GRADE LEVEL: Third Grade   **SUBJECT: Music**   **DATE: 2019-2020**

MONTH/GRADING PERIOD: Quarter 1   **MASTER COPY 1-15-19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and personal experience. • Interests • Skills	**3-5 Cn.1.5.1** Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.	• Discuss personal interests and their impact on creating, performing, and responding to music.	• Classroom discussions • Class programs		IMPORTANT
• Life skills • Cooperation • Effort • Perseverance • Respect • Disciplines • Contexts	**3-5 Cn.1.5.2** Identify and practice life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	• Cooperate with others to create a class song or class instrumental piece. • Utilize effort and perseverance to learn and perform program songs. • Demonstrate respect for others' ideas and musical preferences.	• Teacher observation • Class discussions • Class activities	• Cooperation • Effort • Perseverance • Respect	CRITICAL
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. • Interdisciplinary Connections	**3-5 Cn.2.5.1** Discover, identify, and explore how music connects to language arts and/or science, mathematics.	• Identify the connection between music and mathematics. • Compare the similarities/differences between authors and composers.	• Teacher observation • Class discussions	• Composer	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. • American Music • World Cultures • Authentic Performances	**3-5 Cn.3.5.2** Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.	• Analyze the similarities and contrasts between contemporary American music and various world cultures.	• Class discussions • Class programs • Listening selections	• Contemporary • Authentic • Culture	ADDITIONAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. • Forms • Tempi • Meters • Tonalities	**3-5 LR.4.5.1** Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	• Read notated music using the notes so-mi-la. • Perform songs in AB form and in 2/4 and 4/4 meters, using various tempi and tonalities. • Combine instruments and movements to accompany a variety of poems both familiar and unfamiliar.	• Teacher observation • Singing games	• Tempo • 2/4 Meter • 4/4 Meter • Tonality • AB form	CRITICAL
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. • Terms • Examples	**3-5 LR.5.5.1** Define expressive music terms and apply them to selected musical examples.	• Demonstrate understanding of dynamics when singing and moving by adjusting volume and movements. • Create a musical word bank to include the Italian terms for dynamic markings such as piano, forte, mezzo forte, and mezzo piano.	• Teacher observation • Program performance • Class discussion	• Dynamic markings • Piano (p) • Forte (f) • Mezzo Forte (mf) • Mezzo Piano (mp)	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
• Quality • Effectiveness • Performances	**3-5 LR.5.5.2** Develop criteria for evaluating the quality and effectiveness of music performances, and compositions and apply these criteria to performances.	• Describe appropriate behavior for various types of performance. • Classify various behaviors as examples or non-examples of appropriate listening behaviors. • Demonstrate listening behaviors during various performances.	• Teacher observation • Class discussion • Program performance rubric		IMPORTANT
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. • Rhythmic Patterns • Simple Meter • Compound Meter	**3-5 LR.6.5.1** Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.	• Sing songs following the cues of a teacher/student conductor. • Create movements to demonstrate simple meter.	• Program performance • Teacher observation	• Conducting • Cues • Simple meter	CRITICAL
• Melodic Contour • Harmonic Progression	**3-5 LR.6.5.2** Demonstrate changes in melodic contour and simple harmonic progression through movement.	• Create movements to demonstrate changing melodic contours.	• Teacher observation		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
• Form • Phrasing • Expressive Qualities • Timbre	**3-5 LR.6.5.3** Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	• Express AB form through movement. • Perform a variety of songs and discuss the music concepts. • Express mood and emotion evoked by a piece of music. • Listen and respond to a variety of listening selections. • Utilize a variety of folk dances to express music concepts.	• Teacher observation • Singing games • Listening selection responses • Folk dances	• Timbre • AB Form • Phrasing	CRITICAL
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. • Breath Control • Pitch • Tone Quality • Posture	**3-5 P.7.5.1** Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	• Match pitch while singing pentatonic scale songs. • Produce good tone quality. • Use good posture (standing or sitting) when singing. • Develop clear diction while singing.	• Teacher observation • Singing rubric • Singing games	• Pentatonic scales • Diction • Posture • Pitch • Unison • Tone	CRITICAL
• Dynamics • Phrasing • Articulation	**3-5 P.7.5.2** Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation.	• Sing songs from diverse cultures using appropriate language, movement, dynamics, phrasing, and articulation.	• Teacher observation • Program performance	• Culture • Phrasing • Articulation	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
• Unison • Two-part Songs • Partner Songs • Rounds • Acapella • Accompaniment	**3-5 P.7.5.3** Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	• Sing unison songs and rounds either acapella or with a variety of accompaniment.	• Teacher observation • Singing games • Singing rubric	• Unison • Rounds • A capella • Accompaniment	CRITICAL
• Cues • Conductor	**3-5 P.7.5.4** Perform appropriately for a variety of audiences while following the cues of a conductor.	• Follow the cues of a student/teacher conductor during program performances.	• Teacher observation	• Cues • Conductor • Cut-off • Tempo	IMPORTANT
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. • Pitched Percussion • Unpitched Percussion • Technique	**3-5 P.8.5.1** Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	• Play pitched and unpitched percussion using correct techniques.	• Teacher observation • Instrument rubric	• Pitched percussion • Unpitched percussion • Technique	CRITICAL
• Melodic Patterns • Rhythmic Patterns • Chordal Patterns • Consistent Tempo	**3-5 P.8.5.2** Play melodic, rhythmic, and chordal patterns at a consistent tempo.	• Play melodic and rhythmic patterns using classroom instruments maintaining a consistent tempo.	• Teacher observation • Instrument rubric	• Melodic • Rhythmic	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
• Styles • Cultures • Rhythms • Tempi • Dynamics	**3-5 P.8.5.3** Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	• Play percussion instruments in small groups concentrating on consistent tempi and correct rhythms.	• Teacher observation • Instrument rubric	• Tempo	CRITICAL
• Cues • Conductor	**3-5 P.8.5.4** Perform appropriately for a variety of audiences while following the cues of a conductor.	• Respond to cues of the conductor when performing for various audiences.	• Teacher observation • Program performance	• Cut-off • Tempo	IMPORTANT
CREATE					
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. • Meter	**3-5 Cr.11.5.2** Create, notate, and perform songs in a variety of meters.	• Notate and perform songs in a variety of meters, including 2/4 and 4/4 meter. • Read and perform rhythms using quarter notes, eighth notes, and quarter rests.	• Teacher observation • Rhythmic activities • Rhythm rubric	• Quarter note • Eighth notes • Quarter rest • 2/4 Meter • 4/4 Meter	CRITICAL

GRADE LEVEL: Third Grade   **SUBJECT: Music**   **DATE: 2019-2020**

MONTH/GRADING PERIOD: Quarter 2   **MASTER COPY 1-15-19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. • Historical Periods • State Events • Regional Events • National Events	**3-5 Cn.3.5.1** Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.	• Identify and perform a variety of music from historical periods and national events, including Veteran's Day.	• Teacher observation • Veteran's Day songs • Patriotic songs	• National Anthem • Veteran's Day	IMPORTANT
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. • Forms • Tempi • Meters • Tonalities	**3-5 LR.4.5.1** Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	• Sing songs that include major and minor tonalities. • Read poems using faster and slower tempi.	• Singing games • Teacher observation • Halloween songs and poems	• Tonality (Major and minor keys)	CRITICAL
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. • Terms • Examples	**3-5 LR.5.5.1** Define expressive music terms and apply them to selected musical examples.	• Define crescendo and diminuendo. • Expand the complexity of the musical examples applying appropriate dynamic markings, adding crescendo and diminuendo.	• Teacher observation	• Dynamic markings • Crescendo (cresc.) • Diminuendo (dim.)	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. • Breath Control • Pitch • Tone Quality • Posture	**3-5 P.7.5.1** Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	• Match pitch while singing pentatonic scale songs adding low la. • Exhibit continued use of good posture, tone quality, and clear diction while singing.	• Teacher observation • Singing rubric • Singing games	• Low la	CRITICAL
• Unison • Two-part Songs • Partner Songs • Rounds • A Capella • Accompaniment	**3-5 P.7.5.3** Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	• Sing songs expanding the range to include more complex rounds.	• Teacher observation • Singing games • Singing rubric		CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. • Pitched percussion • Unpitched percussion • Technique	**3-5 P.8.5.1** Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	• Play pitched and unpitched percussion using correct techniques adding more complex patterns.	• Teacher observation • Instrument rubric		CRITICAL
• Melodic patterns • Rhythmic patterns • Chordal patterns • Consistent tempo	**3-5 P.8.5.2** Play melodic, rhythmic, and chordal patterns at a consistent tempo.	• Play extended varieties of melodic and rhythmic patterns using classroom instruments, maintaining a consistent tempo.	• Teacher observation • Instrument rubric		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
• Styles • Cultures • Rhythms • Tempi • Dynamics	**3-5 P.8.5.3** Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	• Play percussion instruments in small groups with consistent tempi, correct rhythms, adding appropriate dynamics.	• Teacher observation • Instrument rubric	• Dynamics	CRITICAL
CREATE					
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. • Meter	**3-5 Cr.11.5.2** Create, notate, and perform songs in a variety of meters.	• Notate and perform songs adding half notes and half rests in 2/4 and 4/4 meter.	• Teacher observation • Rhythmic activities • Rhythm rubric	• Half note • Half rest	CRITICAL

GRADE LEVEL: Third Grade   **SUBJECT: Music**   **DATE: 2019-2020**

MONTH/GRADING PERIOD: Quarter 3   **MASTER COPY 1-15-19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. • Language Arts • Science • Mathematics	**3-5 Cn.2.5.1** Discover, identify, and explore how music connects to language arts and/or science, mathematics.	• Explore the connection between the science of sound and music. • Play different length bars on the xylophones to study sound, connecting science and music.	• Teacher observation • Class discussion		IMPORTANT
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. • Historical Periods • State Events • Regional Events • National Events	**3-5 Cn.3.5.1** Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.	• Sing songs related to President's Day and Martin Luther King Day.	• Teacher observation • Classroom songs	• President's Day • Martin Luther King Day	IMPORTANT
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. • Forms • Tempi • Meters • Tonalities	**3-5 LR.4.5.1** Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	• Accurately speak or read notated music adding 3/4 meter.	• Singing games • Teacher observation	• 3/4 meter	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. • Terms • Musical Examples	**3-5 LR.5.5.1** Define expressive music terms and apply them to selected musical examples.	• Define and extend the expressive music terms to include a variety of Italian tempi terms. • Sing appropriate musical dynamics when singing songs in class and during performances.	• Teacher observation • Quiz	• Adagio • Allegro • Presto • Andante	CRITICAL
Listen and respond to a varied repertoire of music by interpreting and expressing music through movement. • Rhythmic Patterns • Simple Meter • Compound Meter	**3-5 LR.6.5.1** Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters.	• Define compound meter. • Demonstrate through conducting or movement the concept of compound meter.	• Teacher observation • Class discussion	• Compound meter	CRITICAL
• Form • Phrasing • Expressive Qualities • Timbre	**3-5 LR.6.5.3** Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games and/or simple folk dances.	• Design a small group movement composition to demonstrate understanding of ABA form. • Plan and perform a class movement composition in Rondo form (ABACA). • Participate in folk dances using movement to accurately demonstrate the phrasing.	• Teacher observation • Class discussion	• ABA form • Rondo form • Phrasing	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. • Breath Control • Pitch • Diction • Tone Quality • Posture	**3-5 P.7.5.1** Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	• Apply good singing techniques such as breath control, accurate pitch, good diction, and tone quality while adding the note Low so	• Teacher observation • Singing rubric • Singing games	• Low so	CRITICAL
• Unison • Two-part Songs • Partner Songs • Rounds • A Capella • Accompaniment	**3-5 P.7.5.3** Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	• Sing songs expanding the difficulty to include partner songs.	• Teacher observation • Singing games • Singing rubric	• Partner songs	CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. • Pitched Percussion • Unpitched Percussion • Technique	**3-5 P.8.5.1** Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	• Play percussion instruments adding the dotted half note.	• Teacher observation • Instrument rubric	• Dotted half note	CRITICAL
• Melodic Patterns • Rhythmic Patterns • Chordal Patterns • Consistent Tempo	**3-5 P.8.5.2** Play melodic, rhythmic, and chordal patterns at a consistent tempo.	• Play rhythmic patterns increasing the difficulty to include patterns in beats of 3.	• Teacher observation • Instrument rubric		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
• Styles • Cultures • Rhythms • Tempi • Dynamics	**3-5 P.8.5.3** Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	• Play instruments expanding the difficulty by adding appropriate dynamics to the pieces.	• Teacher observation • Instrument rubric • Class discussion	• Dynamics	CRITICAL
CREATE					
Create a varied repertoire of music by improvising melodies, variations, and accompaniments. • Improvisation • Melodic Phrases • Song	**3-5 Cr.9.5.1** Improvise independently and cooperatively successive melodic phrases to create a song.	• Improvise 4-beat patterns to create a class song, using a pentatonic scale.	• Teacher observation • Improvisation rubric	• Improvise	ADDITIONAL
• Improvisation • Variations • Learned Songs • Singing • Instruments	**3-5 Cr.9.5.2** Improvise single-line melodic and rhythmic variations of learned songs by singing and using instruments.	• Use instruments to create variations on a simple tune (i.e. Twinkle, Twinkle, Little Star, or Mary Had a Little Lamb).	• Teacher observation • Improvisation rubric		ADDITIONAL
• Improvisation • Accompaniments • Pitched • Unpitched • Classroom Instruments • Electronic Sound Sources	**3-5 Cr.9.5.3** Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and unpitched classroom instruments and/or electronic sound sources.	• Use a poem to improvise a class piece, including sound effects from the electronic keyboard or other classroom instruments.	• Teacher observation • Improvisation rubric		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. • Rhythmic Speech Compositions • Text • Performance Indicators • Tempo • Dynamics	**3-5 Cr.11.5.1** Plan, notate, and perform rhythmic speech compositions with text, including performance indicators such as tempo and dynamics.	• Create rhythmic speech compositions in question/answer form including the appropriate tempi and dynamics.	• Teacher observation • Class discussion		ADDITIONAL
• Songs • Meter	**3-5 Cr.11.5.2** Create, notate, and perform songs in a variety of meters.	• Notate, create, and perform songs in 3/4 meter adding the dotted half note.	• Teacher observation • Singing games	• 3/4 meter	CRITICAL

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION   1

GRADE LEVEL: Third Grade   **SUBJECT: Music**   **DATE: 2019-2020**

MONTH/GRADING PERIOD: Quarter 4   ~~Reviewed~~ MASTER COPY 1-~~157~~-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. • Arts • Humanities	**3-5 Cn.2.5.2** Discover, identify, and explore how music connects to other arts and humanities.	• Compare music to other related arts subjects such as art, PE, and drama.	• Teacher observation • Class discussion		ADDITIONAL
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. • Roles • Musicians • Society	**3-5 Cn.3.5.3** Recognize and describe various roles of musicians in society.	• Create a list of the possible roles and/or professions of musicians.	• Teacher observation • Class discussion		ADDITIONAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. • Forms • Tempi • Meters • Tonalities	**3-5 LR.4.5.1** Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.	• Sing songs that include 6/8 meter.	• Singing games • Teacher observation	• 6/8 meter	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. • Breath Control • Pitch • Diction • Tone Quality • Posture	**3-5 P.7.5.1** Sing in groups and independently, while demonstrating appropriate breath control, pitch, diction, tone quality, and posture.	• Match pitch while singing pentatonic scale songs adding high do while using good tone quality, posture, and clear diction.	• Teacher observation • Singing rubric • Singing games	• High do	CRITICAL
• Diverse Cultures • Languages • Dynamics • Phrasing • Articulation	**3-5 P.7.5.2** Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation.	• Sing songs from diverse cultures using appropriate language, movement, dynamics, phrasing, and articulation, expanding the variety of music and cultures.	• Teacher observation • Singing games		IMPORTANT
• Unison • Two-part Songs • Partner Songs • Rounds • A Capella • Accompaniment	**3-5 P.7.5.3** Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.	• Sing songs expanding the range to include two-part part songs.	• Teacher observation • Singing games • Singing rubric		CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. • Pitched Percussion • Unpitched Percussion • Technique	**3-5 P.8.5.1** Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound.	• Play pitched and unpitched percussion using correct techniques adding more complex patterns.	• Teacher observation • Instrument rubric	• Pitched percussion • Unpitched percussion • Technique	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
• Styles • Cultures • Rhythms • Tempi • Dynamics	**3-5 P.8.5.3** Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics.	• Play percussion instruments in small groups with attention to appropriate dynamics, tempi, and correct rhythms.	• Teacher observation • Instrument rubric	• Tempo • Dynamics	CRITICAL
CREATE					
Create a varied repertoire of music by representing audiated and aurally perceived music. • Rhythm • Melody • Form • Traditional • Non-traditional	**3-5 Cr.10.5.1** Demonstrate the rhythm, melody, and form of an audiated and/or aurally perceived song through traditional and/or nontraditional notation.	• Create individual compositions using sources such as the "Outside the Lines" composition book. • Perform the compositions demonstrating understanding of rhythm, melody, and form.	• Teacher observation • Composition rubric	Composition	ADDITIONAL
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. • Songs • Meter	**3-5 Cr.11.5.2** Create, notate, and perform songs in a variety of meters.	• Notate and perform songs adding whole notes and dotted quarter notes.	• Teacher observation • Rhythmic activities • Rhythm rubric	• Whole note • Dotted quarter note	CRITICAL
• Accompaniments • Melodies	**3-5 Cr.11.5.3** Plan, arrange, and perform accompaniments to given melodies within specific guidelines.	• Create a 4 beat pattern to accompany a familiar class song.	• Teacher observation • Composition rubric		ADDITIONAL

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