



Sedalla School District #200

Subject Area: Music			Grade: Third Grade	
Unit	Pacing/ Calendar	Standards	Big Ideas/ "I Can" Statements	Essential Questions

Topic 1: Harmony	Priority Standard MU:Re8a.3a - Demonstrate and describe how the expressive qualities (such as dynamics and tempos) are used in a performer's interpretation to reflect expressive content.			
	Quarter Four	Standards: Music: Pr4C.3a Re7B.3a Re9A.3a Show Me: FA 1,3 1.5, 1.6, 2.1, 2.3, 2.5 NCCAS Pr4.2.3a Pr4.2.3b Pr5.1.3a Pr5.1.3b Re7.1.3a NAfME 2,5,6	<ul style="list-style-type: none">• I can recognize major and minor elements in a song.• I can define harmony.	Essential Question: How do we discern the musical creators' and performers' expressive intent?



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Topic 2: Form	Priority Standard MU: Re7b.3a - Demonstrate and describe how responses of music are informed by the structure, the use of elements of music, and context (such as personal and social).			
	Quarter Four	<u>Music:</u> Cr1A.3b Pr6A.3a Re7B.3a <u>Show Me:</u> FA 1,2,3 1.6, 2.1, 2.4, 2.5, 2.3 NCCAS Cr1.1.3b Cr2.1.3a Cr2.1.3b Cr4.2.3a Pr6.1.3a Re7.2.3a NAfME 1,2,3,4,5,6,7,8,9	<ul style="list-style-type: none">• I can define form.• I can explain the purpose of an introduction to a song.• I can define Rondo.• I can label elemental forms.• I can identify verse, chorus and refrain.	Essential Question: How does understanding the structure and context of music inform a response?