

<b>Select a Course:</b>	Music Grade 3
<b>Teacher:</b>	CORE Music Grade 3
<b>Course:</b>	Music Grade 3
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August	<p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p>					
September	<p><b>Repeated patterns</b> Students will experience and define repeated patterns as they relate to the organizational principles of music.</p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>Students will understand that: Music is arranged in a sequence of patterns that can be classified as same.</li> <li>More than one sound simultaneously creates harmony.</li> <li>Rhythmic notation portrays patterns of sound.</li> <li>Beat and rhythm are the essential building blocks of music.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>What is harmony?</li> <li>What is an ostinato?</li> </ul> </td> <td> <p>MU:Pr4.2.3.a - Demonstrate understanding of the structure in music selected for performance.</p> </td> <td> <ul style="list-style-type: none"> <li>Students should know and be able to do: Echo, read, and recite various rhythmic patterns.</li> <li>Perform harmony through using voices and instruments</li> <li>Performing body percussion and transferring to playing on instruments</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Tier 2 Notation Rhythm Patterns</li> <li>Tier 3 ostinato harmony</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Students will understand that: Music is arranged in a sequence of patterns that can be classified as same.</li> <li>More than one sound simultaneously creates harmony.</li> <li>Rhythmic notation portrays patterns of sound.</li> <li>Beat and rhythm are the essential building blocks of music.</li> </ul>	<ul style="list-style-type: none"> <li>What is harmony?</li> <li>What is an ostinato?</li> </ul>	<p>MU:Pr4.2.3.a - Demonstrate understanding of the structure in music selected for performance.</p>	<ul style="list-style-type: none"> <li>Students should know and be able to do: Echo, read, and recite various rhythmic patterns.</li> <li>Perform harmony through using voices and instruments</li> <li>Performing body percussion and transferring to playing on instruments</li> </ul>	<ul style="list-style-type: none"> <li>Tier 2 Notation Rhythm Patterns</li> <li>Tier 3 ostinato harmony</li> </ul>
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December	<p><b>Grade 3 Music Sixteenth Notes</b> Big Idea: Patterns</p> <p><b>Enduring Understandings</b> ✕ <b>Essential Questions</b> ✕ <b>Standards</b> ✕ <b>Knowledge &amp; Skills</b> ✕ <b>Academic Language</b> ✕</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>Rhythms are divisions of</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>How does</li> </ul> </td> <td> <p>MU:Pr4.2.3.a - Demonstrate</p> </td> <td> <ul style="list-style-type: none"> <li>Students will</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Tier 2: fractions</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Rhythms are divisions of</li> </ul>	<ul style="list-style-type: none"> <li>How does</li> </ul>	<p>MU:Pr4.2.3.a - Demonstrate</p>	<ul style="list-style-type: none"> <li>Students will</li> </ul>	<ul style="list-style-type: none"> <li>Tier 2: fractions</li> </ul>
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	<p>the beat.</p> <p> Students will connect to mathematics by understanding the mathematical relationships and fractions in this rhythm.</p>	<p>understanding the structure and context of musical work inform performance?</p>	<p>understanding of the structure in music selected for performance.</p> <p>MU:Pr4.2.3.b - When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p>MU:Pr5.1.3.a - Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p> <p>MU:Pr5.1.3.b - Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>MU:Re7.2.3.a - Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p>	<p>experience this rhythm through listening.</p> <p> Students will be able to identify this rhythm.</p> <p> Students will perform this rhythms in a variety of mediums.</p>	<p> Tier 3: ti-ka-ti-ka sixteenth notes</p>
January	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
February	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
March	<p> <b>Rondo</b> In this unit, students will understand what it means to create original compositions while using rondo (ABACA) form to express contrast in music.</p>				
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	<p> Students will understand that: Rondo form alternates between a principle recurring theme and contrasting sections.</p>	<p> How does the structure of a musical piece create its order and clarity?</p>	<p>MU:Cr3.2.3.a - Present the final version of personal created music to others, and describe connection to expressive intent.</p>	<p> Students should know and be able to do: Rondo form is ABACA.</p> <p> Create a rondo and demonstrate through group performance.</p>	<p> Tier 2 Organization Performance Create</p> <p> Tier 3 Rondo form</p>
April	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
May	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕

July

**Understandings**

**Questions**

**Standards**

**& Skills**

**Language**