rocky Mountain</i></p> <p><i>Who's that Tapping at the Window</i></p>		<p>Lesson 1's songs</p> <p>Improvise with a listening example.</p>
4	<p>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.</p> <p>7.2.1 Discuss appropriate audience member behavior in a classroom setting.</p>	<p><u>2.1.2</u></p> <p><u>5.2.1</u></p> <p><u>4.1.1/2/3</u></p>	CL11 p.152 L3 p.92		<p><i>Time</i></p> <p><i>Tempest</i></p>		<p>May use extra week</p> <p>Composition and demonstration is assessment</p> <p>Create ostinati to accompany a poem.</p>
5	<p>1.3.1 Speak simple ostinati in small and/or large groups.</p> <p>2.3.1 Demonstrate a basic accompaniment (steady beat) in duple meter on non-pitched instruments.</p> <p>6.2.1 Identify, by sight and sound, classroom instruments and classify into families.</p>		L5 p.98 L5 p.250				Use graphic organizers and thinking maps to organize instruments visually.
6	<p>3.3.1 Improvise an answer to a teacher-given four-beat question using body percussion or non-pitched instruments.</p> <p>5.1.1 Identify notes represented on lines and spaces on a treble clef staff.</p>	<u>1.1.1</u>					<p>Spell words to practice note names on a staff.</p> <p>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.	<u>6.1.1</u>	L6 p.282		<p><i>La Raspa (AB)</i></p> <p><i>The Chicken Dance (AB)</i></p> <p><i>Persian Dance (ABA)</i></p> <p><i>Chatter with the Angels</i></p>		<p>Form: Experience with movement -</p> <p>Large group: teacher-lead</p> <p>Small group: student-created</p>

Instructional Guide
3rd Grade: Second Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Song	Vocab	Suggested Activities
1	<p>**Prepare low la, low so.</p> <p>1.1.2 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), and dynamics.</p> <p>1.2.1 Exhibit good posture, grade-appropriate diction, and breath control.</p> <p>5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher.</p>		<p>4th gr. CL7 p.24</p> <p>4th gr. L2 p.92</p>		<p><i>Chicken on a Fencepost</i></p> <p><i>Chatter with the Angels</i></p> <p><i>Ten Little Angels</i></p>		
2	<p>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).</p> <p>7.1.2 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.</p> <p>9.1.1. Distinguish between music of selected cultures using teacher-given parameters.</p>		<p>L1 p.162 L6 p.392</p>	<p>Fisk Jubilee Singers</p> <p><u><i>If You Lived When There was Slavery in America</i></u> by Anne Kamma</p>	<p><i>Pick a Bale of Cotton</i></p> <p><i>I've Been Working on the Railroad</i></p> <p><i>Pay Me My Money Down</i></p> <p><i>Wade in the Water</i></p>	<p>work song</p> <p>spiritual</p>	
3	<p>2.2.1/2 Perform, in small or large groups, and alone basic melodies on a pentatonic scale (four-measure minimum).</p> <p>2.4.2 Maintain a tempo by following the conductor. (Review largo and presto.)</p> <p>3.1.1 Improvise a four-beat melody using a pentatonic scale within teacher-given parameters.</p>	<u>3.1.1</u>	CL7 p.24				<p>Holiday song</p> <p>Song from lesson one</p>
4	<p>1.3.2 Sing simple ostinati in small and/or large groups.</p> <p>4.2.1/2 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale while maintaining a steady tempo.</p>	<p><u>1.1.2</u></p> <p><u>4.2.1</u></p>	L11 p.114		<p><i>Land of the Silver Birch</i></p> <p><i>I Want to Rise in the Early Morn</i></p>		Use holiday song to inspire composition.
5	<p>3.1.2 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.</p> <p>3.2.2 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes, sixteenth notes and/or quarter rests.</p> <p>6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.</p>		<p>CL4 p.94 L10 p.110</p>	Trans Siberian Orchestra CD	<p><i>Chicken on a Fencepost</i></p> <p><i>Paw Paw Patch</i></p>	sixteenth notes	Use Thinking maps/graphic organizers to organize instruments.
6	<p>4.3.1 Create and demonstrate a short introduction to a given melody.</p> <p>7.1.2 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.</p> <p>7.2.2 Discuss and demonstrate appropriate audience member behavior in a classroom setting.</p>	<u>7.2.2</u>	L1 p.50				Holiday song
7	<p>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.</p> <p>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.</p> <p>8.1.2 Discuss how music shares similarities with dance and visual arts.</p>	<u>9.1.1</u>	CL1 p.48	<u>Tuesday</u> by David Weisner	<p><i>Appalachian Spring - Simple Gifts</i></p> <p><i>Flight of the Valkyries</i></p>	theme and variation	<p>Create percussion rainstorm.</p> <p>Create a theme and variation by splitting class into groups. Each group performs a "variation".</p>

Instructional Guide
3rd Grade: Third Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Songs	Vocab	Suggested Activities
1	<p>**Prepare to introduce high do.</p> <p>1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo.</p> <p>1.2.2 Exhibit good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.</p> <p>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.</p> <p>9.1.2 Describe music characteristics of selected cultures using teacher-given parameters.</p>		CL 1 p.6	<p>Charlie Parker Played Bebop by Chris Raschka</p>	<i>Night in Tunisia</i>		
2	<p>**Prepare to start recorder.</p> <p>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.</p> <p>2.1.3 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.</p> <p>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.</p>		4th gr. L4 p.98			bar line measure time signature	Review notes on music staff.
3	<p>3.3.2 Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments.</p> <p>6.3.2 Describe a listening example by using teacher-given characteristics (allegro).</p> <p>6.4.2 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres of music experienced through teacher-given parameters.</p>		4th gr. L6 p.20	Animated Listening map CD 3 "Choo Choo Joubert"		allegro	
4	<p>3.4.2 Improvise a simple four-beat accompaniment, vocally or on body percussion, within teacher-given parameters.</p> <p>4.3.2 Create and demonstrate a short introduction and coda to a given melody.</p>	<u>1.2.2</u>	L6 p.138				
5	<p>2.4.1 Use dynamic markings on a given melody or rhythm pattern.</p> <p>3.1.3 Improvise an eight-beat melody using a pentatonic scale.</p> <p>8.2.1 Demonstrate an understanding of acoustics through instrumental experiences.</p>	<u>2.4.1</u> <u>8.2.1</u>	CL10 p.110				
6	<p>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.</p> <p>5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.</p>	<u>5.2.2</u>					
7	<p>**Introduce recorder.</p> <p>6.2.3 Identify, visually, teacher-selected orchestral instruments and group into families.</p> <p>7.2.3 Demonstrate appropriate audience behavior in a formal performance setting (live or recorded).</p>	<u>7.2.3</u>	Sound Bank p.434	sfskids.org	<i>Peter and the Wolf</i>		

Instructional Guide
3rd Grade - Fourth Nine Weeks

Lesson	MNPS Standards Student Performance Indicators	Assess	Textbook Resource	Other Resources	Listening/ Songs	Vocab	Suggested Activities
1	1.3.3 Sing partner songs in small and/or large groups. 1.2.3 Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice. 3.3.3 Improvise, in pairs, a four- or eight-beat question and answer using body percussion or non-pitched instruments. 9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context.		CL 11 p.152		<i>Don't Throw Your Junk in My Backyard</i> partnered with <i>Fish and Chips and Vinegar, One Bottle of Pop</i>		
2	2.4.3 Demonstrate tempo and dynamic changes. 5.3.3 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. 6.4.3 Classify styles and/or genres of selected music using teacher-given vocabulary. 8.1.3 Demonstrate how music shares similarities with dance (e.g., movement) and theatre (e.g., dramatization).	3.3.3	L8 p.400 L11 p.190 CL1 p.162		<i>In the Hall of the Mountain King</i> <i>Fright of the Blunder B</i> (Music K-8)	pianissimo fortissimo	Practice recorder
3	**Introduce high do. 2.2.3 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). 3.2.3 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and quarter rests. 5.1.3 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).		L7 p. 140		<i>B A Rock Star</i> (Music K-8)	whole note whole rest	
4	2.3.3 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.		L4 p.132				
5	4.3.3 Create and demonstrate a short introduction, interlude, and coda to a given melody. 7.1.3 Discuss a student performance using grade-appropriate music vocabulary and teacher- given criteria.	4.3.3	L6 p.138				Consider doing on recorder; may be used as a recorder assessment.
6	6.1.3 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations).	6.1.3 Assess recorder: B, A, G	CL1 p.50		<i>Tambourin</i> <i>Linus and Lucy</i> <i>Simple Gifts</i>		
7	3.4.3 Improvise a simple eight-beat accompaniment, vocally or on body percussion or non- pitched instruments within teacher-given parameters. 6.3.3 Classify the elements of music, using teacher-given vocabulary, for a listening example (ritardando). 8.2.3 Describe the literary characteristics of song lyrics.	8.2.3 9.1.3	CL1 p.50	Animated Listening map CD 3 "Choo Choo Joubert		ritardando	