**Resources**

<table>
<thead>
<tr>
<th>Making Music Series, Silver Burdett</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.nafme.org/my-classroom/standards/core-music-standards/">http://www.nafme.org/my-classroom/standards/core-music-standards/</a></td>
</tr>
</tbody>
</table>

* 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.

---

**Lansing School District**

**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/

---

**Third Grade**

**First Quarter**

- 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/
<table>
<thead>
<tr>
<th>Perform</th>
<th>Create</th>
<th>Analyze</th>
<th>Analyze in Context</th>
<th>Analyze and Make Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard III</td>
<td>Standard IV</td>
<td>Standard V</td>
</tr>
<tr>
<td>Apply skills and knowledge to perform in the arts.</td>
<td>Apply skills and knowledge to create in the arts.</td>
<td>Analyze, describe, and evaluate works of art.</td>
<td>Understand, analyze, and describe the arts in historical, social, and cultural contexts.</td>
<td>Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</td>
</tr>
</tbody>
</table>

**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.
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.

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.

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

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:

* List your recommended resources.

- 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/
<table>
<thead>
<tr>
<th>Third Grade</th>
<th>Music</th>
<th>Second Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perform</strong></td>
<td><strong>Create</strong></td>
<td><strong>Analyze</strong></td>
</tr>
<tr>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard III</td>
</tr>
<tr>
<td>Apply skills and knowledge to perform in the arts.</td>
<td>Apply skills and knowledge to create in the arts.</td>
<td>Analyze, describe, and evaluate works of art.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART.M.I.3.1</th>
<th>ART.M.II.3.1</th>
<th>ART.M.III.3.1</th>
<th>ART.M.IV.3.1</th>
<th>ART.M.V.3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ I CAN use an appropriate singing voice, sing melodies correctly, and physically show macro and micro beat.</td>
<td>☐ I CAN create rhythmic and melodic ostinati accompaniments.</td>
<td>☐ I CAN identify a round and canon when listening to music.</td>
<td>☐ I CAN identify and describe different styles of music.</td>
<td>☐ I CAN identify similarities and differences in the meanings of vocabulary used in the various arts.</td>
</tr>
<tr>
<td>ART.M.I.3.3</td>
<td>ART.M.II.3.2</td>
<td>ART.M.III.3.3</td>
<td>ART.M.IV.3.3</td>
<td>ART.M.V.3.3</td>
</tr>
<tr>
<td>☐ I CAN sing and play expressively with more dynamics and interpretation.</td>
<td>☐ I CAN create answers that are rhythmic and melodic.</td>
<td>☐ I CAN describe music by moving, drawing, or other appropriate responses.</td>
<td>☐ I CAN show appropriate audience behavior when listening to music.</td>
<td>☐ I CAN discuss the reasons for using music in daily experiences.</td>
</tr>
<tr>
<td>ART.M.I.3.5</td>
<td>ART.M.III.3.5</td>
<td>ART.M.IV.3.5</td>
<td>ART.M.V.3.5</td>
<td></td>
</tr>
<tr>
<td>☐ I CAN blend tone colors/timbre and match dynamic levels by responding to the cues given by the conductor.</td>
<td>☐ I CAN recognize the tone color/timbre of specific instruments in string, brass, woodwinds, and percussion families.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART.M.I.3.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources*

Making Music Series, Silver Burdett
http://www.nafme.org/my-classroom/standards/core-music-standards/

* 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.

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.
<table>
<thead>
<tr>
<th>Third Grade</th>
<th>Music</th>
<th>Third Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perform</strong></td>
<td><strong>Create</strong></td>
<td><strong>Analyze</strong></td>
</tr>
<tr>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard III</td>
</tr>
<tr>
<td>Apply skills and knowledge to perform in the arts.</td>
<td>Apply skills and knowledge to create in the arts.</td>
<td>Analyze, describe, and evaluate works of art.</td>
</tr>
<tr>
<td><strong>Analyze in Context</strong></td>
<td><strong>Analyze and Make Connections</strong></td>
<td></td>
</tr>
<tr>
<td>Standard IV</td>
<td>Standard V</td>
<td></td>
</tr>
<tr>
<td>Understand, analyze, and describe the arts in historical, social, and cultural contexts.</td>
<td>Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</td>
<td></td>
</tr>
</tbody>
</table>

**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.
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/

Third Grade • Fourth Quarter

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.

• 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.

Resources*

Making Music Series, Silver Burdett
http://www.nafme.org/my-classroom/standards/core-music-standards/

* List your recommended resources.
<table>
<thead>
<tr>
<th>Third Grade</th>
<th>Music</th>
<th>Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perform</strong></td>
<td><strong>Create</strong></td>
<td><strong>Analyze</strong></td>
</tr>
<tr>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard III</td>
</tr>
<tr>
<td>Apply skills and knowledge to perform in the arts.</td>
<td>Apply skills and knowledge to create in the arts.</td>
<td>Analyze, describe, and evaluate works of art.</td>
</tr>
</tbody>
</table>

**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.