



SOARING HEIGHTS
CHARTER SCHOOL
DEVELOPING CHARACTER • BUILDING COMMUNITY • GROWING LEADERS

Soaring Heights Charter School
3rd Grade-5th Grade
Visual and Performing Arts- Music

Revised August 2024

Creating

Anchor Standard 1: Generating and conceptualizing ideas

Anchor Standard 2: Organizing and developing ideas

Anchor Standard 3: Refining and completing products

Objectives:

- 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical)
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Objectives:

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Responding

Anchor Standard 7: Perceiving and analyzing products

Anchor Standard 8: Applying criteria to evaluate products

Anchor Standard 9: Interpreting intent and meaning

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical)
- 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activities- may include but not limited to:

- Sing age-appropriate songs as a whole class and in small groups.
- Sing with correct posture.
- Rehearse rhythmic drills.
- Harmonize while singing songs with the guidance of the music teacher.
- Identify different genres of music.
- Clap/stomp/jump along to the rhythm of songs at various tempos.
- Memorize lyrics to songs.
- Adjust the singing volume while singing various verses of songs.
- Follow the music teacher's cues to begin and end songs correctly.
- Tune instruments in correct key
- Identify the sound of standard musical instruments.
- Read and notate music.
- Perform songs in front of the class or school as a solo, duet, small group, or whole class.
- Identify how a song writer might have felt when they wrote a particular song.
- Identify various careers in the music industry.
- Perform instruments such as the recorder and ukulele, alone and with others
- Listen to, analyze, and describe music.
- Understand relationships between music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.
- Convey emotional expression while performing

Gifted and Talented

The students will compose music within specified guidelines. Students will write and read their created song using music notes on sheet paper. They will perform by singing or using provided instruments such as the recorder and ukulele, using the correct volume, rhythm, and posture.