



# 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.

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\* List your recommended resources.



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**Many thanks to...**  
the teachers and administrators  
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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\*



Third Grade • Second Quarter



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# Third Grade

# Music

# Second Quarter

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

Resources\*



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#### 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.



### Third Grade • Fourth Quarter



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**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.