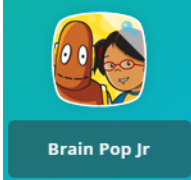

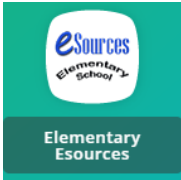



**Sarasota County School District**  
**3rd Grade Music- Year Overview 21-22**



	<p style="text-align: center;"><b>Music- Intermediate 1 (Grade 3) (#35013080)</b>  <a href="https://www.cpalms.org/PreviewCourse/Preview/4014">https://www.cpalms.org/PreviewCourse/Preview/4014</a></p>	<p style="text-align: center;"><b>Additional Information</b></p>
<p style="text-align: center;"><b>Course Description</b></p>	<p>Third-grade* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21st century.</p> <p>Below is a suggested timeline. Please check with your student’s music teacher if you have questions.</p>	
<p style="text-align: center;"><b>Quarter 1</b> August 10- October 12</p>	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b>MU.3.C.1.1</b> Describe listening skills and how they support appreciation of musical works.  <b>PE.3.C.2.2</b> Understand the importance of safety rules and procedures in all physical activities.  <b>MU.3.S.3.1</b> Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.  <b>MU.3.O.3.1</b> Describe how tempo and dynamics can change the mood or emotion of a piece of music.  <b>MU.3.O.1.1</b> Identify, using correct music vocabulary, the elements in a musical work.  <b>MU.3.C.3.1</b> Identify musical characteristics and elements within a piece of music when discussing the value of the work.  <b>MU.3.C.1.2</b> Respond to a musical work in a variety of ways and compare individual interpretations.  <b>DA.3.H.1.1</b> Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.  <b>PE.3.M.1.10</b> Perform one dance accurately.</p>	<ol style="list-style-type: none"> <li>Our adopted textbook for Elementary Music is the <i>Spotlight on Music</i> series from McGraw Hill Publishing</li> <li>Other musical examples or tutorials will be shared as needed to align with instruction.</li> <li>Open the <a href="#">Parents &amp; Students</a> page of the district website.</li> <li>Choose MySCS.</li> <li>Student will log in with N number and pin number.</li> <li>Apps that offer some support for music instruction include:</li> </ol>
<p style="text-align: center;"><b>Quarter 2</b> October 13- December 22</p>	<p style="text-align: center;"><b>Benchmarks</b></p> <p><b>MU.3.S.3.3</b> Sing simple la-sol-mi-re-do patterns at sight.  <b>MU.3.C.1.4</b> Discriminate between unison and two-part singing.  <b>MU.3.H.1.2</b> Identify significant information about specified composers and one or more of their musical works.  <b>MU.3.H.2.1</b> Discuss how music in America was influenced by people and events in its history.  <b>MU.3.H.1.1</b> Compare indigenous instruments of specified cultures.  <b>MU.3.H.1.3</b> Identify timbre(s) in music from a variety of cultures.  <b>MU.3.S.3.2</b> Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.  <b>MU.3.S.2.1</b> Identify patterns in songs to aid the development of sequencing and memorization skills.</p>	    <ol style="list-style-type: none"> <li>Use the search feature in the platform to locate resources, videos, articles, and/or activities.</li> </ol>

<p><b>Quarter 3</b> January 11- March 11</p>	<p style="text-align: center;"><b>Benchmarks</b></p> <p><a href="#"><u>MU.3.C.1.3</u></a> Identify families of orchestral and band instruments.  <a href="#"><u>MU.3.S.3.4</u></a> Match simple aural rhythm patterns in duple and triple meter with written patterns.  <a href="#"><u>MU.3.S.1.1</u></a> Improvise rhythms or melodies over ostinati.  <a href="#"><u>MU.3.O.2.1</u></a> Rearrange melodic or rhythmic patterns to generate new phrases.  <a href="#"><u>MU.3.S.1.2</u></a> Create an alternate ending to a familiar song.  <a href="#"><u>MU.3.S.3.5</u></a> Notate simple rhythmic and melodic patterns using traditional notation.</p>	
<p><b>Quarter 4</b> March 22- May 27</p>	<p style="text-align: center;"><b>Benchmarks</b></p> <p><a href="#"><u>MU.3.H.3.1</u></a> Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line and form in music and other teacher-selected contexts.  <a href="#"><u>MU.3.O.1.2</u></a> Identify and describe the musical form of a familiar song.</p> <p><a href="#"><u>MU.3.F.1.1</u></a> Enhance the meaning of a song or poem by creating a musical interpretation using voices, instruments, movement and/or found sounds.  <a href="#"><u>MU.3.C.2.1</u></a> Evaluate performances of familiar music using teacher-established criteria.  <a href="#"><u>MU.3.F.2.2</u></a> Describe opportunities for personal music making.  <a href="#"><u>MU.3.F.2.1</u></a> Identify musicians in the school, community and media.</p>	