



Recommended P3 / Grade 3 Curriculum Framework

| Topic: Timbre & Instrument Families (Weeks 26-29)  |   |   |  |  |  |   |
|--|---|---|--|--|--|---|
| Content<br>(What do your students need to KNOW?)   | Demonstrators<br>(What do your students need to be able to DO?)   | Assessment<br>(How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?) | Activities<br>(HOW will you teach it?) | Resources<br>(What MATERIALS will you need?) | Differentiation<br>(How will you reach the DIVERSITY of learners?) | Literacy Connection<br>(How will you use READING and WRITING with this material?) |
| <p><b>AH-E-1.1.36</b> Timbre: sounds of individual voices and instruments, instrument families</p> <p><b>AH-E-1.1.22</b> – Perform simple rhythmic, melodic or chordal patterns on classroom instruments</p> | <p><b>POS-AH-P-M-3</b> Students recognize the elements of music</p> <p><b>POS-AH-P-M-4</b> Students begin to recognize terminology, notation, and symbols within the elements of music</p> <p><b>POS-AH-P-M-5</b> Students identify and discuss the elements of music</p> <p><b>POS-AH-P-M-6</b> Students interpret and use terminology, notation, and symbols within the elements of music</p> <p><b>AE-1.14-</b> Students construct meaning and/or communicate ideas and emotions through music</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating</li> <li>Recognize and develop music concepts (melody, harmony, rhythm, form</li> </ul> |   |  |  |  |   |

**Content: MUSIC – Grade 3**

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|---|--|--|---|---|---|--|
|   | <p>expression, and style</p> <p><b>AE-2.22</b> – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explore the elements and principles of music</li> <li>• Create and/or perform original and existing works of music</li> <li>• Discuss musical works using appropriate concepts and terminology</li> <li>• Produce and/or perform original and existing individual and group musical works</li> <li>• Reflect on, interpret, and revise own work and/or works of others in the visual arts</li> </ul> <p><b>AE-2.23</b> – Students analyze their own and others’ artistic products and performance</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Observe and explore a variety of artistic styles and forms in music</li> </ul> <p>Evaluate personal artistic creations and those of others</p> |  |   |   |   |  |

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|---|--|--|---|---|---|--|
|   | using vocabulary from music, dance, drama and visual arts              |  |   |   |   |  |