# Bloom’s Taxonomy

Remembering Analyzing

Understanding Evaluating

Applying Creating

(3.1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: (A) categorize and explain a variety of musical sounds, including children’s & adult voices; (B) categorize and explain a variety of music sounds, including woodwind, brass, string, percussion & instruments from various cultures (C) use known music symbols and terminology in referring to rhythm; melody; timbre; form; tempo; dynamics, including mp, mf, identify musical sounds present aurally; and (D) identify and label small and large musical forms such as a variety of music forms such as AB, ABA in simple songs and larger works

(3.2) Foundations: music literacy. The student reads, writes and reproduces music notation using a system. Technology and other tools may be used to read, write and reproduce musical examples. The student is expected to: (A) read, write, & reproduce rhythmic patterns using standard notation, including 4 sixteenth notes, whole notes, whole rest, & previously learned note values in 2/4 and ¾ meters as appropriate; (B) read, write and reproduce extended pentatonic patterns using standard staff notation; and (C) identify and interpret new and previously learned music symbols and terms referring to tempo; dynamics.

(3.3) Creative Expression. The student performs a varied repertoire of developmentally appropriate music in informal and formal settings. The student is expected to: (A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm; (B) sing or play a varied repertoire of music such as American folk songs, and folk songs representative of local cultures independently or in groups; (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement; (D) perform simple part work including rhythmic and melodic ostinato, derived from known repertoire; (E) interpret through performance new and previously learned music symbols and terms referring to tempo, dynamics.

(3.4) Creative Expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: (A) create rhythmic phrases through improvisation and composition; (B) create melodic phrases through improvisation and composition; and (C) create simple accompaniments through improvisation and composition.

(3.5) Historical & Cultural Relevance. The student examines music in relation to history and cultures. The student is expected to: (A) perform a varied repertoire of songs, movement and musical games representative of American and local cultures; (B) identify music from diverse genres, styles, periods and cultures; and (C) identify the relationships between music and interdisciplinary concepts.

(3.6) Critical Evaluation & Response. The student listens to, responds to and evaluates music and musical performances. The student is expected to: (A) exhibit audience etiquette during live and recorded performances; (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary; (C) describe specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary; (D) respond verbally and through movement to short musical examples; (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria.

Objectives:

Introduction/Focus:

Procedures:

Review and Closure:

Assessment:

# Grade: 3 Week # \_\_\_\_ Date\_\_/\_\_/\_\_

Materials Needed:

SW Experience, Explore, Imitate, Improvise, Label through:

Singing Playing Instruments Moving Technology

SW Perform, Identify, Read, Notate, Analyze, Listen

As a class Individually In Small Groups