CENTRAL BUCKS
SCHOOL DISTRICT

General Music, Grade 3

Course Level: All students

Grade: 3

Time/Credit: 40 minutes, once per 5-day rotation

Development Date: **2025 - 2026**

School Board Revision Date: 11/5/2026

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

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Teaching and Learning Principles

Elementary General Music Mission Statement:

The Central Bucks elementary music department inspires student musicians to create, collaborate, perform, and make musical connections with the world around them.

- The curriculum comprises a balanced and sequential program of singing, playing instruments, listening to music, improvising and composing music, and moving to music consistent with the state and national standards.
- The music program provides the foundation for a sequential music program in middle school.
- Technology is used when it appropriately enhances music learning at this level.
- Student learning experiences may include the use of technology for creating, performing, responding, and connecting to music.
- General Music instruction includes at least two of the following: recorder, fretted instruments, keyboard instruments, electronic instruments, instruments representing various cultures.
- The repertoire taught includes music representing diverse genres and styles from various periods and cultures.
- All students are capable of progress and creative development in music where learning environments are established.
- High expectations, along with support from teachers, parents and administrators, are necessary to foster and motivate a musicians' achievement.
- Music learning is most effective when differences in the learners' prior knowledge, interests and strengths are accommodated.
- Through listening, music students must be taught how to self-reflect, self-assess, and use feedback in order to maximize their learning potential.
- The music student recognizes and understands links between new learning and its correlation with other disciplines.

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Enduring Understandings

Students will understand that:

Music can be experienced as a performer, producer and/or listener.

Lifelong experiences in music are enriched with a greater understanding in each of these experiential domains.

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Essential Questions

Why Music?

What is necessary to meaningfully experience and/or express music throughout one's life?

Central Bucks School District – Course of Study

Course Overview

Course Description:

Every student in kindergarten through grade five receives one forty-minute period of General Music instruction every rotation. In this course, musical concepts are spiraled in which music material is presented in a sequence that follows the child's natural ability at various stages of growth; giving students multiple opportunities to grasp and enhance their understanding of elements like rhythm and melody. Students may demonstrate their understanding of these concepts through musical performance, project-based learning activities, and a wide variety of interesting and challenging experiences that present music as a means for self-expression and enjoyment. Teachers will also use technology to enrich various experiences within the scope and sequence of the general music curriculum.

The PMEA framework is centered around four learning pillars: Creating, Performing, Responding and Connecting. In addition, elementary music teachers have access to electronic keyboards and iPad technology which serve to enhance the curricular content; giving all students the opportunity to be inspired to create, collaborate, perform and make musical connections to the world around them.

Prerequisite: none

Committee Members: Elementary General Music Teachers

Assessment Design:

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

Teachers create authentic assessments that reflect student understanding of the conceptual knowledge that exists within the curricular framework: *Creating, Performing, Responding, Connecting.* The structure of said assessments may be formative or summative in nature.

Students will show an understanding of the curricular content via formative and summative assessments. Additionally, such assessments align with the following learning pillars: *Creating, Performing, Responding, Connecting.* Students may be assessed in a large group, small group or individually depending on the learning objective.

Rubrics based on the grade indicators will be implemented. Both formative and summative assessment will be used, depending upon the skills being assessed.

Evaluations may include teacher observation/evaluation and professional reflection.

Pacing Guide: General Music, Grade 3

Content: *Curriculum is iterative, scaffolded and the instructional design is cyclical*	Days
Unit 1 – Creating	**9**
Create and improvise grade-level appropriate melodies and short songs using instruments and notation	6.5
Create and improvise grade-level appropriate rhythms using instruments and notation.	
Create grade level rhythms including: quarter note/rest, whole note/rest, eight note/ rests.	
Improvise and choreograph movement to demonstrate form, phrasing, dynamics, tempo, meter, etc.	
Practice musical form through movement, expression, and/or performance	
Intervention and Enrichment	.5
Demonstrate musical expression through a variety of media	1.5
Assessment F/S	.5
Unit 2 - Performing	**13**
Understand and demonstrate simple meter and time signature through movement and playing instruments.	6
Perform grade level rhythms including quarter note/rest, whole note/rest, eight note/ rests, 16th and tied notes	
Introduce singing in harmony using partner songs, canons, and rounds.	
Read and perform simple diatonic melodic patterns and short songs through singing and playing instruments	
Accompany songs using a simple rhythmic or melodic ostinato	
Intervention and Enrichment	.5
Perform grade-level appropriate songs through singing, dancing, and playing instruments	5.5
Use music resources and manipulatives to apply knowledge through musical performance	
Use piano keyboard labs to reinforce music literacy and performance	
Assessment: F/S	1
Unit 3 – Responding	**8**
Listen to and discuss music of different genres, composers, styles, cultures, etc.	2
Respond to music through movement and expression.	4.5
Identify and define tempo, dynamics, pitch, melody, beat, rhythm and basic time signature	
Identify and read melodic movement; introduce intervals; introduce articulation (staccato, legato, accent)	
Incorporate musical symbols (repeat signs, multiple endings)	
Analyze form, timbre and incorporate the study of string, brass, percussion, and woodwind families	
Intervention/Enrichment	1
Assessment: F/S	.5
Unit 4 – Connecting	**6**
Use music as a connection to different styles and cultures through analysis, performance, etc.	3.5
Sing and perform with, and for the school community	
Continue to explore the instrument families, as well as instruments from around the world	
Connect music to local, national, and world communities Seek out cross-curricular connections	
Use melodic instruments like recorders, keyboards, to develop performance, note reading, and basic ensemble skills	
Sing and perform seasonal, holiday, folk, multi-cultural music	2.5

Sing and perform music of a variety of styles, genres, and cultures	
TOTAL INSTRUCTION DAYS	**36**

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Supplemental Course Materials

- At least one General Music teacher is available for, and is deemed the lead music teacher at that school
- Every room in which music is taught has convenient access to an assortment of pitched and non-pitched instruments of good quality for classroom use and appropriate to the developmental level of the students, including electronic instruments.
- Tablet devices may be provided for use as a supplemental musical instrument, but not as a replacement of an acoustic instrument.
- Every teacher has convenient access to sound recordings and supplemental repertoire representing a wide variety of music styles and cultures.
- Every room in which music is taught has equipment that uses current technology for making sound recordings and for listening to recordings, both in a group and with headphones so as not to disturb others. At least some of the equipment can be operated by the children.
- Teachers have quality clear touch panels and/or interactive boards.
- Tablet devices for the children on a one-to-one or one-to-two ratio (supplemental, as needed)
- The grades K-5 program has access to a dedicated room for General Music, large enough to accommodate the largest group taught and to provide ample space for physical movement.
- Storage space is available for instruments, equipment, and instructional materials. In the grades K-5 program, this space is within or adjacent to the general music classroom.

Central Bucks School District – Course of Study – General Music, Grade 3

Unit 1 – Creating - conceiving and developing new artistic ideas and work

Desired Results:

Essential Questions:

- How are patterns arranged to make music?
- Who can create music?
- How can music notation allow musicians to share ideas?

Enduring Understandings:

Students will understand that…

- Creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their own experiences and skills to create
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of a work is the culmination of a process of creation and communication

Knowledge:

Students will know…

- Music is a culmination of generating and conceptualizing artistic ideas and work
- Musical ideas are derived from organizing and developing artistic ideas and work
- Music is a creative process involving evaluating and refining to complete an artistic work

Skills:

Students will be able to…

- Identify, create, and perform various melodic and rhythmic patterns
- Improvise melodic and rhythmic patterns
- Understand and utilize dynamics to create expression in their music
- Improvise movements in response to musical elements

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of music to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.4.3B Know how to communicate an informed individual opinion about the meaning of a song

Acceptable Evidence:

Performance Tasks –

- Students will use movement to show an understanding of melody, rhythm, and expression

- Students will use classroom instruments to improvise and create melodies and rhythms
- Students will utilize technology (supplemental) to create musical arrangements and compositions
- Students will use classroom instruments to compose melodies

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment
- Individual and group observation of improvised movement
- Individual and group observation of improvised or composed melodic and rhythmic performance
- Games reinforcing rhythmic or melodic creation

Summative Assessment
- Summative assessments based on melodic, rhythmic, and expressive concepts
- Collecting and saving artifacts based on technology tools that affirm and/or enhance the students' understanding of music concepts

Suggested Learning Experiences and Instruction

Learning Experiences:
- Individual and/or group participation with improvised movement activities
- Individual and/or group participation with improvised or composed rhythmic and melodic concepts
- Games and/or activities reinforcing rhythmic or melodic creation

Instructional Strategies:
- Provide opportunities for students to experience and create music kinesthetically (melody, rhythm, form, dynamics)
- Differentiate rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Provide opportunities for students to improvise rhythmic and melodic patterns
- Utilize technology tools to enhance instruction and generate opportunities for students to create
- Use listening examples to assist students with their understanding of musical concepts like melody, rhythm, form and expression

Differentiation/Intervention/Enrichment Options:

Differentiation:
- Provide visual supports such as rhythm icons, melodic contour cards, and picture cues
- Allow students to show understanding through movement, singing, playing instruments, drawing, or technology
- Use teacher modeling and peer partnerships during improvisation and composition activities

Intervention:
- Work in small groups to practice steady beat, echo rhythms, and simple melodic patterns
- Use manipulatives like rhythm blocks to help demonstrate understanding of rhythmic concepts.
- Reduce task complexity by having students create 2-beat rhythms or use only two pitches before expanding
- Provide sentence stems and visual cues to support musical vocabulary and reflection

Enrichment:
- Challenge students to create multi-measure rhythmic or melodic patterns and demonstrate use of barlines
- Have students revise their compositions after receiving peer feedback and explain their changes
- Encourage students to combine rhythm, melody, and movement into a short original performance

For Language Development:

- Consistently use visual vocabulary cards for key terms such as high, low, long, short, rhythm, melody, tempo, and instrument
- Provide sentence frames that include familiar vocabulary (high/low, long/short)
- Model directions and musical tasks with gestures, pictures, and demonstrations before expecting independent work
- Encourage students to respond through movement, drawing, or performance when verbal language is still developing

Central Bucks School District – Course of Study – General Music, Grade 3

Unit 2 – Performing - Realizing artistic ideas and work through interpretation and presentation

Desired Results:

Essential Questions:

- How do musicians improve their skills?
- How can music notation allow people to share ideas?
- How do people determine the quality of musical works?

Enduring Understandings:

Students will understand that…

- 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.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Knowledge:

Students will know…

- How to read and notate grade-level appropriate rhythms and melodies.
- How to perform grade-level appropriate rhythms and melodies.
- How to develop and refine a musical performance through rehearsal.

Skills:

Students will be able to…

- Read and perform rhythms and melodies.
- Perform rhythms and melodies using voices and instruments.
- Evaluate musical works in a simple, grade-level appropriate way.
- Understand how the rehearsal process affects performance.

Standards:

Priority:

- 9.1.3A Know and use the elements and principles of how to create works (duration, pitch, melody, pitch, timbre)
- 9.1.3.B Recognize, know and demonstrate a variety of appropriate elements (sing, play instruments, read and notate music, compose and arrange, improvise)
- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3. E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts
- 9.1.3. G Recognize the function of rehearsals and practice sessions
- 9.1.3.H Handle materials, equipment safely in performance spaces

Supporting:

- 9.1.3.D Use knowledge of varied styles within each art form through performance
- 9.1.3. J Know and use both traditional and contemporary technologies

Acceptable Evidence:

Performance Tasks –

- Students identify and read grade-level appropriate notation patterns.
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc.
- Students rehearse to enhance performance quality and develop technique.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Students identify and read grade-level appropriate notation (teacher observation and feedback)
- Students accurately perform grade-level appropriate rhythms and melodies by clapping, chanting, singing, playing instruments, etc. (teacher observation and feedback)
- Rhythm & Melody Read-Aloud Check: Students identify and perform short rhythmic or melodic patterns from notation cards.
- Echo Performance Activity: Students echo-clap, echo-chant, or echo-sing patterns, allowing the teacher to assess accuracy and steady beat.
- Movement Response Assessment: Students use movement to demonstrate understanding of musical concepts such as fast/slow, high/low, and sound/silence.

Summative Assessment

- Notation Reading Performance: Students accurately read and perform grade-level rhythmic and melodic patterns using clapping, chanting, singing, or instruments.
- Performance Task: Students perform a prepared song or musical selection demonstrating correct rhythm, melody, expression, etc.
- Musical Vocabulary Assessment: Students identify and describe basic musical concepts (high/low, fast/slow, sound/silence, rhythm, melody) using appropriate vocabulary and examples.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Individual or small group performances
- In-class movement, singing, and playing activities

Instructional Strategies:

- Increase use of the piano keyboard lab and other classroom instruments.
- Provide opportunities for small groups and individual performances in the classroom setting.
- Provide opportunities for performances for audiences outside of the classroom.

Differentiation/Intervention/Enrichment Options:

Differentiation:

- Provide visual supports such as rhythm cards, icons, and melodic contour visuals to reinforce notation concepts.
- Allow students to demonstrate understanding through multiple modalities (clapping, singing, playing instruments, movement, or drawing).
- Use flexible grouping and peer partners during performance and notation activities.

Intervention:

- Meet with small groups to practice identifying and performing simple rhythm and melody patterns with teacher support.
- Simplify notation tasks by focusing on shorter patterns or fewer musical elements at a time.
- Provide guided practice with repeated modeling, echo-clapping, echo-singing, and verbal prompts.

Enrichment:

- Challenge students to notate and perform longer or more complex rhythmic and melodic patterns.
- Students compare two musical performances and explain differences using musical vocabulary.
- Encourage students to create a short performance that includes singing, movement, and instruments.

For Language Development:

- Model directions and expectations using demonstrations rather than relying solely on verbal explanations.
- Pair students with supportive peers during notation reading, rehearsals, and discussions.
- Allow students to demonstrate understanding through clapping, singing, movement, drawing, or pointing to visual choices before requiring verbal responses.
- Use picture cues, anchor charts, and word walls to support vocabulary development throughout the unit.

Unit 3 – Responding: Understanding and evaluating how the arts convey meaning

Desired Results:

Essential Questions:

- How is music used to pass on traditions?
- How do people talk about music?

Enduring Understandings:

Students will understand that…

- Individuals' selection of musical works is influenced by their interests, experiences, understanding, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria.

Knowledge:

Students will know…

- How to perceive and analyze artistic work.
- How to interpret intent and meaning in artistic work.
- How to apply criteria to evaluate artistic work.

Skills:

Students will be able to…

- Identify musical traditions in culture.
- Use a basic vocabulary of artistic criticism to musical works.
- Articulate personal opinions of musical works using appropriate vocabulary.

Standards:

Priority:

- 9.1.3.C Recognize and use fundamental vocabulary (tempo, dynamics, form, rhythm, melody)
- 9.1.3.I Identify arts events that take place in schools and communities
- 9.2.3.A Explain the historical, cultural and social context of an individual work
- 9.3.3.B Know that works can be described by using musical concepts (e.g. dynamics, tempo, texture, etc.)
- 9.3.3.F Know how to recognize and identify similar and different characteristics among musical works

Supporting:

- 9.2.3.K Identify, explain, and analyze historical and cultural difference as they relate to musical works
- 9.2.3.G Relate musical works to geographic regions

Acceptable Evidence:

Performance Tasks –

- Students perform folk songs from various cultures through singing, performing, chanting, and moving
- Students discuss the musical traditions of different cultures
- Students evaluate and discuss musical works using grade level appropriate music vocabulary

- Students share their feelings and opinions about different songs and recognize their differences and similarities

Acceptable evidence of learning other than Performance Tasks:
Formative Assessment

- Student-created visual interpretations of songs using pictures and movement.
- Think-Pair-Share Discussions
  After listening to a song, students discuss:
    - What did you hear?
    - How did the music make you feel?
    - What musical elements did you notice?

  Music Comparison Activity
    - Students listen to two songs from different cultures and identify one similarity and one difference using vocabulary such as *tempo, melody,* or *rhythm*.

  Observation During Folk Song Activities
    - Teachers observe students sing, move, or perform folk songs to assess participation and understanding of cultural traditions.

Summative Assessment:

Cultural Music Performance
- Students perform a folk song through singing, movement, chanting, or instruments and identify the culture or tradition associated with the piece.

Music Response Task
- After listening to a musical selection, students describe the music using grade-level vocabulary and explain how it might be used to pass on traditions.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Listen to a song and use visual picture cards to identify the feeling, story, or tradition represented in the music.
- Create a music story map where students use pictures, symbols, or drawings to represent how a piece of music tells a story or expresses a feeling.
- Watch or listen to two performances and discuss similarities and differences using vocabulary such as *tempo, rhythm,* and *melody*.
- Students discuss what they liked about a musical example and explain their opinions using a teacher-provided sentence stem.
- In small groups, students create simple movements that match the character or mood of a piece of music and perform for classmates.
- Students sing, move to, or accompany a folk song from a specific culture and share one thing they learned about its tradition.
- After individual or small-group performances, students identify one strength of the performance using class-generated criteria.

Instructional Strategies:

- Use visual tools to help students create music that conveys meaning or tells a story
- Use audio and video recordings to assist with musical understanding and evaluation
- Encourage student discussion and collaboration to share ideas and opinions
- Provide opportunities for small groups and individual performances in the classroom setting that demonstrate how a student responds to music

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual support such as maps, photos, instruments, cultural artifacts, and vocabulary cards when introducing music from different traditions.
- Allow students to demonstrate understanding through singing, movement, drawing, discussion, or simple written responses.
- Use partner and small-group activities to support musical discussions and cultural comparisons.

Intervention

- Pre-teach key vocabulary (e.g., *tradition, culture, rhythm, melody, tempo*) using pictures and examples.
- Focus on identifying one musical element at a time when listening to and discussing music.
- Provide sentence stems to ignite discussion
- Use music listening maps to help students describe form, instrumentation, etc.

Enrichment

- Students compare musical traditions from multiple cultures and identify similarities and differences.
- Encourage students to research or share a musical tradition from their family or community.

For Language Development:

- Use visuals, gestures, and real-world examples to teach vocabulary related to culture, traditions, and musical elements.
- Allow students to respond through drawing, movement, pointing, or performance before requiring extended verbal responses.
- Maintain a music word wall with pictures and key vocabulary that students can reference during activities and discussions.

Unit 4 – Connecting - Relating artistic ideas and work with personal meaning and context

Desired Results:

Essential Questions:

- How are musical traditions a part of culture?
- How do people talk about the quality of musical works?

Enduring Understandings:

Students will understand that…

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians in creating, performing, and responding.

Knowledge:

Students will know…

- Musicians synthesize and relate knowledge and experiences to make art.
- Musicians relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Skills:

Students will be able to…

- Identify musical traditions of various cultures
- Use basic vocabulary of artistic criticism to discuss the quality of musical works
- Articulate personal opinions of musical works using appropriate vocabulary

Standards:

Priority:

- 9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works
- 9.2.3.A Explain the historical, cultural and social context of an individual work in the arts
- 9.1.3.E Demonstrate the ability to express emotion or relate an experience through creation of works in the arts
- 9.1.3.J Identify arts events that take place in schools and in communities

Supporting:

- 9.2.3.B Relate works in the arts chronologically to historical events
- 9.2.3.C Relate works in the arts to varying styles and genre and to the periods in which they were created

Acceptable Evidence:

Performance Tasks –

- Students will sing songs from different cultures and learn about the music and purpose.
- Students will use movement and game activities to make connections to various cultures.
- Students will use instruments from different countries to accompany their singing or recorded music.
- Students will use their school song to make connections to their school community.
- Students will sing, move, listen to, and play instruments with music of various cultures.
- Students will use guided listening activities to make their own connections with a variety of types of music.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Teacher observation checklists during singing, movement, and instrument activities
- Individual and group observation of singing, moving, and playing instruments with music of different cultures
- Guided listening responses (discussion, drawing, or sharing connections)
- Turn-and-talk discussions about traditions and opinions in music
- School song performance with explanation of its connection to the school community
- Games reinforcing understanding of musical concepts and music from other cultures

Summative Assessment

- Performance of a cultural song, game, dance, or instrument accompaniment
- Guided listening assessment identifying sound, silence, and the purpose of music
- Drawing or project explaining a musical tradition and its importance

Suggested Learning Experiences and Instruction

Learning Experiences:

- Provide opportunities for students to experience music kinesthetically (melody, rhythm, form, dynamics)
- Rhythmic activities to include basic steady beat and more complex rhythmic phrases
- Use listening or video examples to assist students with their understanding of musical concepts pertaining to other cultures
- Use books to help provide students with more context when learning music of different cultures and styles

Instructional Strategies:

- Individual and group observation of singing, moving, and playing instruments with music of different cultures
- Formative assessments that demonstrate a students' understanding of music concepts
- Games reinforcing understanding of music from other cultures

Differentiation/Intervention/Enrichment Options:

Differentiation

- Provide visual aids, picture cues, and movement demonstrations.
- Offer varied ways for students to respond (singing, movement, drawing, speaking).
- Adjust rhythmic and movement activities to match student readiness levels.
- Use partner and small-group activities to support learning.
- Incorporate multicultural literature, videos, and listening examples to build background knowledge.

Enrichment

- Create original rhythmic or melodic patterns inspired by cultural music.
- Serve as student leaders during games, dances, or instrument activities.
- Compare and contrast music from different cultures and traditions.

Intervention

- Provide additional modeling and guided practice for singing, movement, and instrument skills.
- Simplify rhythmic patterns and focus on steady beat before introducing more complex concepts.
- Use visual supports and repeated listening opportunities.
- Offer small-group instruction and teacher check-ins.
- Provide adapted instruments, movement options, and extra practice opportunities as needed.

For Language Development:

- Pre-teach and review music vocabulary (tradition, culture, rhythm, melody, beat, performance, audience).
- Use visuals, gestures, and picture cards to support music concepts and directions.
- Provide sentence frames.
- Encourage partner discussions using music vocabulary.
- Read books and share stories that provide cultural and historical context for musical traditions.

- Model academic language during listening, performing, and reflection activities.
- Provide opportunities for students to describe musical experiences through speaking, drawing, and writing.
- Reinforce vocabulary through songs, chants, movement activities, and repeated exposure.

COURSE RUBRICS:

Perform and Connect:

- Exceeding:
    - Student is a strong, musical leader.
    - Student uses a confident and musical singing voice.
    - Student plays instruments with expression and technical accuracy.
    - Student reads and performs all rhythms with accuracy.
- Meeting:
    - Student cooperatively performs in music class to the best of their ability.
    - Student uses a singing voice to the best of their ability.
    - Student plays instruments with focus.
    - Student reads and performs most rhythms with accuracy.
- Approaching:
    - Student needs reminders to cooperatively perform to the best of their ability.
    - Student benefits from much teacher assistance when playing instruments and reading notation.
- Limited Progress:
    - Student rarely participates in music class performance with cooperation.

Create and Respond:

- Exceeding:
    - Student consistently demonstrates creativity by improvising and composing, vocally and instrumentally.
    - Student consistently contributes creative and musical ideas to class discussions and assignments.
- Meeting:
    - Student improvises and composes to the best of their ability.
    - Student contributes to class discussions and completes assignments to the best of their ability.
- Approaching:
    - Student needs reminders to participate in class activities to the best of their ability.
    - Student benefits from much teacher assistance when making musical decisions.
- Limited Progress
    - Student rarely participates in music class activities.