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| **Content Area** | Music | **Grade Level** | 3rd Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Expression of Music
 | 1. Perform from memory and use simple traditional notation
 | MU09-GR.3-S.1-GLE.1 |
| 1. Perform extended rhythmic, melodic, and harmonic patterns
 | MU09-GR.3-S.1-GLE.2 |
| 1. Creation of Music
 | 1. Short musical phrases and patterns
 | MU09-GR.3-S.2-GLE.1 |
| 1. Notate music using basic notation structure
 | MU09-GR.3-S.2-GLE.2 |
| 1. Theory of Music
 | 1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary
 | MU09-GR.3-S.3-GLE.1 |
| 1. Analyze simple notational elements and form in music
 | MU09-GR.3-S.3-GLE.2 |
| 1. Identify vocal and instrumental tone colors
 | MU09-GR.3-S.3-GLE.3 |
| 1. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns
 | MU09-GR.3-S.3-GLE.4 |
| 1. Aesthetic Valuation of Music
 | 1. Identify personal preferences for specific music
 | MU09-GR.3-S.4-GLE.1 |
| 1. Respond to, and make informed judgments about, music through participation, performance, and the creative process
 | MU09-GR.3-S.4-GLE.2 |
| 1. Articulate music's significance within an individual musical experience
 | MU09-GR.3-S.4-GLE.3 |
| **Colorado 21st Century Skills****Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Music All Around Us | Instructor’s Choice | Instructor’s Choice |
| Let’s Make Musical Sound | Instructor’s Choice | Instructor’s Choice |

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| **Unit Title** | Music Around Us | **Length of Unit** | Instructor choice |
| **Focusing Lens(es)** | InfluencePerspective | **Standards and Grade Level Expectations Addressed in this Unit** | MU09-GR.3-S.1-GLE.1, MU09-GR.3-S.1-GLE.2 MU09-GR.3-S.2-GLE.1 MU09-GR.3-S.3-GLE.1, MU09-GR.3-S.3-GLE.2, MU09-GR.3-S.3-GLE.3, MU09-GR.3-S.3-GLE.4 MU09-GR.3-S.4-GLE.1, MU09-GR.3-S.4-GLE.2, MU09-GR.3-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):**  | * How does music affect culture? (MU09-GR.3-S.1-GLE.1) and (MU09-GR.3-S.3-GLE.2,3) and (MU09-GR.3-S.4-GLE.1,2,3)
* How does culture affect music?
* Why does music sound different around the world?
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| **Unit Strands** | Expression, Creation, Theory, Aesthetic Valuation |
| **Concepts** | Culture, Tradition, Style, Expression, Perspective, Beliefs |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Culture and tradition develop a personal perspectives on and beliefs about music. (MU09-GR.3-S.1-GLE.1) and (MU09-GR.3-S.3-GLE.1, 2,3,4) and (MU09-GR.3-S.4.-GLE.1,2,3 | What kinds of traditions influence musical culture? In what settings do we hear or participate in music? How do people physically respond to music? | Why is music from other cultures important? How does the context of music affect personal perspective? |
| Cultures use music to instill traditions. (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,2,3,4) and (MU09-GR.3-S.4.-GLE.1,2, 3) | How do cultures use music to communicate? How do a cultural events affect its’ music? What instruments represent specific cultures? How has technology influenced contemporary music? | How can music represent a culture? How is music from other cultures similar and different? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Music is integral to culture and traditions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE-2,3) and (MU09-GR.3-S.4-GLE.1,2,3)
* Different cultures may use different instruments (MU09-GR.3-S.3-GLE.3-EO.a) and (MU09-GR.3-S.4-GLE.3-EO.d)
* Cultures are influenced by other culture’s musical contributions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.3, 4) and (MU09-GR.3-S.4-GLE.1,2,3)
* Music in cultures and traditions can change over time (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.3,4) and (MU09-GR.3-S.4-GLE.1,
 | * Recognize music and it’s connection to a culture (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.1,2-EO.b) and (MU09-GR.3-S.4-GLE.1, 2,3)
* Describe instrumentation of teacher-specified cultures (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.3-EO.a) and (MU09-GR.3-S.4-GLE.2,3)
* Move responsively to cultural music (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.1,2) and (MU09-GR.3-S.4-GLE.1,2)
* Compare music of different cultures and traditions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,2)and (MU09-GR.3-S.4-GLE.1,2,3)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Music has expressive elements, instrumentation and unique sounds that are shaped by culture and traditions.* *Musical choices are influenced by these elements and traditions.* |
| **Academic Vocabulary:** | Texture, expression, society, preference, compare and contrast, continent, country, culture, tradition, unique, personal |
| **Technical Vocabulary:** | Instrumentation, form (rondo), pitch, expressive elements (dynamics, tempo, articulation), style |

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| **Unit Title** | Let’s Make Musical Sound | **Length of Unit** | Instructor choice |
| **Focusing Lens(es)** | Structure and Function | **Standards and Grade Level Expectations Addressed in this Unit** | MU09-GR.3-S.1-GLE.1, MU09-GR.3-S.1-GLE.2 MU09-GR.3-S.2-GLE.1, MU09-GR.3-S.2-GLE.2MU09-GR.3-S.3-GLE.1, MU09-GR.3-S.3-GLE.2, MU09-GR.3-S.3-GLE.3, MU09-GR.3-S.3-GLE.4 MU09-GR.3-S.4-GLE.1, MU09-GR.3-S.4-GLE.2, MU09-GR.3-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):**  | * What is the difference between sound and music? (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1-EO.b) and (MU09-GR.3-S.3-GLE.1,2,3,4) and (MU09-GR.3-S.4-GLE.1,2,3)
* How does a composer communicate intent?
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| **Unit Strands** | Expression, Creation, Theory, Aesthetic Valuation |
| **Concepts** | Composition, Expression, Law/Rules, Structure, Sound, Emotion, Musical Elements, Organization |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| The structure and organizationof music dictates how music sounds. (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1,2) and ( MU09-GR.3-S.3-GLE.1,2,4) and (MU09-GR.3-S.4-GLE.1,2,3) | What purpose does the “I” chord serve in a musical composition? What structures are needed for a successful ensemble? (MU09-What are the foundations of musical structure? | How does structure and organization affect music? How does a composer and organization use structure to communicate his/her intent? |
| Physical structure determines the musical sound of the instrument making the sound. (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,.3) and(MU09-GR.3-S.4-GLE.2,3) | How does size of instruments relate to pitch? In each of the instrument families, what is vibrating to make the musical sound? | How does shape and density of aninstrument affect its ability to vibrate**?** |
| Musical elements provide communication for emotion and expression. (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1,2,.4) and (MU09-GR.3-S.4-GLE.1,2,3) | How does tempo convey emotion? (excitement, sadness, mystery, etc.) How do dynamic levels convey emotion? (excitement, sadness, mystery, etc.) | How are musical elements used to communicateemotion and expression? How are dynamics used to communicate an idea? How does a musician interpret musical structure and organization? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * There are four families of instrument classification in the orchestra (MU09-GR.3-S.3-GLE.3-EO.a)
* Sound production is related to physical proportion and density of an instrument or voice Written symbols are critical to the ability to interpret and recreate music (MU09-GR.3-S.1-GLE.1.2) and (MU09-GR.3-S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1,2,4) and (MU09-GR.3-S.4-GLE.1,2,3)
 | * Perform expressively using variation in dynamics, tempo, and articulation (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3- S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1) and (MU09-GR.3-S.4-GLE.1,2,3)
* Use musical vocabulary when describing and discussing music (MU09-GR.3-S.3-GLE.1,2,4) and (MU09-GR.3-S.4-GLE.1,2,3)
* Create short compositions using teacher-defined structures (MU09-GR.3-S.1-GLE.1, 2) and (MU09-GR.3-S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1,2,)
* Read musical notation (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3- S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1) and (MU09-GR.3-S.4-GLE.1,2,3)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Sound becomes music when structure and organization are applied through musical elements and form.* |
| **Academic Vocabulary:** | Quality, progression, resolution, density, proportion, relationship, expression, interpret, sound, structure |
| **Technical Vocabulary:** | Musical elements (Ostinato, rondo, timbre, largo/allegro, staccato/legato, pianissimo/fortissimo), time signature, measure, accompaniment, ensemble, treble clef, harmony, chord, pentatonic |