

HPS Scope and Sequence
Elementary Music 3rd Grade
Revised 05/2012

Standard or GLCE #	K-5 Music Standards	What this means... Student will...	Semester S1 - S2	# of Lessons	Music Vocabulary	Formative Assessment(s)
 3rd Grade Music 						
Content Standard 1: All students will apply skills and knowledge to perform in the arts						
ART.M.I.EL.1	Sing and play independently with accurate rhythm, pitch, intonation, with appropriate timbre, technique, and tempo within various musical contexts.	I.3.1 Use developmentally appropriate singing voice, sing melodies accurately and physically demonstrate macro and micro beats.	Y		Perform: Whole Notes, Fa,Ti, Major Scale, Mezzopiano/Mezzoforte Fortissimo/Pianissimo, Ostinato, Conductor, Treble Clef/Bass Clef, staff, Bar Line, Largo/Presto, Andante/Allegro Create Analyze: Timbre/Tone Color, Round/Canon, Violin/Viola/Cello/Bass, Harp/Guitar, Snare Drum/Bass Drum/Timpani, Flute/Clarinet/Oboe/Saxophone/Bassoon, Trumpet/Trombone/French Horn/Tuba Analyze In Context Connect To Arts	Performance: Auditory Observations Concerts/Informances Visual Observations Formative: " I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments
ART.M.I.EL.2	Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures.	I.3.2 Continue to develop repertoire.	Y			
ART.M.I.EL.3	Sing expressively with appropriate dynamics, phrasing, and interpretation.	I.3.3 Sing and play expressively utilizing a broader continuum of dynamics and interpretation.	Y			
ART.M.I.EL.4	Sing an ostinato.	I.3.4 Sing melodies with confidence in a large group.	S2	2		
ART.M.I.EL.5	Demonstrate ensemble techniques by blending timbre, matching dynamic levels, and responding to the cues of the conductor.	I.3.5 Blend timbres and match dynamic levels in response to the cues of the conductor.	S1	2		
ART.M.I.EL.6	Demonstrate technical skills on rhythmic, melodic, and harmonic instruments.	I.3.6 Play rhythmic and chordal ostinati and melodies	S1	2		
ART.M.I.EL.7	Perform rhythmic and melodic patterns when presented aurally.	I.3.7 Expand the complexity of patterns.	S1	1		
ART.M.I.EL.8	Perform independent instrumental parts while other students sing or play contrasting parts.	I.3.8 Play instrumental parts independently while other students sing.	S2	2		
ART.M.I.EL.9	Use a system to read rhythmic notation in various meters.	I.3.9 Use a system to read quarter notes and rests, eighth notes, half notes, and whole notes.	Y			
ART.M.I.EL.10	Use a system to read pitch notation in various tonalities.	I.3.10 Use a system to read pitch notation for a major scale.	Y			
ART.M.I.EL.11	Recognize the basic expressive markings of music and demonstrate their understanding through performance.	I.3.11 Perform music with a variety of expressive qualities, articulation, and tempo.	S1	2		

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Content Standard 2: All students will apply skills and knowledge to create in the arts.						
ART.M.II.EL.1	Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.	II.3.1 Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.	S2	2		Performance: Auditory Observations Concerts/Informances Visual Observations Formative: " I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments
ART.M.II.EL.2	Create through exploration, improvisation, and composition, answers in the same style to given rhythmic and melodic phrases.	II.3.2 Create through exploration, improvisation, and composition, answers that are rhythmic and melodic.	S2	2		
ART.M.II.EL.3	Create through exploration, improvisation, and composition, simple rhythmic variations and simple melodic embellishments on familiar melodies.	II.3.3 Create through exploration, improvisation, and composition, melodic embellishments for a familiar song.	S2	2		
ART.M.II.EL.4	Create and arrange songs and instrumental pieces within specified guidelines.	II.3.4 Create an instrumental song with lyrics.	S2	3		
ART.M.II.EL.5	Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising.	II.3.5 Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to 3rd grade.	S2	1		
ART.M.II.EL.6	Create and arrange music to accompany readings, dramatizations, or visual media.	II.3.6 Add vocal, instrumental, and physical responses to a selection presented in 3rd grade.	S2	1		

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Content Standard 3: All students will analyze, describe and evaluate works of art.						
ART.M.III.EL.1	Identify music forms when presented aurally.	III.3.1 Identify round and canon when presented aurally.	S2	2		Performance: Auditory Observations Concerts/Informances Visual Observations Formative: "I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments
ART.M.III.EL.2	Use invented or standard notation to transcribe music.	III.3.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.	S2	1		
ART.M.III.EL.3	Understand and respect that there are different responses to specific art works in a global community.	III.3.3 Describe the music performed and presented in 3rd grade by moving, drawing, or through other appropriate responses.	S1	1		
ART.M.III.EL.4	Use music vocabulary to analyze, describe, and evaluate music.	III.3.4 With teacher guidance, use music vocabulary to analyze, describe, and evaluate music of various styles.	Y			
ART.M.III.EL.5	Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.	III.3.5 Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.	S1	3		
ART.M.III.EL.6	Devise criteria for objective evaluations of performances and compositions.	III.3.6 Devise student-created criteria for objective evaluation of performances and compositions.	Y			
ART.M.III.EL.7	Explain, using music vocabulary, personal aesthetic response to music.	III.3.7 Use music vocabulary to express personal reactions for musical works and styles.	S1	1		
Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.						
ART.M.IV.EL.1	Describe distinguishing characteristics of representative music genres and styles from various historic periods and cultures.	IV.3.1 Identify and describe distinguishing characteristics of contrasting styles.	Y			Performance: Auditory Observations Concerts/Informances Visual Observations Formative: "I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments
ART.M.IV.EL.2	Describe how elements of music are used in examples from world cultures.	IV.3.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in 3rd grade.	Y			
ART.M.IV.EL.3	Demonstrate audience appropriate behavior for the context and style of music performed.	IV.3.3 Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3rd grade.	S1	2		

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Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.						
ART.M.V.EL.1	Observe and identify similarities and differences in the meanings of common vocabulary used in the various arts.	V.3.1 Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3rd grade arts.	Y			Performance: Auditory Observations Concerts/Informances Visual Observations
ART.M.V.EL.2	Observe and identify cross-curricular connections.	V.3.2 Observe and identify cross-curricular connections within the 3rd grade curriculum.	S1	3		Formative: " I Can" Statements Group
ART.M.V.EL.3	Discuss the various rationales for using music in daily experiences.	V.3.3 Discuss the various rationales for using music in daily experiences.	S1	1		Discussions Summative: Rubrics Grading Systems Written Assessments



Notes: