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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)** | Influence  Perspective | **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? | | | | |
| **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.2  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):** | * 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? | | | | |
| **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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| **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 | |