

Music (Third Grade) Quarter 1

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards: N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 1 Singing

- 1.1.1 Sing a melody with accurate rhythm and pitch (solfege and/or lyrics)
- 1.1.2 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics.

Standard 2 Playing Instruments

- 2.1.1 Demonstrate basic rhythm patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instruments using proper technique.
- 2.1.2 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.

Standard 7 Evaluating

- 7.2.1 Discuss appropriate audience member behavior in a classroom setting.
- 7.2.2 Discuss and demonstrate appropriate audience member behavior in a classroom setting.
- 7.2.3 Demonstrate appropriate audience behavior in a formal performance setting (live or recorded).

Standard 8 Interdisciplinary Connections

- 8.2.2 Demonstrate the ability to enhance a story with the addition of singing, vocal or instrumental sounds. Looking for commonalities between music and literature.
- 8.2.3 Describe the literacy characteristics of song lyrics.

Content:

*** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Rules and Procedures
- Expectations for student behavior.
- Expectations for student performance.
- Entering and exiting room.
- Expectations for instrument playing.
- Sing a given melody, alone, with accurate rhythm and pitch (solfege and/or lyrics).
- Sing a given melody, with others, with accurate rhythm and pitch (solfege and/or lyrics).
- Demonstrate given terraced dynamic levels while singing a melody.
- Demonstrate the ability to use proper breath support to sing a given two- to four-measure phrase at varying tempos.
- Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, rhythms, on non-pitched instruments.
- Demonstrate, with others, teacher-selected, developmentally and/or grade-appropriate rhythms, on non-pitched instruments.
- Discuss and create, as a class, guidelines for audience etiquette.
- Enhance a story with the addition of singing, vocal or instrumental sounds looking for commonalities between music and literature.
- Describe the literary characteristics of song lyrics.
- Identify and explain scientific acoustical properties found in music (e.g., pitch, vibrations, frequency).

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 1 Singing</u> 1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics and tempo. 1.2.1 Exhibit good posture, grade-appropriate diction, and breath control. 1.2.2 Exhibit good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice. 1.2.3 Exhibit good posture, grade-appropriate diction, breath control, and tone in both head voice and chest voice.</p> <p><u>Standard 2 Playing Instruments</u> 2.1.3 Perform basic rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique. 2.2.1 Perform, in small or large groups, basic melodies on a pentatonic scale (four measure minimum).</p> <p><u>Standard 3 Improvising</u> 3.1.1 Improvise a four-beat melody using a pentatonic scale within teacher-given parameters. 3.1.2 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.</p> <p><u>Standard 5 Reading and Notating</u> 5.1.1 Identify notes represented on lines and spaces on a treble clef staff.</p> <p><u>Standard 9 Historical and Cultural Connections</u> 9.1.1 Distinguish between music of selected cultures using teacher-given parameters. 9.1.2 Describe music characteristics of selected cultures using teacher-given parameters. 9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context.</p>	<p>Content: ** Continue to review and reinforce content from the first 4.5 weeks of this first quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Demonstrate the ability to accurately change tempo while singing. • Demonstrate grade-appropriate vocal technique by singing a given melody alone. • Demonstrate grade-appropriate vocal technique by singing a given melody with others. • Demonstrate the difference between head and chest tones. • Sing a given melody transitioning appropriately between head and chest tones. • Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, rhythms, on non-pitched instruments. • Demonstrate, with others, teacher-selected, developmentally and/or grade-appropriate rhythms, on non-pitched instruments. • Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, technique and correct notes on pitched instruments. • Demonstrate, with others, teacher-selected, developmentally and/or grade appropriate, technique and correct notes on pitched instruments. • Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale. • Discuss traditional music of a selected culture (e.g., African, Native American, Latin American). • Demonstrate traditional music of a selected culture (e.g., African, Native American, Latin American). • Discuss a selected historical period as related to music studied. • Demonstrate an understanding of a selected historical period as related to music studied.
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Subject (Third Grade) Quarter 2

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards: N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 1 Singing

- 1.3.1 Speak simple ostinati in small and/or large groups.
- 1.3.2 Sing simple ostinato in small and/or large groups.
- 1.3.3 Sing partner songs in small and/or large groups.

Standard 2 Playing Instruments

- 2.1.1 Demonstrate basic rhythmic patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instruments using proper technique.
- 2.1.2 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.
- 2.1.3 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.

Standard 5 Reading and Notating

- 5.1.1 Identify notes represented on lines and spaces on a treble clef staff.

Standard 6 Listening, Analyzing, Describing

- 6.1.1 Demonstrate an understanding of different sections of complex forms (e.g., Rondo, Theme and Variations) using manipulatives.
- 6.1.2 Create a pictorial representation of different sections of complex forms of music (e.g., rondo, theme and variations).
- 6.1.3 Create movement patterns to demonstrate different sections of complex forms of music.

Content:

**** Continue to review and reinforce content from Quarter 1.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Speak, with others, a given ostinato as an accompaniment to a melody.
- Sing, with others, a given ostinato as an accompaniment to a melody.
- Sing, with others, given partner songs that are grade appropriate.
- Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, technique and correct notes on non-pitched instruments.
- Demonstrate, with others, teacher-selected, developmentally and/or grade appropriate, technique and correct notes on pitched instruments.
- Demonstrate, through the use of manipulatives or movement, an understanding of given notes on lines and spaces of the treble clef staff.
- Demonstrate, by notating, an understanding of given notes on lines and spaces of the treble clef staff.
- Demonstrate, through movement, an understanding of different sections in a given musical selection.
- Demonstrate an understanding of different sections in a given musical selection by using listening maps, manipulatives, and/or technology.

	<p><u>Standard 7 Evaluating</u> 7.1.1 Discuss a music selection or student performance using teacher-given criteria. 7.1.2 Discuss a music selection or student performance, with teacher guidance and using grade-appropriate music vocabulary. 7.1.3 Discuss a student performance using grade-appropriate music vocabulary with teacher guidance.</p>	<ul style="list-style-type: none"> • Describe a music selection by using opposites (i.e. fast-slow, loud-soft). • Describe a music selection by using a teacher-created word bank. • Discuss the elements of a music selection within teacher-given parameters.
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PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 2 Instruments</u> 2.4.1 Demonstrate tempo changes and dynamics when playing a music example. 2.4.2 Demonstrate dynamics, phrasing and tempo changes when playing a music example. 2.4.3 Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrase markings)</p> <p><u>Standard 3 Improvising</u> 3.1.3 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes, and quarter rests. 3.2.1 Improvise an eight-beat rhythm pattern using half notes, quarter notes, paired eighth notes, and quarter rests while maintaining a steady tempo. 3.2.2 Improvise an eight-beat rhythm pattern using half notes, quarter notes, paired eighth notes, quarter rests, and half rests while maintaining a steady tempo.</p> <p><u>Standard 6 Listening, Analyzing, Describing</u> 6.2.1 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families. 6.2.2 Identify, visually, teacher-selected orchestral instruments and group into families. 6.2.3 Identify, through listening examples, teacher-selected instruments, individually and as families. 6.3.1 Describe a listening example using teacher-given characteristics. 6.3.2 Classify the elements of music using teacher-given vocabulary.</p> <p><u>Standard 8 Interdisciplinary Connections</u> 8.1.1 Discuss similarities between music and dance and visual art. 8.1.2 Demonstrate similarities between music and dance (movement) and theatre (dramatizations). 8.1.3 Perform, combining aspects of music, dance, and theatre.</p>	<p>Content: ** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter. <i>Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i></p> <ul style="list-style-type: none"> • Identify tempo markings. • Demonstrate ability to follow the tempo markings in a given music selection or as set by the conductor. • Demonstrate developmentally and/or grade-appropriate use of expressive markings in a given music selection. • Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale. • Improvise a developmentally and/or grade-appropriate rhythm using body percussion, pitched, and/or non-pitched instruments. • Classify given instruments into their orchestral families either visually or aurally. • Select appropriate vocabulary, from a word bank, to describe a musical selection. • Compare and contrast musical selections by using a graphic organizer. • Identify elements of music also found in dance. • Identify common themes found in music and visual art (e.g., Apple Tree [speech song] and Gathering Apples by Lajos Karcsay) using examples from textbooks or websites.
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Music (Third Grade) Quarter 3

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

1.3.3 Sing partner songs in small and/or large groups.

Standard 2 Instruments

2.3.1 Demonstrate a basic accompaniment (steady beat) in duple meter on non-pitched instruments.

2.3.2 Demonstrate a basic accompaniment in duple meter on pitched (two-note chords, broken two-note chords, three-note chords) and non-pitched instruments (steady beat).

2.3.3 Demonstrate an accompaniment in duple and triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords and/or arpeggios) and varying rhythm patterns (half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.

Standard 5 Reading and Notating

5.2.1 Notate rhythm patterns in traditional notation by using manipulatives.

5.2.2 Notate and demonstrate rhythm patterns in traditional notation by using manipulatives.

5.3.1 Identify various dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda).

5.3.2 Identify dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.

5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.

Content:

**** Continue to review and reinforce content from Quarter 1.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Speak, with others, a given ostinato as an accompaniment to a melody.
- Sing, with others, a given ostinato as an accompaniment to a melody.
- Sing, with others, given partner songs that are grade appropriate.
- Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate rhythmic accompaniment.
- Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.
- Demonstrate, with others, a teacher-selected, developmentally and/or grade-appropriate, rhythmic accompaniment.
- Demonstrate, with others, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.
- Demonstrate, through movement, an understanding of time signature/meter (duple and triple).
- Identify the placement of a time signature/meter on the staff.
- Determine the meter of a given music example by identifying the number of beats in each measure.

	<p>Standard 4 Composing</p> <p>4.1.1 Create and demonstrate a four-measure rhythmic composition consisting of quarter notes, paired eighth notes, and/or quarter rests.</p> <p>4.1.2 Create and demonstrate a four-beat rhythm composition using half notes, quarter notes, paired eighth notes, and/or quarter rests.</p>	<ul style="list-style-type: none"> • Sing and/or play a simple three-note melody using teacher-given solfege. • Identify dynamic markings through a teacher-guided classroom activity. • Identify directional markings through a teacher-guided classroom activity. • Follow dynamic markings in a teacher-given listening example. • Follow directional markings in a teacher-given listening example. • Demonstrate, vocally, an understanding of dynamic markings. • Demonstrate, instrumentally, an understanding of dynamic markings. • Demonstrate, vocally, an understanding of directional markings. • Demonstrate, instrumentally, an understanding of directional markings. • Demonstrate an understanding of time (meter) signatures (2/4, 3/4, and 4/4). • Create a one-measure rhythm pattern. • Create and perform a one-measure rhythm pattern • Create and perform a two- to four- measure rhythmic composition using a combination of note/rest values.
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PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

<p>Power Standards: N/A</p>	<p>Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i></p> <p><u>Standard 5 Reading and Notating</u> 5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher.</p> <p><u>Standard 4 Composing</u> 4.2.1 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale. 4.2.2 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale while maintaining a steady tempo.</p>	<p>Content: ** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</p> <ol style="list-style-type: none"> 1. Instrumental Ostinato <ol style="list-style-type: none"> a. Play a melodic ostinato on barred instrument to accompany a song. 2. Reading and Notating (<i>add half note</i>) <ol style="list-style-type: none"> a. <i>Read and perform</i> simple rhythm patterns using traditional notation for quarter note, paired eighth notes, half note, and quarter rest. b. <i>Notate</i> simple rhythm patterns using traditional notation for quarter note, paired eighth notes, half note, and quarter rest. 3. Composing
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	<p>4.2.3 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale, using dynamic contrast while maintaining a steady tempo.</p> <p><u>Standard 6 Listening, Analyzing, Describing</u></p> <p>6.4.1 Discuss a variety of regional, national, and/or global styles and/or genres of music (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, various ethnic music).</p> <p>6.4.2 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres of music experienced through teacher-given parameters.</p> <p>6.4.3 Classify styles and/or genres of selected music using teacher-given vocabulary.</p> <p><u>Standard 7 Evaluating</u></p> <p>7.1.1 Discuss a music selection or performance using teacher-given criteria.</p> <p>7.1.2 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.</p> <p>7.1.3 Discuss a student performance using grade-appropriate music vocabulary and teacher-given criteria.</p>	<p>a. Create a simple introduction using vocal sounds, instrumental sounds, and/or found sounds for a song poem, or story.</p> <p>b. Create a simple coda using vocal sounds, instrumental sounds, and/or found sounds for a song, poem, or story.</p> <p>c. Create both a simple introduction and coda using vocal sounds, instrumental sounds, and/or found sounds for a song, poem, or story.</p> <p>4. Phrases</p> <p>a. Know what a phrase is and be able to find a phrase within a song.</p> <p>b. Recognize phrases that are the same or different rhythmically.</p> <p>c. Recognize phrases that are the same or different melodically.</p> <p>5. Audience behavior</p> <p>a. Have a discussion with the students about appropriate audience behavior during a performance.</p> <p>b. Demonstrate, then practice with the students appropriate audience behavior.</p> <p>c. Evaluate audience behaviors observed during a performance.</p>
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Music (Third Grade) Quarter 4

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 5 Reading and Notating

5.2.3 Demonstrate an understanding of treble clef pitches by singing intervals using both solfège and letter names or by playing intervals on an instrument.

Standard 3 Improvising

3.3.1 Improvise an answer to a teacher-given eight-beat question using body percussion or nonpitched instruments

3.3.2 Improvise, with a partner, a four- or eight-beat question and answer using body percussion or non-pitched instruments.

3.3.3 Improvise, with a partner, a four- or eight-beat question and answer on pitched instruments (may include recorder).

3.4.1 Improvise a simple four-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.

3.4.2 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.

3.4.3 Improvise a simple eight-beat accompaniment on non-pitched or pitched instruments within teacher-given parameters.

Standard 4 Composing

4.3.1 Create and demonstrate a short introduction and coda for a given melody.

4.3.2 Create and demonstrate a short introduction, interlude, and coda for a given melody.

4.3.3 Create and demonstrate a two- to four-measure interlude for a given melody.

Content:

*****Continue to review and reinforce content from Quarter 1, 2 and 3. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.*****

- Demonstrate, through movement, an understanding of time signature/meter (duple and triple).
- Identify the placement of a time signature/meter on the staff.
- Determine the meter of a given music example by identifying the number of beats in each measure.
- Sing and/or play a simple three-note melody using teacher-given solfège.
- Improvise developmentally and/or grade-appropriate question and answer phrases.
- Improvise a developmentally and/or grade-appropriate simple rhythmic accompaniment or ostinato on a non-pitched instrument.
- Create a short introduction, interlude, and/or coda for a teacher-given music example.

PART TWO - Second 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 1 Singing

Standard 2 Instruments

Standard 3 Improvising

Standard 4 Composing

Standard 5 Reading and Notating

Standard 6 Listening, Analyzing, and Describing

Standard 7 Evaluating

Standard 8 Connections to the other Arts, and other Disciplines

Standard 9 Historical and Cultural Connections

Content:

****Continue to review and reinforce content from Quarter 1, 2, and 3.**

*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

Review and Reinforce:

1. Singing

- ✓ Correct pitch, rhythm, dynamics, tempo and singing technique.
- ✓ Partner Songs (two or three) , rounds/canons
- ✓ Solfege

2. Instruments

- ✓ Correct playing technique.
- ✓ Playing from notation and from a score.
- ✓ Tempo, Dynamics, Phrasing

3. Improvising

- ✓ Improvise eight-beat melody in a pentatonic scale.
- ✓ Improvise using half notes, quarter notes, paired eighth notes, half rests and quarter rests, maintaining a steady tempo.
- ✓ Question and Answer (eight beats).

4. Composing

- ✓ Create and perform a 4 measure melodic composition (question/answer, AB, ABA).
- ✓ Create and perform a 8 measure melody based on a pentatonic scale, major scale, and minor scale.
- ✓ Create and perform a short introduction, interlude, and coda for a given melody.

5. Reading and notating

- ✓ Meter (duple and triple)
- ✓ whole note, dotted half note, half note, quarter note, paired eighth notes, sixteenth note, half rest and quarter rest.
- ✓ Solfege
- ✓ Dynamic markings.

6. Listening, Analyzing and Describing

- ✓ Review extended forms.
- ✓ Review of instrumental music (identify selected instruments by sight and sound).
- ✓ Review musical elements.

7. Evaluating

- ✓ Evaluate performances.
- ✓ Demonstrate proper audience behavior.

		<ul style="list-style-type: none">✓ Evaluate audience behavior. <p>8. Connections to the other arts and other disciplines</p> <ul style="list-style-type: none">✓ Music and the other arts connections (pattern, movement, sequence, dramatization)✓ Music and Language Arts (rhyming words, syllables, expression, phrasing).✓ Music and Mathematics (fractions, measurement, time).✓ Music and Science (the science of sound) and Social Studies (culture and history) <p>9. Historical and Cultural Connections</p> <ul style="list-style-type: none">✓ Sing songs, play singing games, and listen to music from a variety of historic periods.✓ Sing songs, play singing games, and listen to music from a variety of different cultures from around the world, and from different cultures within the United States.✓ Discuss and understand the cultural and historical aspects of a musical selection.
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