

3rd Grade General Music Curriculum Example

Standard 1: Creating – Conceiving and developing new artistic ideas and work.				
Process Component 1: Imagine- Generate musical ideas for various purposes and contexts.				
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.			Essential Question: How do musicians generate creative ideas?	
Blooms (Revised): Applying —Show understanding of instrument/vocal technique; demonstrate music literacy (pitches, rhythms, note durations) Analyzing —organize sound across time with accurate duration of note and rest values keeping a steady pulse Evaluating —provide critical feedback to self and others to improve Creating —create a musical rhythmic or melodic response to a musical question or pattern; compose music following guidelines for melody, rhythm and form			Cross-Curricular Connections: (KCCRS) W.3.3b -Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (rhythmic question and answer) SL.3.1 -Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly (rhythmic question and answer)	
Student Learning Outcomes	Essential Skills & Knowledge	Teaching Strategies	Assessment	Resources
The student will: Cr.1.3.a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). Cr.1.3.b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.	<ul style="list-style-type: none"> • rhythmic improvisation • melodic improvisation • rhythmic composition • melodic composition • standard music notation 	<ul style="list-style-type: none"> • brainstorm • graphic organizer • nonlinguistic • mnemonic device • project-based learning • feedback • questions • practice • summarizing • sing • play instrument • improvise • read • notate 	<ul style="list-style-type: none"> • rhythmic improvisation rubric • melodic improvisation rubric • rhythmic composition rubric • melodic composition rubric 	<ul style="list-style-type: none"> • Spotlight on Music Grade 3 • World Music Drumming • The Accidental Drum Circle • Sound Ideas • Together in Rhythm • Outside the Lines • Teacher-created projects

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Standard 1: Creating – Conceiving and developing new artistic ideas and work.

Process Component 2: Plan and Make – Select and develop musical ideas for defined purposes and contexts.

Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musician make creative decisions?

Blooms (Revised):

Applying—Show understanding of instrument/vocal technique; demonstrate music literacy (pitches, rhythms, note durations)

Analyzing—organize sound across time with accurate duration of note and rest values keeping a steady pulse

Evaluating—provide critical feedback to self and others to improve

Creating—create a musical rhythmic or melodic response to a musical question or pattern; compose music following guidelines for melody, rhythm and form

Cross-Curricular Connections: (KCCRS)

W.3.3b-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (rhythmic question and answer)

SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly (rhythmic question and answer)

Student Learning Outcomes	Essential Skills & Knowledge	Teaching Strategies	Assessment	Resources
<p>The student will:</p> <p>Cr.2.3.a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p>Cr.2.3.b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<ul style="list-style-type: none"> • rhythmic improvisation • melodic improvisation • rhythmic composition • melodic composition • standard music notation 	<ul style="list-style-type: none"> • brainstorm • graphic organizer • nonlinguistic • mnemonic device • project-based learning • feedback • questions • practice • summarizing • sing • play instrument • improvise • read • notate 	<ul style="list-style-type: none"> • rhythmic improvisation rubric • melodic improvisation rubric • rhythmic composition rubric • melodic composition rubric 	<ul style="list-style-type: none"> • Spotlight on Music Grade 3 • World Music Drumming • The Accidental Drum Circle • Sound Ideas • Together in Rhythm • Outside the Lines • Teacher-created projects

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Standard 1: Creating – Conceiving and developing new artistic ideas and work.

Process Component 3: Evaluate and Refine – Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Blooms (Revised):
Applying—Show understanding of instrument/vocal technique; demonstrate music literacy (pitches, rhythms, note durations)
Analyzing—organize sound across time with accurate duration of note and rest values keeping a steady pulse
Evaluating—provide critical feedback to self and others to improve
Creating—create a musical rhythmic or melodic response to a musical question or pattern; compose music following guidelines for melody, rhythm and form

Cross-Curricular Connections: (KCCRS)
W.3.3b-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (rhythmic question and answer)
SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly (rhythmic question and answer)

Student Learning Outcomes	Essential Skills & Knowledge	Teaching Strategies	Assessment	Resources
<p>The student will:</p> <p>Cr.3.3 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p>	<ul style="list-style-type: none"> • rhythmic improvisation • melodic improvisation • rhythmic composition • melodic composition • standard music notation 	<ul style="list-style-type: none"> • brainstorm • graphic organizer • nonlinguistic • mnemonic device • project-based learning • feedback • questions • practice • summarizing • sing • play instrument • improvise • read • notate 	<ul style="list-style-type: none"> • rhythmic improvisation rubric • melodic improvisation rubric • rhythmic composition rubric • melodic composition rubric 	<ul style="list-style-type: none"> • Spotlight on Music Grade 3 • World Music Drumming • The Accidental Drum Circle • Sound Ideas • Together in Rhythm • Outside the Lines • Teacher-created projects

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Standard 1: Creating – Conceiving and developing new artistic ideas and work.

Process Component 4: Present – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.

Essential Question: When is creative work ready to share?

Blooms (Revised):

Applying—Show understanding of instrument/vocal technique; demonstrate music literacy (pitches, rhythms, note durations)

Analyzing—organize sound across time with accurate duration of note and rest values keeping a steady pulse

Evaluating—provide critical feedback to self and others to improve

Creating—create a musical rhythmic or melodic response to a musical question or pattern; compose music following guidelines for melody, rhythm and form

Cross-Curricular Connections: (KCCRS)

W.3.3b—Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (rhythmic question and answer)

SL.3.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly (rhythmic question and answer)

Student Learning Outcomes	Essential Skills & Knowledge	Teaching Strategies	Assessment	Resources
<p>The student will:</p> <p>Cr.4.3 Present the final version of personal created music to others, and describe connection to expressive intent.</p>	<ul style="list-style-type: none"> • rhythmic improvisation • melodic improvisation • rhythmic composition • melodic composition • standard music notation 	<ul style="list-style-type: none"> • brainstorm • graphic organizer • nonlinguistic • mnemonic device • project-based learning • feedback • questions • practice • summarizing • sing • play instrument • improvise • read • notate 	<ul style="list-style-type: none"> • rhythmic improvisation rubric • melodic improvisation rubric • rhythmic composition rubric • melodic composition rubric 	<ul style="list-style-type: none"> • Spotlight on Music Grade 3 • World Music Drumming • The Accidental Drum Circle • Sound Ideas • Together in Rhythm • Outside the Lines • Teacher-created projects