



# Music Pacing Guide

## Kindergarten

### Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

**Part 1: Standards Overview** – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

**Part 2: Standards and Learning Outcomes** - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

**Part 3: National Guidelines** – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY

- **Essential Standard**
- **Supporting Standard**

## Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Performing</b>.</p>		
<p><b>Artistic Process: Performing</b>            Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> <li>● MU.PR.4.Ka</li> <li>● MU.PR.4.Kb</li> <li>● MU.PR.4.Kc</li> <li>● MU.PR.4.Kd</li> </ul> <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>● MU.PR.5.Ka</li> <li>● MU.PR.5.Kb</li> </ul> <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>● MU.PR.6.Ka</li> <li>● MU.PR.6.Kb</li> </ul>	<p><b>Artistic Process: Creating</b>            Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>● MU.CR.1.Ka</li> <li>● MU.CR.1.Kb</li> </ul> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>● MU.CR.2.Ka</li> <li>● MU.CR.2.Kb</li> </ul> <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> <li>● MU.CR.3.Ka</li> <li>● MU.CR.3.Kb</li> </ul>	<p><b>Artistic Process: Responding</b>            Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.7.Ka</li> <li>● MU.RE.7.Kb</li> </ul> <p>Anchor Standard 8- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.8.K</li> </ul> <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.9.K</li> </ul>	<p><b>Artistic Process: Connecting</b>            Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>● MU.CN.10.Ka</li> <li>● MU.CN.10.Kb</li> </ul> <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> <li>● MU.CN.11.Ka</li> <li>● MU.CN.11.Kb</li> </ul>

# Sample Year-long Planning Schedule for Kindergarten

All lesson plans reference Silver Burdett, *Making Music Series*

Lesson 1	Unit 1 Lesson 2 (MU.CR.1.Kb)	Lesson 10	Unit 1 Lesson 10 (MU.CR.3.Ka)	Lesson 19	Unit 3 Lesson 4 (MU.PR.4.Kb)	Lesson 28	Unit 5 Lesson 10 (MU.CN.11.Kb)
Lesson 2	Unit 1 Lesson 3 (MU.RE.7.Kb)	Lesson 11	Unit 1 Lesson 11 (MU.CN.11.Ka)	Lesson 20	Unit 3 Lesson 6 (MU.PR.5.Ka)	Lesson 29	Unit 6 Lesson 2 (MU.CR.2.Kb)
Lesson 3	Unit 1 Lesson 4 (MU.RE.7.Kb)	Lesson 12	Unit 2 Lesson 2 (MU.PR.4.Kd)	Lesson 21	Unit 4 Lesson 1 (MU.CN.10.Kb)	Lesson 30	Unit 6 Lesson 10 (MU.CR.1.Ka)
Lesson 4	Unit 1 Lesson 5 (MU.CR.1.Kb)	Lesson 13	Unit 2 Lesson 5 (MU.CR.3.Kb)	Lesson 22	Unit 4 Lesson 3 (MU.PR.4.Kc)	Lesson 31	Unit 6 Lesson 11 (MU.CN.10.Kc)
Lesson 5	Unit 1 Lesson 6 (MU.RE.7.Kb)	Lesson 14	Unit 2 Lesson 6 (MU.CR.1.Ka)	Lesson 23	Unit 4 Lesson 5 (MU.PR.4.Kd)	Lesson 32	Unit 7 Lesson 4 (MU.CN.10.Kb)
Lesson 6	Unit 1 Lesson 6 (MU.RE.7.Kb)	Lesson 15	Unit 2 Lesson 7 (MU.PR.4.Kd)	Lesson 24	Unit 4 Lesson 6 (MU.CR.2.Ka)	Lesson 33	Unit 7 Lesson 12 (MU.RE.9.K)
Lesson 7	Unit 1 Lesson 7 (MU.CN.11.Ka)	Lesson 16	Unit 2 Lesson 11 (MU.CR.1.Ka)	Lesson 25	Unit 4 Lesson 12 (MU.PR.6.Ka)	Lesson 34	Unit 8 Lesson 1 (MU.CN.10.Kb)
Lesson 8	Unit 1 Lesson 8 (MU.CR.1.3a)	Lesson 17	Unit 3 Lesson 1 (MU.CR.2.Ka)	Lesson 26	Unit 5 Lesson 2 (MU.PR.4.Kc)	Lesson 35	Unit 8 Lesson 10 (MU.RE.7.Ka)
Lesson 9	Unit 1 Lesson 9 (MU.RE.8.K)	Lesson 18	Unit 3 Lesson 3 (MU.CR.2.Kb)	Lesson 27	Unit 5 Lesson 5 (MU.CN.11.Kb)	Lesson 36	Unit 11 Lesson 11 (MU.CR.1.Ka)

Sample 40 Minute Daily Routine for [Kindergarten](#)

# End of Year Outcomes

## create

- Improvised movements including:  
hop, skip, jump, gallop, tip-toe,  
stomp, walk, crawl
- Vocalizations using high and low  
voices
- Instrumental and rhythmic  
ostinati with teacher guidance
- Musical ideas using iconic  
notation



## In Kindergarten Music I CAN...



## Connect

- To music with different purposes  
including: celebration, work, movies, TV,  
and video game songs
- To experiences that include music used  
for celebration

## Perform

- Music using opposites: high/low,  
fast/slow, forte/piano
- Mirror and echo movements including  
rhythmic and melodic motives
  - A steady beat

## Respond

*To identify composer's intent*

*To evaluate performances including  
likes/dislikes and why*

### Links to Instructional Resources:

#### 2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
<ul style="list-style-type: none"><li>MU.CR.1.Ka</li></ul>	a. With appropriate guidance, explore, experience, and improvise musical concepts (e.g. beat and melodic contour).	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.  Essential Question: How do musicians generate creative ideas?	Echo Same Differ - ent Pattern Body Perc.	Unit 2, L 6 Unit 6, L 10 Unit 11, L 11 Unit 2, L 11
<ul style="list-style-type: none"><li>MU.CR.1.Kb</li></ul>	b. With appropriate guidance, explore musical features (e.g. movement, vocalizations, or instrumental accompaniments).		Loud, Soft Echo Steady beat Style	Unit 1, L2  Unit 1, L5 <a href="#">Explore vocalizations</a>  <a href="#">Five Green and Speckled Frogs</a>
Anchor Standard #2 - Organize and develop artistic ideas and work				
<ul style="list-style-type: none"><li>MU.CR.2.Ka</li></ul>	a. With appropriate guidance, demonstrate and choose favorite musical ideas (e.g. singing and playing instruments).	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.  Essential Question: How do musicians make creative decisions?	Same, different section Fast, slow	Unit 4, L6  Unit 3, L1
<ul style="list-style-type: none"><li>MU.CR.2.Kb</li></ul>	b. With appropriate guidance, organize personal musical ideas using notation (e.g. iconic notation and/or recording technology).		Beat, rhythm	Unit 3, L3 Unit 6, L2
Anchor Standard #3 - Refine and complete artistic work				
<ul style="list-style-type: none"><li>MU.CR.3.Ka</li></ul>	a. With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Vocal sounds Mouth sounds	Unit 1, L10

• MU.CR.3.Kb	b. With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.	Essential Question: How do musicians improve the quality of their creative work?	Beat	Unit 2, L5
Artistic Process - Performing				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
• MU.PR.4.Ka	a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.  Essential Question(s): How do performers select repertoire?		Unit 3, L 4
• MU.PR.4.Kb	b. With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.g. high/low, loud/soft, same/different, and fast/slow).	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.  Essential Question(s): How does understanding the structure and context of musical works inform performance?	High Low Middle	Unit 1, L 8
• MU.PR.4.Kc	c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. iconic notation).		Steady beat Rhythm Long/short	Unit 4, L3  Unit 5, L2
• MU.PR.4.Kd	d. With appropriate guidance, explore musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.  Essential Question(s): How do performers interpret musical works?	Beat high/low Steady beat rhythm	Unit 2, L2 Unit 2, L7 Unit 4, L5  <a href="#">Five Green and Speckled Frogs</a>  <a href="#">Kinder shared</a>
Anchor Standard #5 - Develop and refine artistic work for presentation				
• MU.PR.5.Ka	a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performances (e.g. technique and stage presence).	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.		Unit 3, L6  <a href="#">Apply feedback to refine performances.</a>

• MU.PR.5.Kb	b. With appropriate guidance, use suggested strategies in rehearsal to improve expression in music.	Essential Question(s): How do musicians improve the quality of their performance?		
Anchor Standard #6 - Convey meaning through the presentation of artistic work				
• MU.PR.6.Ka	a. With appropriate guidance, perform music with expression (e.g. tone and tempo).	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.	Lullaby Accompaniment	Unit 4, L12
• MU.PR.6.Kb	b. Perform appropriately for the audience and occasion.	Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		Performance Concerts
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
• MU.RE.7.Ka	a. With appropriate guidance, list personal musical interests.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  Essential Question(s): How do individuals choose music to experience?	Mood Style Same Different	Unit 8, L10
• MU.RE.7.Kb	b. With appropriate guidance, demonstrate musical concepts (e.g. beat or melodic direction).	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  Essential Question(s): How do individuals choose music to experience?	Steady Beat Singing	Unit 1, L3 Unit 1, L4 Unit 1, L6
Anchor Standard #8 - Interpret intent and meaning in artistic work				
• MU.RE.8.K	a. With appropriate guidance, identify expressive attributes that reflect creators'/ performers' expressive intent (e.g. mood and emotion).	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  Essential Question(s): How do we discern the musical creators' and performers' expressive intent?	Steady beat High/Low	Unit 1, L9
Anchor Standard #9 - Apply criteria to evaluate artistic work				
• MU.RE.9.K	a. With appropriate guidance, apply teacher-provided criteria to	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by	Rhythm improvise	Unit 7, L12

	evaluate musical works and performances.	analysis, interpretation, and established criteria.  Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?		
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• MU.CN.10.Ka	a. With appropriate guidance, express personal preferences in music.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?	Piano style Fast, slow, speed up/down	Unit 6, L11 Unit 4, L1
• MU.CN.10.Kb	b. With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, and work songs).		Soft lullaby Steady beat pattern	Unit 7, L1 Unit 8, L1
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• MU.CN.11.Ka	a. With appropriate guidance, explore relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.  Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	High, low Listen Train sounds Vocal sounds Guitar, lullaby	Unit 1, L7 Unit 1, L11  Unit 5, L10  <a href="#">Five Green and Speckled Frogs</a>
• MU.CN.11.Kb	b. With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.		Same, different, repeat, contrast	Unit 5, L5





# Music Pacing Guide

## First Grade

### Introduction to the Music Pacing Guide

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KEY

- **Essential Standard**
- **Supporting Standard**

## Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Performing</b>.</p>		
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# Sample Year long Planning Schedule for 1st Grade

All lesson plans reference Silver Burdett, Making Music Series

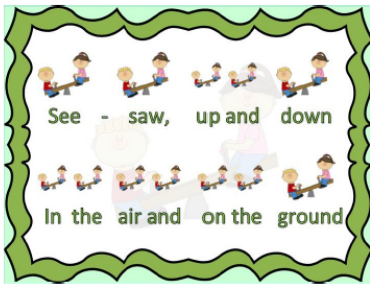
Lesson 1	Unit 1 Lesson 1 (MU.PR.4.1a)	Lesson 10	Unit 1 Lesson 11 (MU.CN.10.1a)	Lesson 19	Unit 2 Lesson 4 (MU.PR.6.1a)	Lesson 28	Unit 4 Lesson 7 Day 1 of 2 (MU.PR.4.1b)
Lesson 2	Unit 1 Lesson 2 (MU.CN.10.1b)	Lesson 11	Unit 1 Lesson 12 (MU.CR.1.1a)	Lesson 20	Unit 2 Lesson 5 (MU.PR.4.1c)	Lesson 29	Unit 4 Lesson 7 Day 1 of 2 (MU.PR.4.1b)
Lesson 3	Unit 1 Lesson 4 (MU.PR.4.1c)	Lesson 12	Unit 2 Lesson 3 Day 1 of 2 (MU.CR.2.1b)	Lesson 21	Unit 2 Lesson 6 (MU.PR.4.1c)	Lesson 30	Unit 5 Lesson 10 (MU.PR.5.1a)
Lesson 4	Unit 1 Lesson 5 (MU.CN.11.1c)	Lesson 13	Unit 2 Lesson 3 Day 2 of 2 (MU.CR.3.1b)	Lesson 22	Unit 2 Lesson 7 (MU.PR.5.1b)	Lesson 31	Unit 5 Lesson 11 (MU.CR.2.1a)
Lesson 5	Unit 1 Lesson 6 (MU.CN.11.1b)	Lesson 14	Unit 2 Lesson 4 (MU.PR.4.1c)	Lesson 23	Unit 2 Lesson 11 (MU.PR.4.1d)	Lesson 32	Unit 5 Lesson 12 (MU.RE.9.1)
Lesson 6	Unit 1 Lesson 7 (MU.CR.3.1b)	Lesson 15	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 24	Unit 3 Lesson 3 (MU.RE.7.1b)	Lesson 33	Unit 10 Lesson 8 (MU.PR.4.1b)
Lesson 7	Unit 1 Lesson 7 (MU.CR.3.1b)	Lesson 16	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 25	Unit 3 Lesson 7 (MU.CR.1.1b)	Lesson 34	Unit 12 Lesson 7 (MU.RE.7.1b)
Lesson 8	Unit 1 Lesson 8 (MU.RE.8.1)	Lesson 17	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 26	Unit 4 Lesson 5 Day 1 of 2 (MU.CR.3.1a)	Lesson 35	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 9	Unit 1 Lesson 11 (MU.PR.4.1d)	Lesson 18	Concert MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 27	Unit 4 Lesson 5 Day 2 of 2 (MU.CR.3.1a)	Lesson 36	Concert MU.PR.4.3c;5.3a,b;6.3a,b

Sample [40 Minute](#) Daily Routine for Grade 1

# End of Year Outcomes

## create

- Improvise musical ideas including rhythmic, melodic, and physical movement
- Documented melodies and rhythms using iconic and standard notation



## Connect

- To music with different purposes including: celebration, work, movies, TV, and video game songs

## Perform

- Melodies using intervals of M3, M5, and octaves and use the accompanying sol fa-Do, mi, sol
- Songs using dynamics: piano, forte
- Simple rhythmic patterns from memory and standard notation
- Simple folk dances
- And identify appropriate audience decorum
- Full songs independently

In 1st Grade I CAN...



## Respond

- And state personal music interests in a variety of genres and purposes.
- To Creator/performer intent

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

<http://www.forestglenmusic.com/>

## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
● MU.CR.1.1a	a. With appropriate guidance, improvise musical ideas (e.g. beat, meter, and rhythm).	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Thin texture Thick texture	Unit 1, L12
● MU.CR.1.1b	b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).	Essential Question: How do musicians generate creative ideas?	Form Call and response	Unit 2, L7
Anchor Standard #2 - Organize and develop artistic ideas and work				
● MU.CR.2.1a	a. With appropriate guidance, demonstrate and discuss personal reasons for selecting musical ideas (e.g. expressive intent).	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.  Essential Question: How do musicians make creative decisions?	Timbre Tone color percussion	Unit 5, L11
● MU.CR.2.1b	b. With appropriate guidance use notation to document and organize personal or collective musical ideas.		Steady beat rhythm	Unit 2, L3
Anchor Standard #3 - Refine and complete artistic work				
● MU.CR.3.1a	a. With appropriate guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Essential Question: How do musicians improve the quality of their creative work?	AB form verse/refrain	Unit 4, L5
● MU.CR.3.1b	b. With appropriate guidance, present a final version of personal or collective musical ideas to peers		High sounds Low sounds	Unit 1, L&

	or informal audience.			
Artistic Process - Performing				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
• MU.PR.4.1a	a. With appropriate guidance, demonstrate and state personal interest in varied musical selections (e.g. knowledge, purpose).	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.  Essential Question(s): How do performers select repertoire?	Loud soft	Unit 1, L1
• MU.PR.4.1b	b. With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. beat and melodic contour).	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.  Essential Question(s): How does understanding the structure and context of musical works inform performance?	Japan AB form Sections contrast	Unit 4, L7 Unit 10, L8
• MU.PR.4.1c	c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. traditional notation).		Steady beat rhythm	Unit 1, L4 Unit 2, L4 Unit 2, L5 Unit 2, L6
• MU.PR.4.1d	d. Explore and describe musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.  Essential Question(s): How do performers interpret musical works?	Timbre, metals, woods, rattles, skins body percussion	Unit 2, L11
Anchor Standard #5 - Develop and refine artistic work for presentation			Vocal timbre	Unit 1, L11
• MU.PR.5.1a	a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performance.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  Essential Question(s): How do musicians improve the quality of their performance?	Steps, skips Upward, downward	Unit 5, L10
• MU.PR.5.1b	b. With appropriate guidance, use suggested strategies in rehearsal to address interpretive challenges of music.		High sounds Soft sounds lullaby	Unit 2, L7
Anchor Standard #6 - Convey meaning through the presentation of artistic work				

• MU.PR.6.1a	a. With appropriate guidance, perform music with expression (e.g. dynamics).	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.	Steady beat Rhythm	Unit2, L4
• MU.PR.6.1b	b. Perform appropriately for the audience and occasion.	Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Rhythm syllables	Mid End of Year Portfolio
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
• MU.RE.7.1a	a. With appropriate guidance, list personal musical interests.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  Essential Question(s): How do individuals choose music to experience?		
• MU.RE.7.1b	b. With appropriate guidance, demonstrate musical concepts in various styles of music (e.g. beat and pitch).	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  Essential Question(s): How do individuals choose music to experience?	Timbre, beat Rhythm patterns Ech Ostinato	Unit 12, L7  Unit 3, L9, 2
Anchor Standard #8 - Interpret intent and meaning in artistic work				
• MU.RE.8.1	a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g. dynamics).	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  Essential Question(s): How do we discern the musical creators' and performers' expressive intent?	Melody Upward Downward	Unit 1, L8
Anchor Standard #9 - Apply criteria to evaluate artistic work				
• MU.RE.9.1	a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?	Texture Sound shape Sound effects	Unit 5, L12

Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• MU.CN.10.1a	a. With appropriate guidance, express personal preferences in music.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?	Vocal timbre	Unit1, L11
• MU.CN.10.1b	b. With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).		Steady beat Singing game Pat Clap Stomp	Unit 1, L2
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• MU.CN.11.1a	a. With appropriate guidance, explore relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.  Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Melody Upward Downward Steady beat No steady beat Farm, echo	Unit 1, L8  Unit 1, L3  Unit 1, L5
• MU.CN.11.1b	b. With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.		Call/response Phrase Echo zydeco	Unit 1, L6

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.





# Music Pacing Guide

## Second Grade

### Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

**Part 1: Standards Overview** – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

**Part 2: Standards and Learning Outcomes** - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

**Part 3: National Guidelines** – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY

- **Essential Standard**
- **Supporting Standard**

## Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Performing</b>.</p>		
<p><b>Artistic Process: Performing</b>            Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> <li>● MU.PR.4.2a</li> <li>● MU.PR.4.2b</li> <li>● MU.PR.4.2c</li> <li>● MU.PR.4.2d</li> </ul> <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>● MU.PR.5.2a</li> <li>● MU.PR.5.2b</li> </ul> <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>● MU.PR.6.2a</li> <li>● MU.PR.6.2b</li> </ul>	<p><b>Artistic Process: Creating</b>            Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>● MU.CR.1.2a</li> <li>● MU.CR.1.2b</li> </ul> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>● MU.CR.2.2a</li> <li>● MU.CR.2.2b</li> </ul> <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> <li>● MU.CR.3.2a</li> <li>● MU.CR.3.2b</li> </ul>	<p><b>Artistic Process: Responding</b>            Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.7.2a</li> <li>● MU.RE.7.2b</li> </ul> <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.8.2</li> </ul> <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.9.2</li> </ul>	<p><b>Artistic Process: Connecting</b>            Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>● MU.CN.10.2a</li> <li>● MU.CN.10.2b</li> </ul> <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> <li>● MU.CN.11.2a</li> <li>● MU.CN.11.2b</li> </ul>

# Sample Year-long Planning Schedule for 2nd Grade

All lesson plans reference Silver Burdett, Making Music Series

Lesson 1	Unit 1 Lesson 3 (MU.CR.2.2b)	Lesson 10	Unit 2 Lesson 9 (MU.PR.6.3b)	Lesson 19	Unit 4 Lesson 12 Day 1 - 2 (MU.PR.6.2a)	Lesson 28	
Lesson 2	Unit 1 Lesson 4 (MU.PR.4.2c)	Lesson 11	Unit 2 Lesson 10 (MU.CR.2.3a)	Lesson 20	Unit 4 Lesson 12 Day 2 - 2 (MU.PR.6.2a)	Lesson 29	
Lesson 3	Unit 1 Lesson 6 (MU.PR.4.2b)	Lesson 12	Unit 2 Lesson 11 (MU.CR.2.3a)	Lesson 21	Unit 6 Lesson 7 Day 1 of 2 (MU.CR.1.2a)	Lesson 30	
Lesson 4	Unit 1 Lesson 7 (MU.CN.11.2a)	Lesson 13	Unit 4 Lesson 1 (MU.CR.3.3a)	Lesson 22	Unit 6 Lesson 7 Day 2 of 2 (MU.CR.1.2a)	Lesson 31	
Lesson 5	Unit 1 Lesson 9 (MU.PR.5.2b)	Lesson 14	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 23	Unit 6 Lesson 10 (MURE.8.2)	Lesson 32	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 6	Unit 1 Lesson 11 (MU.RE.7.2a)	Lesson 15	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 24	Unit 7 Lesson 5 (MU.PR.5.2a)	Lesson 33	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 7	Unit 2 Lesson 2 (MU.RE.7.2b)	Lesson 16	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 25	Unit 10 Lesson 9 (MU.PR.4.2a)	Lesson 34	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 8	Unit 2 Lesson 4 (MU.RE.7.2)	Lesson 17	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 26	Unit 11 Lesson 9 (MU.PR.4.2d)	Lesson 35	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 9	Unit 2 Lesson 7 (MU.CR.1.2b)	Lesson 18	Concert MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 27	Unit 11 Lesson 9 (MU.PR.4.2d)	Lesson 36	Concert MU.PR.4.3c;5.3a,b;6.3a,b

[Sample 40 Minute Daily Routine for Grade 2](#)

# End of Year Outcomes

## create

- Improvised musical ideas including rhythm, melodies, and movements
- Melodies and rhythms using standard notation
- A complete 8-beat rhythm composition



In 2nd Grade I CAN...

## Connect

- To music with different purposes including: celebration, work, movies, TV, and video game songs
- And express musical interests without guidance
- To varying cultural, social, and historical contexts of music

Add the time signature



## Perform

- Rhythmic and melodic patterns from standard notation
- In both a solo and group setting
- And identify appropriate audience decorum
- Simple folk dances
- Using the sol fa syllables Do, Mi, Sol, and La with hand signs



## Respond

- To music in both major and minor tonalities*
- To music in 4/4, 3/4, and 6/8 time signatures*
- To music in terms of mood and emotion*

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
● MU.CR.1.2a	a. Improvise rhythmic and melodic patterns and musical ideas (e.g. beat, meter, and rhythm).	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Pentatonic Pitch Melody	Unit 6, L7
● MU.CR.1.2b	b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).	Essential Question: How do musicians generate creative ideas?	Pitch measure	Unit 2, L7 <a href="#">Generate musical ideas in multiple tonalities</a>
Anchor Standard #2 - Organize and develop artistic ideas and work				
● MU.CR.2.2a	a. Demonstrate and explain personal reasons for selecting musical ideas (e.g. patterns and ideas).	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.  Essential Question: How do musicians make creative decisions?	Dynamics Crescendo Loudly softly Accents	Unit 4, L1
● MU.CR.2.2b	b. Use notation to document personal or collective musical ideas (e.g. sequencing).		8th notes Quarter notes Beat rhythm	Unit 1, L3
Anchor Standard #3 - Refine and complete artistic work				
● MU.CR.3.2a	a. Interpret and apply personal, peer, and teacher feedback to revise personal music.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  Essential Question: How do musicians improve the quality of their creative work?	Ostinado Layers texture Repeating patterns	Unit 2, L11
● MU.CR.3.2b	b. Present a final version of personal or collective musical ideas, utilizing elements of expression, to peers or informal			

	audience.			
Artistic Process - Performing				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
• MU.PR.4.2a	a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.  Essential Question(s): How do performers select repertoire?	Singer Songwriter	Unit 10, L9
• MU.PR.4.2b	b. Demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. meter and tonality).	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.  Essential Question(s): How does understanding the structure and context of musical works inform performance?	Call Response	Unit 1, L6
• MU.PR.4.2c	c. Read and perform rhythmic and melodic patterns using notation.		Beat rhythm Rest	Unit 1, L4
• MU.PR.4.2d	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.  Essential Question(s): How do performers interpret musical works?	Rhythm Melody Ostinato	Unit 11, L9
Anchor Standard #5 - Develop and refine artistic work for presentation				
• MU.PR.5.2a	a. Apply personal, teacher, and peer feedback to refine performance.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  Essential Question(s): How do musicians improve the quality of their performance?	Spiritual	Unit 7, L5
• MU.PR.5.2b	a. Apply personal, teacher, and peer feedback to refine performance.		Loud Soft Dynamics	Unit 1, L9
Anchor Standard #6 - Convey meaning through the presentation of artistic work				

• MU.PR.6.2a	a. Perform music with appropriate expression and technique (e.g. posture, tone, and breath support).	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.	Estinato Texture	Unit 4, L12
• MU.PR.6.2b	b. Perform appropriately for the audience and occasion.	Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		Concerts
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
• MU.RE.7.2a	a. List and explain personal musical interests.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  Essential Question(s): How do individuals choose music to experience?	Body percussion Hamboning	Unit 1, L11
• MU.RE.7.2b	b. Demonstrate and identify how specific musical concepts are used in various styles of music (e.g. meter and tonality).	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  Essential Question(s): How do individuals choose music to experience?	Meter in 2 Steady beat	Unit 2, L2
Anchor Standard #8 - Interpret intent and meaning in artistic work				
• MU.RE.8.2	a. Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent (e.g. tempo, dynamics, mood, and emotion).	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  Essential Question(s): How do we discern the musical creators' and performers' expressive intent?	Theremin Electronic cello	Unit 2,, L4
Anchor Standard #9 - Apply criteria to evaluate artistic work				
• MU.RE.9.2	a. Apply teacher-provided criteria to evaluate musical works and performances.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?	Beat Strong beat Melody	Unit 2, L4

Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
• MU.CN.10.2a	a. Express personal preferences in music.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?	shanties	Unit 2, L9
• MU.CN.10.2b	b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).			
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
• MU.CN.11.2a	a. Explore relationships between musics and other content areas (e.g. such as dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.  Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Pitch	Unit 1, L7
• MU.CN.11.2b	b. Explore how context (e.g. social, cultural, and historical) can inform a performance.		Timbre Tambourine Djembe Tabla	Unit 2, L10

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.





# Music Pacing Guide

## Third Grade

### Introduction to the Music Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

**Part 1: Standards Overview** – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

**Part 2: Standards and Learning Outcomes** - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

**Part 3: National Guidelines** – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

KEY

- **Essential Standard**
- **Supporting Standard**

## Part 1 - Standards Overview

<p>The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.</p>	<p>The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of <b>Performing</b>.</p>		
<p><b>Artistic Process: Performing</b>            Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <ul style="list-style-type: none"> <li>● MU.PR.4.3a</li> <li>● MU.PR.4.3b</li> <li>● MU.PR.4.3c</li> <li>● MU.PR.4.3d</li> </ul> <p>Anchor Standard 5- Develop and refine artistic work for presentation</p> <ul style="list-style-type: none"> <li>● MU.PR.5.3a</li> <li>● MU.PR.5.3b</li> </ul> <p>Anchor Standard 6- Convey meaning through the presentation of artistic work</p> <ul style="list-style-type: none"> <li>● MU.PR.6.3a</li> <li>● MU.PR.6.3b</li> </ul>	<p><b>Artistic Process: Creating</b>            Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <ul style="list-style-type: none"> <li>● MU.CR.1.3a</li> <li>● MU.CR.1.3b</li> </ul> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>● MU.CR.2.3a</li> <li>● MU.CR.2.3b</li> </ul> <p>Anchor Standard 3 Refine and complete artistic work</p> <ul style="list-style-type: none"> <li>● MU.CR.3.3a</li> <li>● MU.CR.3.3b</li> </ul>	<p><b>Artistic Process: Responding</b>            Anchor Standard 7 - Perceive and analyze artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.7.3a</li> <li>● MU.RE.7.3b</li> </ul> <p>Anchor Standard 5- Interpret intent and meaning in artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.8.3</li> </ul> <p>Anchor Standard 9- Apply criteria to evaluate artistic work</p> <ul style="list-style-type: none"> <li>● MU.RE.9.3</li> </ul>	<p><b>Artistic Process: Connecting</b>            Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>● MU.CN.10.3a</li> <li>● MU.CN.10.3b</li> </ul> <p>Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <ul style="list-style-type: none"> <li>● MU.CN.11.3a</li> <li>● MU.CN.11.3b</li> </ul>

# Sample Year-long Planning Schedule for 3rd Grade

*All lesson plans reference Silver Burdett, Making Music Series*

Lesson 1	Unit 1 Lesson 2 (MU.PR.4.3c)	Lesson 10	Unit 2 Lesson 6 (MU.PR.6.3b)	Lesson 19	Unit 3 Lesson 7 (MU.PR.6.3b)	Lesson 28	Unit 6 Lesson 1 (MU.PR.6.3a)
Lesson 2	Unit 1 Lesson 4 (MU.PR.5.3b)	Lesson 11	Unit 2 Lesson 7 (MU.CR.2.3a)	Lesson 20	Unit 3 Lesson 10 (MU.PR.4.3d)	Lesson 29	Unit 7 Lesson 1 (MU.CN.11.3b)
Lesson 3	Unit 1 Lesson 5 (MU.PR.4.3b)	Lesson 12	Unit 2 Lesson 2 (MU.CR.2.3a)	Lesson 21	Unit 4 Lesson 1 (MU.RE.8.3)	Lesson 30	Unit 7 Lesson 10 (MU.CN.10.3a)
Lesson 4	Unit 1 Lesson 6 (MU.PR.4.3c)	Lesson 13	Unit 3 Lesson 3 Day 1 of 2 (MU.CR.3.3a)	Lesson 22	Unit 4 Lesson 5 (MU.CR.3.3b)	Lesson 31	Unit 10 Lesson 7 (MU.PR.4.3a)
Lesson 5	Unit 1 Lesson 7 (MU.CR.1.3b)	Lesson 14	Unit 3 Lesson 3 Day 2 of 2 (MU.CR.3.3a)	Lesson 23	Unit 4 Lesson 10 (MU.CN.11.3a)	Lesson 32	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 6	Unit 1 Lesson 9 (MU.CR.1.3b)	Lesson 15	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 24	Unit 4 Lesson 11 (MU.PR.5.3a)	Lesson 33	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 7	Unit 2 Lesson 1 (MU.PR.6.3a)	Lesson 16	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 25	Unit 5 Lesson 1 (MU.RE.9.3)	Lesson 34	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 8	Unit 2 Lesson 2 (MU.CR.1.3a)	Lesson 17	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 26	Unit 5 Lesson 2 (MU.RE.7.3b)	Lesson 35	Concert Rehearsal MU.PR.4.3c;5.3a,b;6.3a,b
Lesson 9	Unit 2 Lesson 3 (MU.CR.2.3b)	Lesson 18	Concert MU.PR.4.3c;5.3a,b;6.3a,b	Lesson 27	Unit 5 Lesson 3 (MU.CN.11.3b)	Lesson 36	Concert MU.PR.4.3c;5.3a,b;6.3a,b

[Sample 40 Minute Daily Routine for Grade 3](#)

# End of Year Outcomes

## create

- Improvised musical ideas (rhythmic, melodic, and physical movement)
- Music using dynamics and tempo to convey mood
- An 8-beat rhythmic and melodic composition

## Perform

- Final composition and explain intent
- And demonstrate an understanding of form
- Both rhythmic and melodic phrases using standard notation
- Melodies using sol fa- Do, Mi, Sol, and La
- Melodies using the Do pentatonic scale
- Simple folk dances

Links to Instructional Resources:

2016 Unit Plans

- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

In 3rd Grade Music I CAN...



## Connect

- To music with different purposes including: celebration, work, movies, TV, and video game songs
- To varying cultural, social, and historical contexts of music
- Music and its role in family and cultural settings

## Respond

- To music using an AB or ABA form
- To Major and minor modes
- And evaluate and critique performance of self, peers, and professionals
- To music with varying emotions and mood

## Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Key Vocabulary	Instructional Resources
Artistic Process - Creating				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
● MU.CR.1.3a	a. Improvise rhythmic and melodic ideas (e.g. beat, meter, and rhythm).	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	Rhythm ostinato	Unit 2 Lesson 2
● MU.CR.1.3b	b. Generate musical ideas (e.g. rhythms and melodies) within specified tonality and/or meter.	Essential Question: How do musicians generate creative ideas?	Pitch pentatonic	Unit 1 Lesson 9
Anchor Standard #2 - Organize and develop artistic ideas and work				
● MU.CR.2.3a	a. Demonstrate selected musical ideas for a simple improvisation or composition.	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.  Essential Question: How do musicians make creative decisions?	Steps, skips Repeated pitches Rhythm ABA form	Unit 2 Lesson 7  Unit 2 Lesson 12
● MU.CR.2.3b	b. Use notation to document personal or collective rhythmic and melodic musical ideas (e.g. sequencing).		Rhythm, syncopation sequence	Unit 2 Lesson 3
Anchor Standard #3 - Refine and complete artistic work				
● MU.CR.3.3a	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Phrases 16th notes aaab form	Unit 2 Lesson 3
● MU.CR.3.3b	b. Present the final version of personally or collectively created music to others and explain their creative process.	Essential Question: How do musicians improve the quality of their creative work?	ABA form phrase	Unit 4 Lesson 5

Artistic Process - Performing				
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.				
• MU.PR.4.3a	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.  Essential Question(s): How do performers select repertoire?	rap	Unit 10 Lesson 7
• MU.PR.4.3b	b. Demonstrate understanding of the form in music selected for performance.	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Form phrase	Unit 1 Lesson 5 Unit 1 Lesson 6
• MU.PR.4.3c	c. Read and perform rhythmic patterns and melodic phrases using notation.	Essential Question(s): How does understanding the structure and context of musical works inform performance?	Rhythm steady beat melody	Unit 1 Lesson 2 Unit 1 Lesson 7 <a href="#">Ladybird rhythm reading</a>
• MU.PR.4.3d	d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.  Essential Question(s): How do performers interpret musical works?	libration Violin, bow, unison, viola, orchestra, pizzacato, cello, arco, amplify, string bass	Unit 3 Lesson 10
Anchor Standard #5 - Develop and refine artistic work for presentation				
• MU.PR.5.3a	a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate performance.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Partner song harmony	Unit 4 Lesson 11
• MU.PR.5.3b	b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	Essential Question(s): How do musicians improve the quality of their performance?	phrase , question phrase, answer phrase Rhythm beat	Unit 2 Lesson 6  Unit 1 Lesson 4

Anchor Standard #6 - Convey meaning through the presentation of artistic work				
• MU.PR.6.3a	a. Perform music with appropriate expression and technique (e.g. mallet placement).	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.  Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Tempo, adagio, moderato, allegro, ostinato Dynamics, crescendo, decrescendo	Unit 2 Lesson 1  Unit 6 Lesson 1
• MU.PR.6.3b	b. Demonstrate performance and audience decorum appropriate for the occasion.		lullaby	Unit 3 Lesson 7
Artistic Process - Responding				
Anchor Standard #7 - Perceive and analyze artistic work				
• MU.RE.7.3a	a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.  Essential Question(s): How do individuals choose music to experience?	style	Unit 12 Lesson 14
• MU.RE.7.3b	b. Demonstrate and explain how musical concepts and contexts affect responses to music (e.g. personal and social).	Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.  Essential Question(s): How do individuals choose music to experience?		Unit 5 Lesson 2
Anchor Standard #8 - Interpret intent and meaning in artistic work				
• MU.RE.8.3	a. Demonstrate knowledge of expressive attributes and how they support creators'/ performers' expressive intent.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.  Essential Question(s): How do we discern the musical creators' and performers' expressive intent?	Tempo subito, moderato, allegro	Unit 4 Lesson 1
Anchor Standard #9 - Apply criteria to evaluate artistic work				

<ul style="list-style-type: none"><li>MU.RE.9.3</li></ul>	a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?	dynamics	Unit 5 Lesson 1
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
<ul style="list-style-type: none"><li>MU.CN.10.3a</li></ul>	a. Identify pieces of music that are important to one's family	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?	Steps, skips	Unit 7 Lesson 10
<ul style="list-style-type: none"><li>MU.CN.10.3b</li></ul>	b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, and work songs).		Measure meter	Unit 5 Lesson 3
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
<ul style="list-style-type: none"><li>MU.CN.11.3a</li></ul>	a. Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.  Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Percussion, xylophone, marimba vibra phone, mallet, vibration	Unit 4 Lesson 10
<ul style="list-style-type: none"><li>MU.CN.11.3b</li></ul>	b. Describe how context (e.g. social, cultural, and historical) can inform a performance.		Folk Singer	Unit 7 Lesson 1

Below you will find two additional resources for planning and implementing your content standards. The [Common Core Standards for the Related Arts](#) charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The [Hess Cognitive Rigor Matrix for Fine Arts](#) provides a framework for increasing the level of rigor when planning activities and engaging students.



**COMMON CORE STANDARDS FOR THE RELATED ARTS**

How are students literate in music?

<b>Reading Standards</b>	
<b><i>Knowledge of domain-specific vocabulary</i></b>	<ul style="list-style-type: none"> <li>• How do I use content-specific vocabulary in my content area?</li> <li>• How do I ensure I am explicitly teaching my content area's vocabulary</li> <li>• How do students read content-specific vocabulary in my content area?</li> <li>• Why is it important for students to do this in my content area?</li> </ul>
<b><i>Analyze, evaluate, and differentiate primary and secondary sources</i></b>	<ul style="list-style-type: none"> <li>• What are primary and secondary sources in my content area? (i.e. paintings in visual art, music recordings in music, websites in media, videos of sport events in PE, real time student performance)</li> <li>• Why is it important for students to do this in my content area?</li> <li>• How do I ensure students are analyzing and evaluating content-specific sources?</li> </ul>
<b><i>Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams</i></b>	<ul style="list-style-type: none"> <li>• How are maps, timelines, flowcharts or diagrams used in my content area?</li> <li>• Why is it important for students to do this in my content area?</li> <li>• How will students synthesize the information found in maps, timelines, flowcharts or diagrams and are able to explain the information to another person?</li> </ul>
<b>Writing Standards</b>	
<b><i>Write arguments on discipline-specific content and informative/explanatory texts</i></b>	<ul style="list-style-type: none"> <li>• How might I ask students to write an argument in my content area?</li> <li>• What text, media, visual, or performance resources can be used as "text" to write arguments from?</li> <li>• Why would students need to argue a point-of-view or perspective in my content area?</li> </ul>
<b><i>Use of data, evidence, and reason to support arguments and claims</i></b>	<ul style="list-style-type: none"> <li>• What kind of data is specific to my content area?</li> <li>• How do I use text, media, visual, or performance resources as data to reason or support arguments or claims?</li> </ul>
<b><i>Use of domain-specific vocabulary</i></b>	<ul style="list-style-type: none"> <li>• How do students use content-specific vocabulary in their writing?</li> <li>• Why is it important for students to be able to write about my content area?</li> </ul>

\*adapted from the [www.corestandards.org](http://www.corestandards.org)

## HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM)

Artistic Practice	<b>DOK Level 1 Recall and Reproduction</b> Having the knowledge required; do not need to “figure it out”	<b>DOK Level 2 Connect or Apply Skills &amp; Concepts</b> Making connections among skills/concepts or decisions (e.g., about approach, tools)	<b>DOK Level 3 Strategic Thinking/Abstract Reasoning</b> Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	<b>DOK Level 4 Extended Thinking</b> Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing and Responding	<ul style="list-style-type: none"> <li>Identify/ describe ways art represents what people see, hear, feel, believe</li> <li>Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music</li> <li>Describe how artists/ dancers might represent...</li> <li>Identify/ describe narrative conventions depicted in the arts</li> </ul>	<ul style="list-style-type: none"> <li>Show relationships between (dance, music, film, etc.) and other arts forms</li> <li>Make observations or compare similarities/differences: styles, forms, techniques, etc.</li> <li>Explain possible reasons for selecting tools, medium, elements, principles, images, etc.</li> <li>Select a familiar artistic work to perform</li> <li>Explain the artist’s central message</li> </ul>	<ul style="list-style-type: none"> <li>Analyze/ find evidence of how a combination of elements or principles are used to achieve a desired effect or theme</li> <li>Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc.</li> <li>Develop personal response to or interpretation of a work of art</li> </ul>	<ul style="list-style-type: none"> <li>Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme)</li> <li>Perform an “old” idea in a new way</li> </ul>
Historical, Social and Cultural Contexts	<ul style="list-style-type: none"> <li>Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc.</li> <li>Identify ways symbols and metaphors are used to represent universal ideas</li> <li>Locate symbols that represent...</li> <li>Identify/ describe characteristics and origins of dance/art/music genres</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/theatre/film</li> <li>Explain or compare how different art forms communicate culture, time period, issues</li> <li>Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/ culture</li> <li>Explain/trace the evolution of arts forms across time periods</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how historical/cultural context is applied to develop theme in a performance or product</li> <li>Plan artworks based on historical, social, political, or cultural theme, concept, or representative style</li> <li>Apply problem solving strategies used among the arts, humanities, and sciences to solve visual “problems”</li> </ul>	<ul style="list-style-type: none"> <li>Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint</li> </ul>
Creative Expression, Exploration and Production	<ul style="list-style-type: none"> <li>Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods)</li> <li>Demonstrate a variety of movements, methods, techniques</li> <li>Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space)</li> </ul>	<ul style="list-style-type: none"> <li>Select/use tools for specific artistic purposes</li> <li>Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc.</li> <li>Use/apply choreographic forms to communicate ideas, feelings, concepts</li> <li>Improvise simple rhythmic variations</li> <li>Create examples or models that represent the same topic, concept, idea, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme</li> <li>Create/compose for a specific purpose, using appropriate processes, tools, techniques</li> <li>Create narrative art work depicting setting, characters, action, conflict, etc.</li> <li>Research a given style and develop personal interpretation of it</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple sets of criteria to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)</li> </ul>
Aesthetics, Criticism and Reflection	<ul style="list-style-type: none"> <li>Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation</li> <li>Describe criteria used for executing technical or artistic quality</li> </ul>	<ul style="list-style-type: none"> <li>Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response</li> <li>Critique examples and non-examples of a given technique, style, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual “problem”)</li> </ul>	<ul style="list-style-type: none"> <li>Formulate/ use multiple sets of criteria and evidence to critique a complex /multi-faceted performance or final product</li> <li>Compile and defend exemplars chosen to depict a theme or style</li> </ul>

## Part 3 - National Guidelines

The new National Core Arts Standards are framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes and creative practices, anchor and performance standards that students should attain, and model cornerstone assessments by which they can be measured. They emphasize the process-oriented nature of the arts and arts learning that guide the continuous and systematic operations of instructional improvement by:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards at the forefront of the work.
- Identifying Creative Practices as the bridge for the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual throughlines and articulate value and meaning within and across the arts discipline.
- Providing Model Cornerstone Assessments of student learning aligned to the Artistic Processes.

Rather than offering simply a compilation of individual skills and knowledge, the National Core Arts Standards integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans K-8 and is aligned to the philosophical foundations and lifelong goals.

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for	Artistically literate citizens know and understand artwork from varied

individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

### Anchor standards

Anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

### Performance standards

Performance standards are discipline-specific grade-by-grade articulations of student achievement in the arts K-8. As such, the performance standards translate the anchor standards into specific, measurable learning goals.

### Instructional Resources

The instructional resources include:

- Enduring understandings - are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.
- Essential questions - Described by Wiggins and McTighe as questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions—including thoughtful student questions—not just pat answers. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in your subject.

- Process components - the actions artists carry out as they complete each artistic process.
- Glossaries
- Cornerstone assessment with key traits. - Sample model cornerstone assessments are provided within the standards to illustrate the type of evidence needed to show attainment of desired learning. Key traits describe the criteria or “look-for’s” used to build evaluation tools for open-ended performance tasks.

The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts but equally important for science and mathematics learning, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings. Through arts teaching, students view, make, and discuss art works, and come to realize that the arts exist not in isolation, but within the multiple dimensions of time, space, culture, and history.