Content Area	Music		Grade Level	3rd Grade
Course Name/Course Code				

| Standard	Grade Level Expectations (GLE)	GLE Code
1. Expression of Music	1. Perform from memory and use simple traditional notation	MU09-GR.3-S.1-GLE.1
	2. Perform extended rhythmic, melodic, and harmonic patterns	MU09-GR.3-S.1-GLE.2
2. Creation of Music	1. Short musical phrases and patterns	MU09-GR.3-S.2-GLE.1
	2. Notate music using basic notation structure	MU09-GR.3-S.2-GLE.2
3. Theory of Music	1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary	MU09-GR.3-S.3-GLE.1
	2. Analyze simple notational elements and form in music	MU09-GR.3-S.3-GLE.2
	3. Identify vocal and instrumental tone colors	MU09-GR.3-S.3-GLE.3
	4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	MU09-GR.3-S.3-GLE.4
4. Aesthetic Valuation of Music	1. Identify personal preferences for specific music	MU09-GR.3-S.4-GLE.1
	2. Respond to, and make informed judgments about, music through participation, performance, and the creative process	MU09-GR.3-S.4-GLE.2
	3. Articulate music's significance within an individual musical experience	MU09-GR.3-S.4-GLE.3

Colorado 21st Century Skills
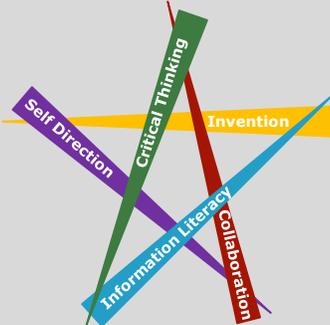
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Creation
Expression
Creative Process
Theory
Aesthetic Valuation
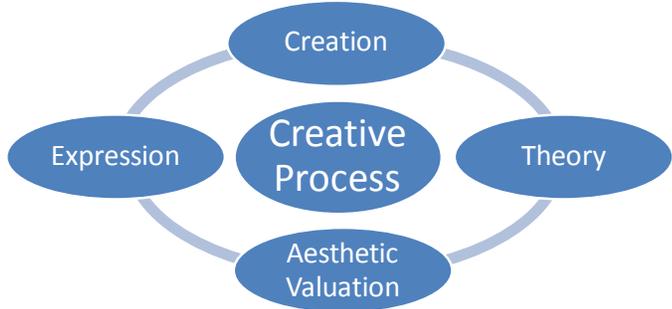
The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Music All Around Us	Instructor's Choice	Instructor's Choice
Let's Make Musical Sound	Instructor's Choice	Instructor's Choice

Unit Title	Music Around Us		Length of Unit	Instructor choice
Focusing Lens(es)	Influence Perspective	**Standards and Grade Level Expectations Addressed in this Unit**	MU09-GR.3-S.1-GLE.1, MU09-GR.3-S.1-GLE.2 MU09-GR.3-S.2-GLE.1 MU09-GR.3-S.3-GLE.1, MU09-GR.3-S.3-GLE.2, MU09-GR.3-S.3-GLE.3, MU09-GR.3-S.3-GLE.4 MU09-GR.3-S.4-GLE.1, MU09-GR.3-S.4-GLE.2, MU09-GR.3-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	• How does music affect culture? (MU09-GR.3-S.1-GLE.1) and (MU09-GR.3-S.3-GLE.2,3) and (MU09-GR.3-S.4-GLE.1,2,3) • How does culture affect music? • Why does music sound different around the world?			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Culture, Tradition, Style, Expression, Perspective, Beliefs			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Culture and tradition develop a personal perspectives on and beliefs about music. (MU09-GR.3-S.1-GLE.1) and (MU09-GR.3-S.3-GLE.1, 2,3,4) and (MU09-GR.3-S.4.-GLE.1,2,3	What kinds of traditions influence musical culture? In what settings do we hear or participate in music? How do people physically respond to music?	Why is music from other cultures important? How does the context of music affect personal perspective?
Cultures use music to instill traditions. (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,2,3,4) and (MU09-GR.3-S.4.-GLE.1,2, 3)	How do cultures use music to communicate? How do a cultural events affect its' music? What instruments represent specific cultures? How has technology influenced contemporary music?	How can music represent a culture? How is music from other cultures similar and different?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Music is integral to culture and traditions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE-2,3) and (MU09-GR.3-S.4-GLE.1,2,3) • Different cultures may use different instruments (MU09-GR.3-S.3-GLE.3-EO.a) and (MU09-GR.3-S.4-GLE.3-EO.d) • Cultures are influenced by other culture's musical contributions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.3, 4) and (MU09-GR.3-S.4-GLE.1,2,3) • Music in cultures and traditions can change over time (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.3,4) and (MU09-GR.3-S.4-GLE.1,	• Recognize music and it's connection to a culture (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.1,2-EO.b) and (MU09-GR.3-S.4-GLE.1, 2,3) • Describe instrumentation of teacher-specified cultures (MU09-GR.3-S.1-EO.a) and (MU09-GR.3-S.3-GLE.3-EO.a) and (MU09-GR.3-S.4-GLE.2,3) • Move responsively to cultural music (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1) and (MU09-GR.3-S.3-GLE.1,2) and (MU09-GR.3-S.4-GLE.1,2) • Compare music of different cultures and traditions (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,2)and (MU09-GR.3-S.4-GLE.1,2,3)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Music has expressive elements, instrumentation and unique sounds that are shaped by culture and traditions. Musical choices are influenced by these elements and traditions.*
Academic Vocabulary:	Texture, expression, society, preference, compare and contrast, continent, country, culture, tradition, unique, personal
Technical Vocabulary:	Instrumentation, form (rondo), pitch, expressive elements (dynamics, tempo, articulation), style

Unit Title	Let's Make Musical Sound		Length of Unit	Instructor choice

Focusing Lens(es)	Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.3-S.1-GLE.1, MU09-GR.3-S.1-GLE.2 MU09-GR.3-S.2-GLE.1, MU09-GR.3-S.2-GLE.2 MU09-GR.3-S.3-GLE.1, MU09-GR.3-S.3-GLE.2, MU09-GR.3-S.3-GLE.3, MU09-GR.3-S.3-GLE.4 MU09-GR.3-S.4-GLE.1, MU09-GR.3-S.4-GLE.2, MU09-GR.3-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	• What is the difference between sound and music? (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1-EO.b) and (MU09-GR.3-S.3-GLE.1,2,3,4) and (MU09-GR.3-S.4-GLE.1,2,3) • How does a composer communicate intent?		
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation		
Concepts	Composition, Expression, Law/Rules, Structure, Sound, Emotion, Musical Elements, Organization		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
The structure and organization of music dictates how music sounds. (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1,2,4) and (MU09-GR.3-S.4-GLE.1,2,3)	What purpose does the "I" chord serve in a musical composition? What structures are needed for a successful ensemble? (MU09- What are the foundations of musical structure?	How does structure and organization affect music? How does a composer and organization use structure to communicate his/her intent?
Physical structure determines the musical sound of the instrument making the sound. (MU09-GR.3-S.1-GLE.1-EO.a) and (MU09-GR.3-S.3-GLE.1,.3) and(MU09-GR.3-S.4-GLE.2,3)	How does size of instruments relate to pitch? In each of the instrument families, what is vibrating to make the musical sound?	How does shape and density of an instrument affect its ability to vibrate**?**
Musical elements provide communication for emotion and expression. (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3-S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1,2,.4) and (MU09-GR.3-S.4-GLE.1,2,3)	How does tempo convey emotion? (excitement, sadness, mystery, etc.) How do dynamic levels convey emotion? (excitement, sadness, mystery, etc.)	How are musical elements used to communicate emotion and expression? How are dynamics used to communicate an idea? How does a musician interpret musical structure and organization?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• There are four families of instrument classification in the orchestra (MU09-GR.3-S.3-GLE.3-EO.a) • Sound production is related to physical proportion and density of an instrument or voice Written symbols are critical to the ability to interpret and recreate music (MU09-GR.3-S.1-GLE.1.2) and (MU09-GR.3-S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1,2,4) and (MU09-GR.3-S.4-GLE.1,2,3)	• Perform expressively using variation in dynamics, tempo, and articulation (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3- S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1) and (MU09-GR.3-S.4-GLE.1,2,3) • Use musical vocabulary when describing and discussing music (MU09-GR.3-S.3-GLE.1,2,4) and (MU09-GR.3-S.4-GLE.1,2,3) • Create short compositions using teacher-defined structures (MU09-GR.3-S.1-GLE.1, 2) and (MU09-GR.3-S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1,2,) • Read musical notation (MU09-GR.3-S.1-GLE.1,2) and (MU09-GR.3- S.2-GLE.1,2) and (MU09-GR.3-S.3-GLE.1) and (MU09-GR.3-S.4-GLE.1,2,3)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Sound becomes music when structure and organization are applied through musical elements and form.*
Academic Vocabulary:	Quality, progression, resolution, density, proportion, relationship, expression, interpret, sound, structure
Technical Vocabulary:	Musical elements (Ostinato, rondo, timbre, largo/allegro, staccato/legato, pianissimo/fortissimo), time signature, measure, accompaniment, ensemble, treble clef, harmony, chord, pentatonic