

Stockton Unified School District
Curriculum Map

General Music

Grade 3

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>1, 2</p> <p>1, 3</p>	<p>First Six Weeks</p> <p>IV. FORM</p> <p>A. Verse/Refrain Songs</p> <p>1. Performance</p> <p>B. AB, ABA</p> <p>1. Performance</p> <p>V. EXPRESSIVE QUALITIES</p> <p>A. Tempo Recognition</p> <p>1. Movement, body percussion, instrument accompaniment</p> <p>B. Movement - Body Levels</p> <p>1. Demonstration</p> <p>C. Unpitched Instrument Technique</p> <p>1. Demonstration</p> <p>VI. ANALYSIS</p> <p>Second Six Weeks</p> <p>I. RHYTHM</p> <p>A. 8-Beat Patterns - 3 Levels of Body Percussion</p> <p>1. Echoing</p> <p>B. Traditional Notation – Quarter, Two Eighths, Quarter Rest</p> <p>1. Writing</p> <p>C. Movement/Dance - Elbow Swing</p> <p>1. Structured folk dance</p>		<p>"Welcome Back" – <i>Making the Most of the Holidays</i>, Randy DeLelles and Jeff Kriske</p>	<p><u>Language Arts</u>: poetry, shared/choral reading, sequencing</p> <p><u>Language Arts</u>: poetry, following directions</p> <p><u>Math</u>: spatial relationship</p> <p><u>Language Arts</u>: organizing information, vocabulary, shared/choral reading, genre criteria</p> <p><u>Math</u>: spatial relationship</p>

STM = Share the Music
RM = Rhythmically Moving

RESOURCE KEY
SR = Share the Music: Songs to Sing and Read

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<p>1</p> <p>1</p> <p>1, 3, 4</p>	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Second Six Weeks</p> <p>II. MELODY</p> <p>A. Vocal Tone</p> <p>1. Pentatonic songs</p> <p>B. Melodic Direction of Phrases</p> <p>1. Movement response</p> <p>C. Pentatonic Scale – La, Sol, Mi, Re, Do</p> <p>1. Echo-sing</p> <p>III. HARMONY</p> <p>A. Broken Chord Bordun Accompaniment</p> <p>1. Performance</p> <p>IV. FORM</p> <p>V. EXPRESSIVE QUALITIES</p> <p>A. Methods of Sound Production</p> <p>1. Categorization</p> <p>B. Pitched Instruments vs. Unpitched Instruments</p> <p>1. Identification</p> <p>2. Performance</p> <p>VII. ANALYSIS</p>	<p>Aural identification of shape of melodic phrases</p>	<p>“Rocky Mountain” - STM Grade 3</p> <p>“Old Man Moses” – STM Grade 3</p> <p><i>Instrument Sounds</i> (video) – STM</p>	<p><u>Science</u>: making observations</p> <p><u>Language Arts</u>: fluency</p> <p><u>Math</u>: patterns</p> <p><u>Language Arts</u>: compare/contrast, categorization,</p> <p><u>Science</u>: classifying</p>

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	Third Six Weeks			
	I. RHYTHM A. Patterns in 2/4 and 6/8 Meters 1. Echoing 2/4 2. Performance 2/4 3. Echoing 6/8 4. Performance 6/8 B. Movement/Dance - Do-Si-Do 1. Structured folk dance C. Direction of Travel - Clockwise, Counterclockwise 1. Demonstration			<u>Language Arts</u> : poetry, vocabulary <u>Math</u> : patterns, spatial relationship
1	II. MELODY A. Melodic Patterns – Steps, Skips, Repeated Tones 1. Identification 2. Performance 3. Creation	Visual identification of repeated tones in given song	“The Old Brass Wagon” – STM Grade 3 “Chicken on the Fence Post” – STM Grade 3	<u>Science</u> : classifying
1	III. HARMONY A. Cross-Over Bordun Accompaniment 1. Pentatonic/modal song			<u>Math</u> : patterns <u>Language Arts</u> : poetry, directions
1, 2	IV. FORM A. Introduction and Coda 1. Performance 2. Creation			<u>Math</u> : sequencing
1, 3	V. EXPRESSIVE QUALITIES A. Mirror Movement 1. Teacher-led 2. Partner-led B. Contrasting Body Shapes 1. Demonstration			<u>Math</u> : visual reasoning

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1, 3	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Third Six Weeks</p> <p>VI. ANALYSIS A. Student Performance Assessment 1. Rubric application</p>			<p><u>Science</u>: drawing conclusions <u>Language Arts</u>: audience awareness</p>
1	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Fourth Six Weeks</p> <p>I. RHYTHM A. Traditional Notation - Half Notes and Whole Notes 1. Identification 2. Echoing</p>	Student-created melody to a given rhythm		<p><u>Math</u>: building vocabulary</p>
1	<p>II. MELODY A. Pentatonic Scale on Staff 1. Identification B. Pentatonic Melody for Given Rhythm 1. Pitched instruments</p>			<p><u>Math</u>: creating patterns</p>
1	<p>III. HARMONY A. Melodic Ostinato 1. Poem/song</p>			<p><u>Math</u>: patterns <u>Language Arts</u>: poetry</p>
1, 2	<p>IV. FORM A. Rhythmic Canon 1. Speech B. Phrase Awareness 1. Percussion/movement</p>			<p><u>Science</u>: making observations <u>Language Arts</u>: speech</p>

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	Sixth Six Weeks			
1	I. RHYTHM A. Movement Question and Answer 1. Performance			<u>Math</u> : create patterns
1	II. MELODY A. Melodic Patterns – La, Sol, Mi, Re, Do, and High Do 1. Echo-sing B. Songs with High Do 1. Performance	Aural identification of melodic patterns (pentatonic) using high Do		<u>Language Arts</u> : fluency, shared/choral reading, sequencing, organizing information
1	III. HARMONY A. 2-Part Canon 1. Performance			<u>Language Arts</u> : shared/choral reading
1	IV. FORM			<u>Social Studies</u> : sequencing
1, 3	V. EXPRESSIVE QUALITIES A. Orchestral Families 1. Listening			<u>Science</u> : classifying <u>Language Arts</u> : critical listening, building vocabulary
1, 3	VI. ANALYSIS A. Orchestral Instrument Families 1. Vibrating strings, struck/shaken, windblown			<u>Science</u> : classifying <u>Language Arts</u> : categorization

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