

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> <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>	<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

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

<p>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.</p>			
<p>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.</p>			
<p>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</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I can visually identify and name classroom instruments.</p> <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
<p>I am learning to identify symphonic instrument families by sound.</p> <ul style="list-style-type: none"> ▪ Woodwinds ▪ Brass ▪ Strings ▪ Percussion 			
<p>I am learning to identify vocal timbres.</p> <ul style="list-style-type: none"> ▪ Adult ▪ Child ▪ High/Treble ▪ Low/Bass 			
<p>I am learning about timbres from diverse musical traditions.</p>			