Third Grade Curriculum Map *for Bemidji District Music K-12 Scope and Sequence*

Grade 3	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria

Semester1	**On-going:**
	▪ Review of second grade
	▪ Sing a varied repertoire from a variety culture
	▪ Use vocabulary to discuss creations, performances, responses
	Focus on:
	1. Rhythm:
	  ♫ Dotted half note, sixteenth notes
	  ♫ triple meter
	  ♫ Borduns: broken, chord, and arpeggiated
	  ♫ Concept of meter
	  ♫ Ostinato
	2. Melody:
	▪ Do Pentatonic
	3. Texture/Harmony
	▪ Bordun acccompaniment
	▪ Sings rounds/canon
	▪ ostinati
	3. Signs and Symbols
	▪ dynamic markings- pianissimo through fortissimo
		Foundations 2.2
		
		Create/Make
		
		Perform/Present 1.1
		
		Respond/Critiques
			Perform/Present Benchmark 1.1
			FoundationsBenchmark 2.2
			
			Learning Goal:
			The student will sing simple melodies from a collection of teacher-selected songs.
			
			Assessment Activity:
			Performance Assessment: You will be asked to sing a song alone or in a small group. The teacher may select a song for you or you may be asked to select the song from a list your teacher provides.
				4, 3, 2, 1
				
				▪ The pitch is accurate
				▪ The singing has expressive intent

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Grade 3	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 2	**On-going:** ▪ Sing a varied repertoire from a variety of cultures ▪ Use vocabulary to discuss creations, performances, responses ▪ ABA form ▪ melody **Focus on:** 1. Rhythm: ♫ triple meter ♫ concept of meter 2. Improvise ♫ Simple melodies ♫ Revise improvisation 3. Tone Color ♫ Brass family instruments	Foundations Create/Make 1.1 1.2 Perform/Present 1.1 1.2 Respond/Critiques 1.1	**Create/Make benchmark 1.1 (Foundations 1.1 melody only), 2.2** **Learning Goal:** The student will improvise a musical idea based on a poem or song. **Assessment Activity:** Performance Assessment: You will improvise a pentatonic melody from a given rhythm poem/song for 8 to 16 beats. You may use steps, skips and repeated notes or patterns and your improvisation must end on do. **Perform/Present benchmark 1.2** **Learning Goal:** The student will use criteria-based feedback from peers to reflect on improvisation using same criteria. **Assessment Activity:** Performance Assessment: You will play an improvisation for classmates and your classmates will give you feedback based on criteria given by teacher. You will use the criteria to reflect on your performance.	**4, 3, 2, 1** **Create/Make Benchmark** ▪ The melody ends on do ▪ the rhythm is correct ▪ the mallet technique is correct ▪ Melody has steps, skips, repeated notes, or patterns **Perform/Present Benchmark 1.2** ▪ Reflection is based on criteria