

Resources*

Making Music Series, Silver Burdett

<http://www.nafme.org/my-classroom/standards/core-music-standards/>



Third Grade • First Quarter Pacing Guide



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

* List your recommended resources.



Yvonne Caamal Canul
Superintendent

Mark Coscarella Ed.D.
Deputy Superintendent

Camela Diaz
Assistant Executive Director for Student Learning

Delsa Chapman
Executive Director for Student Learning

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

Third Grade

Music

First Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

Apply skills and knowledge to perform in the arts.

Standard II

Apply skills and knowledge to create in the arts.

Standard III
Analyze, describe, and evaluate works of art.

Standard IV
Understand, analyze, and describe the arts in historical, social, and cultural contexts.

Standard V
Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.M.I.3.2

- I CAN continue to learn more songs.

ART.M.I.3.4

- I CAN sing melodies in a large group.

ART.M.I.3.8

- I CAN play instrumental parts independently while other students sing.

ART.M.I.3.9

- I CAN read quarter notes and rests, eighth notes, half notes, and whole notes.

ART.M.I.3.10

- I CAN read pitch notation for a major scale.

ART.M.I.3.11

- I CAN perform music with a variety of expressive qualities, articulation, and tempo.

ART.M.III.3.4

- I CAN with teacher guidance, use music vocabulary to analyze, describe, and evaluate music of various styles.

ART.M.III.3.7

- I CAN describe how I respond to music using music vocabulary.

Resources*

Making Music Series, Silver Burdett

<http://www.nafme.org/my-classroom/standards/core-music-standards/>



Third Grade • Second Quarter



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

* List your recommended resources.



Yvonne Caamal Canul
Superintendent

Mark Coscarella Ed.D.
Deputy Superintendent

Camela Diaz
Assistant Executive Director for Student Learning

Delsa Chapman
Executive Director for Student Learning

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

Third Grade

Music

Second Quarter

<p>Perform</p> <p>Standard I Apply skills and knowledge to perform in the arts.</p>	<p>Create</p> <p>Standard II Apply skills and knowledge to create in the arts.</p>	<p>Analyze</p> <p>Standard III Analyze, describe, and evaluate works of art.</p>	<p>Analyze in Context</p> <p>Standard IV Understand, analyze, and describe the arts in historical, social, and cultural contexts.</p>	<p>Analyze and Make Connections</p> <p>Standard V Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>
<p>ART.M.I.3.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use an appropriate singing voice, sing melodies correctly, and physically show macro and micro beat. <p>ART.M.I.3.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN sing and play expressively with more dynamics and interpretation. <p>ART.M.I.3.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN blend tone colors/timbre and match dynamic levels by responding to the cues given by the conductor. <p>ART.M.I.3.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN learn more difficult patterns. 	<p>ART.M.II.3.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN create rhythmic and melodic ostinati accompaniments. <p>ART.M.II.3.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN create answers that are rhythmic and melodic. 	<p>ART.M.III.3.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify a round and canon when listening to music. <p>ART.M.III.3.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN describe music by moving, drawing, or other appropriate responses. <p>ART.M.III.3.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN recognize the tone color/timbre of specific instruments in string, brass, woodwinds, and percussion families. 	<p>ART.M.IV.3.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify and describe different styles of music. <p>ART.M.IV.3.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN show appropriate audience behavior when listening to music. 	<p>ART.M.V.3.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify similarities and differences in the meanings of vocabulary used in the various arts. <p>ART.M.V.3.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN discuss the reasons for using music in daily experiences.

Resources*

Making Music Series, Silver Burdett

<http://www.nafme.org/my-classroom/standards/core-music-standards/>



Third Grade • Third Quarter



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

* List your recommended resources.



Yvonne Caamal Canul
Superintendent

Mark Coscarella Ed.D.
Deputy Superintendent

Camela Diaz
Assistant Executive Director for Student Learning

Delsa Chapman
Executive Director for Student Learning

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

Third Grade

Music

Third Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

Apply skills and knowledge to perform in the arts.

Standard II

Apply skills and knowledge to create in the arts.

Standard III

Analyze, describe, and evaluate works of art.

Standard IV

Understand, analyze, and describe the arts in historical, social, and cultural contexts.

Standard V

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.M.I.3.6

- I CAN** play rhythmic and chordal ostinati and melodies.

ART.M.II.3.3

- I CAN** create melodic embellishments for a familiar melody.

ART.M.II.3.4

- I CAN** create an instrumental song with lyrics.

ART.M.III.3.2

- I CAN** notate difficult rhythms and melodies.

ART.M.IV.3.2

- I CAN** describe how elements of music are used in music from world cultures.

Resources*

Making Music Series, Silver Burdett

<http://www.nafme.org/my-classroom/standards/core-music-standards/>



Third Grade • Fourth Quarter



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

* List your recommended resources.



Yvonne Caamal Canul
Superintendent

Mark Coscarella Ed.D.
Deputy Superintendent

Camela Diaz
Assistant Executive Director for Student Learning

Delsa Chapman
Executive Director for Student Learning

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

Third Grade

Music

Fourth Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I
Apply skills and knowledge to perform in the arts.

Standard II
Apply skills and knowledge to create in the arts.

Standard III
Analyze, describe, and evaluate works of art.

Standard IV
Understand, analyze, and describe the arts in historical, social, and cultural contexts.

Standard V
Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.M.II.3.5

I CAN use different sound sources and electronic media when composing, arranging, and improvising music.

ART.M.III.3.6

I CAN create a fair system for evaluating music.

ART.M.V.3.2

I CAN identify cross-curricular connections.