



Recommended P3 / Grade 3 Curriculum Framework

Content: MUSIC – Grade 3						
Topic: American Folk Instruments and Music (Weeks 30-32)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-1.1.36 Timbre: sounds of individual voices and instruments, instrument families</p> <p>AH-E-1.1.22 – Perform simple rhythmic, melodic or chordal patterns on classroom instruments</p> <p>AH-E-1.2.31 –Identify similarities and differences in musical elements used in the music of Native Americans, West Africans and American Folk music</p>	<p>POS-AH-P-M-3 Students recognize the elements of music</p> <p>POS-AH-P-M-4 Students begin to recognize terminology, notation, and symbols within the elements of music</p> <p>POS-AH-P-M-5 Students identify and discuss the elements of music</p> <p>POS-AH-P-M-6 Students interpret and use terminology, notation, and symbols within the elements of music</p> <p>POS-AH-P-M-7 Students listen to music of diverse cultures, periods, and styles</p> <p>POS-AH-P-M-8 Students experience music of diverse cultures, periods and styles</p> <p>POS-AH- P-M-9 Students use simple music terminology when describing music of diverse cultures, purposes and styles</p> <p>POS –AH-P-M-10 Students develop an awareness that specific styles of music define time periods and respective</p>					

Content: MUSIC – Grade 3

Topic: American Folk Instruments and Music (Weeks 30-32)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Literacy Connection (How will you use READING and WRITING with this material?)</p>
	<p>cultures POS-AH-P-M-11 Students identify music from diverse cultures, periods and styles</p> <p>AE-1.14- Students construct meaning and/or communicate ideas and emotions through music</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating • Recognize and develop music concepts (melody, harmony, rhythm, form expression, and style <p>AE-2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore the elements and principles of music • Create and/or perform original and existing works of music • Discuss musical works using appropriate concepts and terminology 					

Content: MUSIC – Grade 3

Topic: American Folk Instruments and Music (Weeks 30-32)

Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
	<ul style="list-style-type: none">• Produce and/or perform original and existing individual and group musical works• Reflect on, interpret, and revise own work and/or works of others in the visual arts <p>AE-2.23 – Students analyze their own and others’ artistic products and performance</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Observe and explore a variety of artistic styles and forms in music <p>Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts</p>					