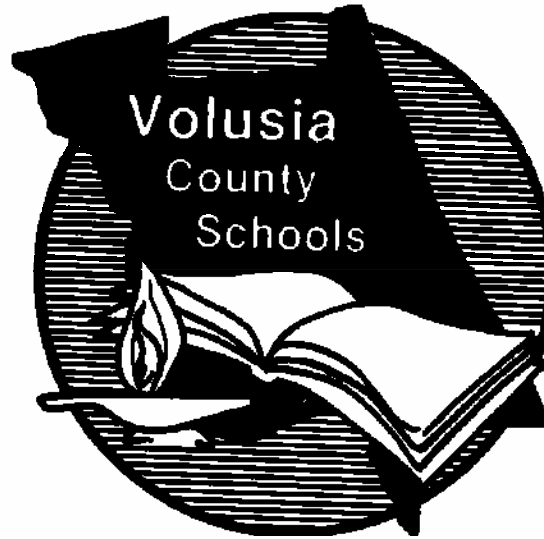


Elementary Music

# CURRICULUM MAPS



**3<sup>rd</sup> Grade**

***Vision Statement of Volusia County Schools***

*Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.*

# **The School District of Volusia County**

## **The School Board of Volusia County**

Ms. Candace Lankford, Chairman

Mr. Stan Schmidt, Vice Chairman

Mrs. Diane Smith

Ms. Judy Conte

Dr. Al Williams

## **Superintendent of Schools**

Dr. Margaret Smith

## **Deputy Superintendent for Curriculum and School Improvement Services**

Dr. Chris Colwell

## **Director of Program Accountability and Student Achievement**

Ms. Allene Dupont

## **Coordinator of Elementary Services**

Ms. Leticia Roman

## **Performing Arts Specialist**

Dr. Monty R. Musgrave

# Interpreting the Curriculum Maps

**Unit/Organizing Principle:** The overarching organizational structure used to group content/concepts within the curriculum map

**Pacing:** The recommended time period within the year for instruction related to the essential questions to occur

**Essential Questions:** The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

- A. Endurance: important for the long term
- B. Leverage: applicable to or connected with many academic disciplines or concepts
- C. Readiness for the next level of learning: prepares students for success in the next grade/course
- D. Clarity: provides clear and common understanding
- E. Measurable: able to be assessed

**Concepts/Content:** A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

**Learning Targets/Skills:** The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

**Benchmarks:** The Sunshine State Standards aligned with the learning targets and skills (see next page)

**Key Terminology:** The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

**Activities and Resources:** A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

**Assessment:** A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

\*\*\*\*\*

The curriculum maps for elementary music are divided into four sections: A) Rhythm, B) Melody, Harmony, and Form, C) Tone Color, D) Expressive Qualities. It is common practice that **many or most** of the sections, and the concepts associated with them, are taught simultaneously in every lesson. The purpose of delineation into separate sections is for assessment purposes. Teachers are free to use the maps in any order they wish. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials as long as the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.

# SUNSHINE STATE STANDARDS USERS' GUIDE

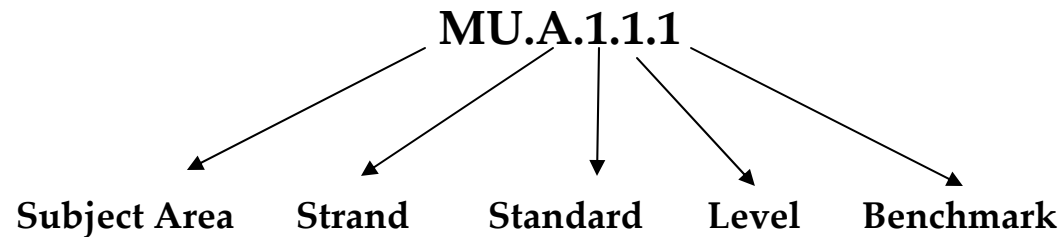
## FOR ALL USERS:

A coding system is used in all curriculum guides to identify Sunshine State Standard Benchmarks and course Content Statements.

### Benchmarks:

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.





For example:



The first two letters of the code identify the subject area (e.g., MU for music). The third letter identifies the strand. The number in the fourth position identifies the general standard under the strand. The number in the fifth position identifies the developmental level (1=PreK-2, 2=grades 3-5, 3=grades 6-8, 4=grades 9-12). The last number identifies the benchmark under the grade cluster within the standard.

# ELEMENTARY MUSIC CURRICULUM MAP

## 3<sup>rd</sup> Grade

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Rhythm</b>	<b>PACING:</b>	Nine Weeks <b>(Map A)</b>
<b>ESSENTIAL QUESTIONS:</b>  Does the student...	<ul style="list-style-type: none"> <li>• Demonstrate ability to maintain steady beat?</li> <li>• Sing and play songs with rhythmic accuracy?</li> <li>• Recognize various rhythmic combinations, patterns, and meters, both aurally and visually?</li> <li>• Read and write rhythms and rests in various meters?</li> </ul>		
<b>CONCEPTS /CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Beat</b>  <b>Duration</b>  <b>Meter</b>  <b>Pattern</b>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing songs with various rhythm patterns, including syncopation</li> <li>• Sing songs in various meters (¾, 2/4, 4/4)</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Perform rhythmic patterns to accompany a speech piece</li> <li>• Read and play rhythmic ostinatos that contain </li> <li>• Play songs in various meters (¾, 2/4, 4/4)</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>• Move to show meter in 2, 3, and 4</li> <li>• Use rhythmic movement while singing</li> <li>• Conduct to various meters</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to steady beat</li> <li>• Listen and identify various meters</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read rhythm patterns that include </li> <li>• Read songs with varying rhythmic patterns, including syncopation</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Create rhythm patterns with rests and syncopations</li> <li>• Create a rhythmic composition using sixteenth notes</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Create a rhythmic accompaniment for a speech piece</li> </ul> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>• Analyze a piece of music to find specific rhythm patterns</li> </ul>	MU.A.3.2.1 MU.A.3.3.2 MU.B.1.2.1 MU.B.1.2.2 MU.B.2.2.1 MU.C.1.2.2 MU.C.1.2.3 MU.D.1.2.1	Beat / rhythm Upbeat  Tie    Meter in 2 (2/4) Meter in 3 (3/4) Meter in 4 (4/4) Conducting  Repeated patterns Rhythmic combinations, including the above rhythms Ostinato Syncopation

# ELEMENTARY MUSIC CURRICULUM MAP

## 3<sup>rd</sup> Grade

<b>UNIT/ORGANIZING</b>	<b>Exploring Rhythm</b>	Nine Weeks <b>(Map A)</b>
<b>PRINCIPLE:</b>		
<b>Activities and Resources</b>		
<b><u>Suggested Lessons</u></b>		
<p><b>Silver Burdett “Making Music”</b></p> <p><b><u>Unit 1</u></b> Page 10-11 – <i>What’s in a Name? Rhythm!</i> (rhythm patterns) Page 14-15 – <i>Four Sounds on a Beat</i> (sixteenth notes)</p> <p><b><u>Unit 2</u></b> Page 50-51 – <i>Name the New Rhythm</i> (syncopation)</p> <p><b><u>Unit 3</u></b> Page 90-91 – <i>Love Those Rhythms!</i> (sixteenth notes)</p> <p><b><u>Unit 4</u></b> Page 126-127 – <i>Beats and Bar Lines</i> (meter in 3)</p> <p><b><u>Unit 5</u></b> Page 164-165 – <i>Frontier Rhythms</i> (meter in 3 and meter in 2)</p> <p><b><u>Unit 6</u></b> Page 200-201 – <i>Four Beats Together</i> (meter in 4)</p> <p><b><u>Unit 7</u></b> Page 236-237 – <i>Building with Song</i> (steady beat) Page 246-247 – <i>Singing for Fun!</i> (ostinatos)</p> <p><b><u>Unit 8</u></b> Page 264-265 – <i>Let’s Play with Rhythm</i> (rhythmic ostinatos) Page 280-281 – <i>Rhythms of Africa</i> (steady beat)</p> <p><b><u>Unit 9</u></b> Page 294-295 – <i>Who Goes First?</i>(rhythm patterns of words) Page 310-311 – <i>Music in the Morning</i> (meter in 4)</p> <p><b><u>Unit 10</u></b> Page 326-327 – <i>A Rabbit Tale</i> (rhythm patterns) Page 332-333 – <i>The Rhythm of Earth</i> (rests and syncopation)</p> <p><b><u>Unit 11</u></b> Page 346-347 – <i>Listen to an Animal Beat</i> (rhythmic ostinatos) Page 350-351 – <i>Tiny Boat Notes</i> (repeated rhythmic patterns)</p> <p><b><u>Unit 12</u></b> Page 370-371 – <i>Pumpkin Time!</i> (quarter, eighth and half notes) Page 400-401 – <i>Yankee Doodle Days</i> (time signatures)</p>		
<p><b><u>Links to Educational websites</u></b>  <a href="http://www.flmusiced.org">www.flmusiced.org</a>  <a href="http://www.musick8.com">www.musick8.com</a>  <a href="http://www.kid-sounds.com">www.kid-sounds.com</a>  <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a>  <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a>  <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a>  <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a></p> <p><b><u>Suggested Resources</u></b>            Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”            Silver Burdett “Master Index and Correlations”</p> <p><b><u>Suggested Assessments</u></b>            Performance / Peer Critique            Observation</p>		

# ELEMENTARY MUSIC CURRICULUM MAP

## 3<sup>rd</sup> Grade

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Melody, Harmony, and Form</b>	<b>PACING:</b>	Nine Weeks <b>(Map B)</b>
<b>ESSENTIAL QUESTIONS:</b>  Does the student...	<ul style="list-style-type: none"> <li>• Recognize the difference between high and low sounds visually, aurally and/or through movement?</li> <li>• Recognize same/different pitch patterns visually, aurally and/or through movement?</li> <li>• Demonstrate knowledge of the musical staff (lines and spaces) in treble clef?</li> <li>• Recognize differences / similarities in musical forms aurally and/or through movement?</li> <li>• Demonstrate attempts to sing on pitch with appropriate tone quality?</li> </ul>		
<b>CONCEPTS /CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Pitch and Direction</b>  <b>Tonality</b>  <b>Pattern</b>  <b>Harmony</b>  <b>Form</b>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing songs with overlapping parts that create harmony</li> <li>• Sing songs with various forms</li> <li>• Sing pentatonic songs with pitch syllables</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Perform on mallet instruments phrases that move up, down, and repeat</li> <li>• Perform songs in various forms</li> <li>• Play songs using letter names (B,A,G)</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>• Move to show various forms</li> <li>• Move to show melodic contour</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and identify phrases and forms</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read (sing) songs based on the pentatonic scale</li> <li>• Read and sing with pitch syllables an octave leap from <i>do</i> to <i>do</i></li> <li>• Sing and play songs using notation (letter names)</li> <li>• Read various melodic patterns</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Compose short melodies in do pentatonic</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Improvise melodies on pentatonic scale</li> <li>• Create performances with multiple layers of sound</li> </ul> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast accompaniment harmonies created through melodic ostinatos and chordal accompaniments (borduns)</li> </ul>	MU.A.1.2.1 MU.A.2.2.1 MU.A.2.2.4 MU.A.3.2.3 MU.B.1.2.1 MU.B.1.2.2 MU.B.2.2.1 MU.C.1.2.2 MU.D.1.2.1 MU.D.1.2.3 MU.E.1.2.1	Melody Step / Skip / Leap / repeated  Lines and Spaces The Staff Pitch letter names Do pentatonic Treble Clef  Melodic Ostinato Pentatonic patterns  Unison Harmony  Partner Song Echo song 1 <sup>st</sup> and 2 <sup>nd</sup> endings AB, ABA, Rondo Introduction, Coda D.S. Al Fine

# ELEMENTARY MUSIC CURRICULUM MAP

## 3<sup>rd</sup> Grade

<b>UNIT/ORGANIZING PRINCIPLE:</b> <b>Exploring Melody, Harmony, and Form</b>	Nine Weeks <b>(Map B)</b>
<p><b>Activities and Resources</b></p> <p><b><u>Suggested Lessons</u></b></p> <p><b>Silver Burdett “Making Music”</b></p> <p><b><u>Unit 1</u></b>                      Page 18-19 – <i>Unlock the Form</i> (<u>Form</u>: AB form)                      Page 20-21 – <i>Dancing in the Rain</i> (<u>Melody</u>: Melodic Direction)</p> <p><b><u>Unit 2</u></b>                      Page 54-55 - <i>Follow the Leader</i> (<u>Form</u>: Call and Response)                      Page 60-61 - <i>Step This Way</i> (<u>Melody</u>: Steps, Skips, and Repeated Pitches)                      Page 72-73 - <i>Singing an Echo</i> (<u>Melody</u>: Echo, Call and Response)</p> <p><b><u>Unit 3</u></b>                      Page 96-97 – <i>Never Smile at a Crocodile</i> (<u>Form</u>: ABA with D.C. al Fine)                      Page 104-105 – <i>Wake Up and Sing!</i> (<u>Melody</u>: Pentatonic Scale)                      Page 110-111 - <i>Sing Good Morning</i> (<u>Harmony</u>: Melodic ostinato)</p> <p><b><u>Unit 4</u></b>                      Page 134-135 – <i>Forms of Morning</i> (<u>Form</u>: Introduction and Coda)                      Page 138-139 – <i>Hop Up to a High Note</i> (<u>Melody</u>: High do)                      Page 148-149 - <i>Partner Songs</i> (<u>Harmony</u>: Partner Songs)</p> <p><b><u>Unit 5</u></b>                      Page 170-171 – <i>A New Form</i> (<u>Form</u>: AABA form)                      Page 174-175 – <i>Soaring Melodies</i> (<u>Melody</u>: Pentatonic Song)                      Page 186-187 - <i>Fun With Canons</i> (<u>Form</u>: Spoken canon)</p> <p><b><u>Unit 6</u></b>                      Page 206-207 – <i>Rondo-rama</i> (<u>Form</u>: Rondo Form)                      Page 214-215 – <i>Peddler’s Song</i> (<u>Melody</u>: Notes B, A, G)                      Page 220-221 - <i>More Than a Melody</i> (<u>Harmony</u>: Melodic Ostinatos)</p> <p><b><u>Unit 7</u></b>                      Page 238-239 – <i>Singing on the Railroad</i> (<u>Form</u>: Sections in a song)                      Page 256-257 – <i>Singing at the Game</i> (<u>Melody</u>: Steps and Skips)</p> <p><b><u>Unit 8</u></b>                      Page 270-271 – <i>Frogs all Over</i> (<u>Form</u>: Phrases)                      Page 278-279 – <i>The Love of Country</i> (<u>Melody</u>: Melodic ostinato accompaniment)</p>	<p><b>Assessment</b></p> <p><b><u>Unit 9</u></b>                      Page 296-297 – <i>Catch a Calypso Beat</i> (<u>Melody</u>: Melodic patterns)                      Page 304-305 – <i>Lay it Down, Johnny Brown!</i> (<u>Form</u>: Call and Response)</p> <p><b><u>Unit 10</u></b>                      Page 318-319 – <i>Can You Cuckoo?</i> (<u>Harmony</u>: Melodic intervals as chords, I and V accompaniment)                      Page 322-323 – <i>Music in Bloom</i> (<u>Form</u>: Phrasing)                      Page 330-331 – <i>Beautiful Day, Beautiful Song</i> (<u>Melody</u>: Steps, leaps, repeated tones and octaves)</p> <p><b><u>Unit 11</u></b>                      Page 354-355 – <i>The Shape of Home</i> (<u>Form</u>: Verse and Refrain)                      Page 356-357 – <i>Layers to Learn</i> (<u>Harmony</u>: Layers of Melodic Accompaniment)</p> <p><b><u>Unit 12</u></b>                      Page 374-375 – <i>Head for Thanksgiving</i> (<u>Melody</u>: Steps, skips, repeated notes, Melodic contour)                      Page 382-383 – <i>An Add-On Spiritual</i> (<u>Form</u>: Phrases, verse and refrain)</p> <p><b><u>Links to Educational websites</u></b>  <a href="http://www.flmusiced.org">www.flmusiced.org</a>  <a href="http://www.musick8.com">www.musick8.com</a>  <a href="http://www.kid-sounds.com">www.kid-sounds.com</a>  <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a>  <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a>  <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a>  <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a></p> <p><b><u>Suggested Resources</u></b>                      Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”                      Silver Burdett “Master Index and Correlations”</p> <p><b><u>Suggested Assessments</u></b>                      Performance / Peer Critique                      Observation</p>



# ELEMENTARY MUSIC CURRICULUM MAP

## 3<sup>rd</sup> Grade

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Tone Color</b>	Nine Weeks <b>(Map C)</b>
<b>Activities and Resources</b>		
<p><b><u>Suggested Lessons</u></b></p> <p><b>Silver Burdett “Making Music”</b></p> <p><b><u>Unit 1</u></b> Page 28-31 – <i>How Many Voices?</i> (Vocal timbres of soloists and groups) Page 36-37 – <i>Musical Marketplace</i> (texture)</p> <p><b><u>Unit 2</u></b> Page 68-71 – <i>Exploring Voices</i> (Vocal timbre-children’s voices and adult voices) Page 74-75 – <i>Blankets of Sound</i> (Thin and thick texture)</p> <p><b><u>Unit 3</u></b> Page 106-109 – <i>Welcome to the String Family</i> (String instruments) Page 110-111 – <i>Sing Good Morning!</i> (texture)</p> <p><b><u>Unit 4</u></b> Page 144-147 – <i>Mallet Magic</i> (Keyboard percussion) Page 150-151 – <i>Partner Songs</i> (texture)</p> <p><b><u>Unit 5</u></b> Page 180-181 – <i>Flutes of the World</i> (Flutes of the world) Page 182-185 – <i>Bring on the Brass!</i> (Brass instruments) Page 186-187 – <i>Fun with Canons</i> (texture)</p> <p><b><u>Unit 6</u></b> Page 218-219 – <i>Recording Magic</i> (Electronic instruments) Page 226-227 – <i>A World of Textures</i> (Layers of Accompaniments)</p> <p><b><u>Unit 7</u></b> Page 242-245 – <i>Singing from the Heart</i> (Vocal timbres)</p> <p><b><u>Unit 8</u></b> Page 284-287 – <i>Sing of the Irish</i> (Irish Instruments)</p> <p><b><u>Unit 11</u></b> Page 356-357 – <i>Layers to Learn</i> (Layers of Sound)</p> <p><b><u>Unit 12</u></b> Page 392-393 – <i>Happy New Year!</i> (Japanese instrument sounds)</p>		<p><b><u>Links to Educational websites</u></b>  <a href="http://www.flmusiced.org">www.flmusiced.org</a>  <a href="http://www.musick8.com">www.musick8.com</a>  <a href="http://www.kid-sounds.com">www.kid-sounds.com</a>  <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a>  <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a>  <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a>  <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a></p> <p><b><u>Suggested Resources</u></b>            Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”            Silver Burdett “Master Index and Correlations”</p> <p><b><u>Suggested Assessments</u></b>            Performance / Peer Critique            Observation</p>

# ELEMENTARY MUSIC CURRICULUM MAP

## 3<sup>rd</sup> Grade

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Expressive Qualities</b>	<b>PACING:</b>	Nine Weeks <b>(Map D)</b>
<b>ESSENTIAL QUESTIONS:</b>  Does the student...	<ul style="list-style-type: none"> <li>• Recognize and demonstrate differing dynamics, tempos, and articulations?</li> <li>• Recognize and demonstrate concepts of mood aurally or through purposeful movement?</li> <li>• Recognize and demonstrate expressivity through musical performance?</li> <li>• Recognize and demonstrate appropriate performance behaviors (as participants and audience)?</li> <li>• Demonstrate how to evaluate music and music performance?</li> </ul>		
<b>CONCEPTS /CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>
<b>Dynamics</b>  <b>Tempo</b>  <b>Articulation</b>  <b>Mood</b>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Sing songs that reflect appropriate dynamics, tempo, articulation, mood</li> <li>• Sing songs with tempo changes</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Perform a rhythmic ostinato accompaniment to recorded music</li> </ul> <p><b>Moving</b></p> <ul style="list-style-type: none"> <li>• Move to reflect tempo changes</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and identify different dynamics, tempos, articulations, moods</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identify various tempo, dynamic, and articulation markings</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Add dynamic markings to a composition</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Create a movement piece that reflects dynamics, tempo, articulation</li> <li>• Create a speech piece with expressive elements</li> </ul> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>• Listen to and describe expressive devices in various songs</li> <li>• Listen /observe and develop criteria for musical evaluations</li> </ul>	MU.A.1.2.2 MU.A.1.2.3 MU.A.1.2.4 MU.A.2.2.2 MU.A.2.2.3 MU.A.3.2.2 MU.C.1.2.2 MU.D.2.2.1 MU.D.2.2.2 MU.E.2.2.1 MU.E.2.2.2 MU.E.2.2.3	Dynamic Markings: P, f, mp, mf, pp, ff mezzo  Tempo markings: Allegro, Moderato, Adagio Fermata Accelerando, ritardando  Legato, staccato Accents Pizzicato  Variety of moods Variety of styles

# ELEMENTARY MUSIC CURRICULUM MAP

## 3<sup>rd</sup> Grade

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Exploring Expressive Qualities</b>	Nine Weeks <b>(Map D)</b>
<b>Activities and Resources</b>	<b>Assessments</b>	
<p><b><u>Suggested Lessons</u></b></p> <p><b>Silver Burdett “Making Music”</b></p> <p><b><u>Unit 1</u></b> Page 6-7 – <i>Dynamic Moves</i></p> <p><b><u>Unit 2</u></b> Page 44-45 - <i>Train to Freedom</i></p> <p><b><u>Unit 3</u></b> Page 82-83 – <i>Hops and Glides</i></p> <p><b><u>Unit 4</u></b> Page 120-121 – <i>Moving Fast and Slow</i></p> <p><b><u>Unit 5</u></b> Page 158-159 – <i>Dynamic Choices</i></p> <p><b><u>Unit 6</u></b> Page 196-197 – <i>Moving from Soft to Loud</i></p> <p><b><u>Unit 7</u></b> Page 248-249– <i>Songs of Celebration</i></p> <p><b><u>Unit 10</u></b> Page 336-337 – <i>Celebrate Nature!</i></p> <p><b><u>Unit 12</u></b> Page 386-387 – <i>Posada, Piñata, Presents</i> Page 396-397 – <i>Sing for Right</i> Page 398-399 – <i>Sing of Liberty</i></p>	<p><b><u>Links to Educational websites</u></b></p> <p><a href="http://www.flmusiced.org">www.flmusiced.org</a>  <a href="http://www.music8.com">www.music8.com</a>  <a href="http://www.kid-sounds.com">www.kid-sounds.com</a>  <a href="http://www.childrensmusic.org/">www.childrensmusic.org/</a>  <a href="http://artsedge.kennedy-center.org/teach/standards.cfm">http://artsedge.kennedy-center.org/teach/standards.cfm</a>  <a href="http://centralfloridaorff.org/">http://centralfloridaorff.org/</a>  <a href="http://www.northfloridaorff.org/">http://www.northfloridaorff.org/</a></p> <p><b><u>Suggested Resources</u></b></p> <p>Silver Burdett “Florida Target Lessons for Grade Level Expectations with FCAT Support”                  Silver Burdett “Master Index and Correlations”</p> <p><b><u>Suggested Assessments</u></b></p> <p>Performance / Peer Critique                  Observation</p>	

## ASSESSMENT RUBRIC

<b>4 Points</b>	A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.
<b>3 Points</b>	<p>A score of three is a response in which the student demonstrates an understanding of the music concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding.</p> <p>The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</p>
<b>2 Points</b>	A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying music concepts.
<b>1 Point</b>	A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.
<b>0 Points</b>	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.