



Recommended P3 / Grade 3 Curriculum Framework

Content: MUSIC – Grade 3						
Topic: Tempo & Dynamics (Weeks 5-7)						
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-1.1.32 Tempo: slow, fast, <i>medium</i></p> <p>AH-E-1.1.37 Dynamics: soft (piano), loud (forte), <i>medium soft (mezzo piano), medium loud (mezzo forte), very loud (fortissimo), very soft (pianissimo), crescendo/decrescendo</i></p> <p>AH-E-1.1.11 – Create and notate short, simple melodies that demonstrate melodic shape/contour and meter</p> <p>AH-E-1.1.13 – Improvise answers in similar style to given rhythmic and/or melodic phrases</p> <p>AH-E-1.1.22 – Perform simple rhythmic, melodic or chordal patterns on classroom instruments</p> <p>AH-E-1.1.21 – Sing and play alone simple rhythmic or tonal</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>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 					

Content: MUSIC – Grade 3

Topic: Tempo & Dynamics (Weeks 5-7)

<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>patterns by reading music notation. Be able to sustain own part in an ensemble</p> <p>AH-E-1.1.24 – Evaluate own musical performance or composition by citing appropriate musical elements</p>	<p>expression, and style</p> <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 • 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</p>					

Content: MUSIC – Grade 3

Topic: Tempo & Dynamics (Weeks 5-7)

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?)
	using vocabulary from music, dance, drama and visual arts					