

Grade 3 Expression

Essential Standards:

- Montana Music Content Standard 3.2: Identify expressive intent of selected musical ideas.
 MMCS 3.3: Explain revisions to musical ideas.
 MMCS 3.4: Discuss how intent is conveyed through expressive qualities.
 MMCS 3.5: Evaluate the effectiveness of musical performances.
 MMCS 3.6: Perform music for a purpose with expression and technical accuracy.
 MMCS 3.7: Evaluate responses to musical selections.
 MMCS 3.8: Describe how expressive qualities determine intent in music.
 MMCS 3.9: Identify criteria to evaluate musical performances.
 MMCS 3.10: Explain emotions experienced when creating, performing, and responding to music.

Other Standards:

- Montana Dance Content Standard 3.4: Choose specific movements to express intent in a dance sequence.
 MDCS 3.7: Discuss a movement pattern that creates a dance sequence.
 Montana Theatre Arts Content Standard 3.4: Determine how movement and voice are incorporated into creative drama experiences.
 MTACS 3.7: Discuss artistic choices and how they shape reactions to drama and theatre works.

Content-Specific Vocabulary:

Dynamics, piano, forte, mezzo, crescendo, decrescendo, allegro, moderato, andante, presto, largo, staccato, legato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>piano, forte</i> ▪ Tempo: <i>presto, largo</i> 	<ul style="list-style-type: none"> • <i>The ABCs of My Feelings and Music</i> • <i>The Book of Movement Exploration</i> • <i>GAMEPLAN</i> • High quality musical recordings • High quality children’s literature • <i>Mallet Madness</i> series • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Unpitched percussion • Ukuleles 	<ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Notice, wonder, value • Student created artwork • Student created movement • Word wall
I am learning to describe the feeling and mood of a piece of music.			
I am learning to select dynamics for a piece of music.			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> ▪ Dynamics: <i>crescendo, decrescendo, mezzo</i> ▪ Tempo: <i>allegro, moderato, andante</i> ▪ Articulation: <i>legato, staccato</i> 			

<p>I am learning to perform with artful expression.</p> <p>Examples:</p> <ul style="list-style-type: none">▪ Dynamics, tempi, and articulations▪ Appropriate phrasing▪ Expressive bodies and faces, matching the music▪ Responsive movement choices▪ Appropriate instrumentation for style			
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Grade 3 Form

<p>Essential Standards: Montana Music Content Standard 3.3: Explain revisions to musical ideas. MMCS 3.6: Perform music for a purpose with expression and technical accuracy.</p>			
<p>Other Standards: Montana Dance Content Standard 3.2: Identify movement patterns and sequences. MDCS 5.7: Discuss a movement pattern that creates a dance sequence. Montana Visual Arts Content Standard 3.8: Discuss the use of media to create subject matter, form, and mood and artwork.</p>			
<p>Content-Specific Vocabulary: Coda, repeat sign, bar line, double bar line</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical resources • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • New England Dance Masters series • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Cups • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) 	<ul style="list-style-type: none"> • Building block composition • Folk dancing • Locomotor/non-locomotor movement
I am learning to follow musical roadmaps using repeat signs and double bar lines.			
I am learning to label different parts of music (e.g. ABC).			



Grade 3 Harmony

Essential Standards: Montana Music Content Standard 3.6: Perform music for a purpose with expression and technical accuracy.			
Content-Specific Vocabulary: Harmony, round, canon, unison, step, skip, chord, accompaniment, major			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to hold my own part in a group.	<ul style="list-style-type: none"> • <i>Book of Canons</i> • <i>Conversational Solfege</i> • <i>Earth Dance: A Celebration of Canons</i> • <i>Elemental Ukulele: Pathways and Possibilities</i> • <i>GAMEPLAN</i> • <i>Modern Band (Little Kids Rock)</i> • <i>MusicPlay Online</i> • <i>Rainbow Ukulele</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • <i>GAMEPLAN</i> manipulatives • Ukuleles 	<ul style="list-style-type: none"> • Bass line harmony • Canons • Instrumental accompaniment • Partner songs
I am learning to accompany myself or others.			

Grade 3 Melody

<p>Essential Standards: Montana Music Content Standard 3.1: Identify the connection between rhythmic, melodic ideas. MMCS 3.3: Explain revisions to musical ideas. MMCS 3.5: Evaluate the effectiveness of musical performances. MMCS 3.6: Perform music for a purpose with expression and technical accuracy.</p>			
<p>Content-Specific Vocabulary: Melody, pitch, solfege, audiate, pentatonic, scale, step, skip</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can sing a short song.</p>	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Boomwhackers • Flashcards • <i>GAMEPLAN</i> Manipulatives • Solfege texting sticks 	<ul style="list-style-type: none"> • Aural decoding • Curwen hand signs • Solfege ladder
<p>I am learning to audiate and perform the relationship between pitches.</p> <ul style="list-style-type: none"> ▪ Major pentatonic (Do-centered) 			
<p>I am learning to perform and improvise using a pentatonic scale.</p>			

Grade 3 Rhythm

Essential Standards: Montana Music Content Standard 3.6: Perform music for a purpose with expression and technical accuracy.			
Content-Specific Vocabulary: Common time, beat, meter, quarter note, quarter rest, paired eighths/eighth notes, half note, half rest, whole note, sixteenth notes, notehead, stem, beam			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can keep the steady beat.	<ul style="list-style-type: none"> • <i>Conversational Solfege</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>KidStix</i> • <i>Mallet Madness</i> series • <i>Music for Children, Vol. 1</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmische Übung</i> • <i>World Music Drumming</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Flashcards • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourines, felt circle toppers) • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Recorders • Rhythm sticks • Ukuleles 	<ul style="list-style-type: none"> • Aural decoding • Beat groups • Beat strips • Folk dancing and play parties • Rhythm building blocks • Rote
I can show the difference between beat and rhythm.			
I can move with direction to strong and weak beats.			
I can read, write, and perform rhythmic notation. <i>(Mastery/Consistently Accurate)</i> 			
I am learning to read, write, and perform rhythmic notation. 			
I am learning to perform and improvise using known rhythms.			

Grade 3 Timbre

Essential Standards:

Montana Music Content Standard 3.8: Describe how expressive qualities determine intent in music.
 MMCS 3.9: Identify criteria to evaluate musical performances.
 MMCS 3.10: Explain emotions experienced when creating, performing, and responding to music.
 MMCS 3.11: Discuss patterns and connections between music, arts, and daily life.

Other Standards:

Montana Theater Arts Content Standard 3.4: Determine how movement and voice are incorporated into creative drama experiences.
 Montana Visual Arts Content Standard 3.8: Discuss the use of media to create subject matter, form, and mood in artwork.

Content-Specific Vocabulary:

Timbre, symphony orchestra, woodwinds, brass, strings, percussion, soprano, alto, tenor, bass, glockenspiel, soprano xylophone, soprano metallophone, alto xylophone, alto metallophone, bass xylophone, bass metallophone, treble, bass

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can visually identify and name classroom instruments. <ul style="list-style-type: none"> ▪ Unpitched percussion ▪ Barred instruments 	<ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> 	<ul style="list-style-type: none"> • Barred instruments and mallets • Digital Keyboards • Floor Drums (tubanos) • Instrument visuals • Unpitched percussion 	<ul style="list-style-type: none"> • Digital keyboard sounds • Listening glyphs • Listening logs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes
I am learning to identify symphonic instrument families by sound. <ul style="list-style-type: none"> ▪ Woodwinds ▪ Brass ▪ Strings ▪ Percussion 			
I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ High/Treble ▪ Low/Bass 			
I am learning about timbres from diverse musical traditions.			