

**Brandon Valley School District**  
**Music**  
**Scope and Sequence**  
**Grade:3**  
**Creating**

Timeline (Days)	Standard(s)
15 Days (20%)	<b>3.MU.Cr.1.1.b</b> Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
	<b>3.MU.Cr.1.1.a</b> Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social.
	<b>3.MU.Cr.2.1.a</b> Demonstrate and select musical ideas for simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
	<b>3.MU.Cr.2.1.b</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
	<b>3.MU.Cr.3.1.a</b> Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.
	<b>3.MU.Cr.3.2.a</b> Present the final version of personal created music to others, and describe connection to expressive intent.

**Performing**

Timeline (Days)	Standard(s)
40 Days (55%)	<b>3.MU.Pr.4.2.b</b> When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
	<b>3.MU.Pr.6.1.a</b> Perform music, alone and with others, with expression and technical accuracy.
	<b>3.MU.Pr.6.1.b</b> Demonstrate performance decorum appropriate for the context and venue
	<b>3.MU.Pr.4.2.a</b> Demonstrate understanding of the structure in music selected for performance.
	<b>3.MU.Pr.4.2.c</b> Describe how context (such as personal and social) can inspire a performance.
	<b>3.MU.Pr.4.3.a</b> Demonstrate and describe how intent is conveyed through expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).
	<b>3.MU.Pr.6.1.c</b> Display audience etiquette appropriate for the context, venue, and genre.
	<b>3.MU.Pr.4.1.a</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context
	<b>3.MU.Pr.5.1.a</b> Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate the accuracy of ensemble performances.

	<b>3.MU.Pr.5.1.b</b> Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges
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### Responding

Timeline (Days)	Standard(s)
9 days (12%)	<b>3.MU.Re.9.1.a</b> Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.
	<b>3.MU.Re.8.1.a</b> Demonstrate and describe how the expressive qualities (such as dynamics, tempo, style, and articulation) are used in performers' interpretations to reflect expressive intent.
	<b>3.MU.Re.7.2.a</b> Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
	<b>3.MU.Re.7.1.a</b> Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

### Connecting

Timeline (Days)	Standard(s)
10 days (13%)	<b>3.MU.Cn.11.1.a</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	<b>3.MU.Cn.10.1.a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

\*Pink-priority, Yellow-supporting, Green-supplementary

\*30 minute class periods. Grades 1-4 attend two days per week.

<b>Notes Q1</b> Common curriculum materials: vendor/pg number, common assessments, common intervention/enrichment activities, other <ul style="list-style-type: none"> <li>Quarter 1: Meter, Ostinato, Voices, Musical Alphabet, Rounds &amp; Canons, Lines &amp; Spaces, Scale, Veterans Programming, Bach, Halloween</li> </ul>
<b>Notes Q2</b> <ul style="list-style-type: none"> <li>Quarter 2: Classical Period, Notes &amp; Rests, Dynamics, Veterans Performance, Christmas/Fall Concert Performance, Thanksgiving</li> </ul>
<b>Notes Q3</b> <ul style="list-style-type: none"> <li>Quarter 3: Notes &amp; Rests, Crescendo &amp; Decrescendo, Dynamics, Orchestra, Brass, St Patrick's Day/Irish Music, Black History Month, Valentines, Grieg</li> </ul>
<b>Notes Q4</b> <ul style="list-style-type: none"> <li>Quarter 4: Introduction to Orchestra, Form, Rhythm, Melody, Year-End Activities, Spring</li> </ul>