
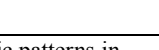
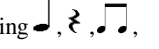
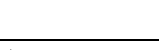


**PINELLAS COUNTY SCHOOLS PERFORMING ARTS**  
**KEY LEARNING GOALS (KLG) AND NEW GENERATION SUNSHINE STATE STANDARD (NGSSS/FS) CORRELATIONS**  
**WITH RECOMMENDED ASSESSMENT CODES**  
Intermediate Music 1: [5013090](#) - **Grade 3 General Music**

	<b>Key Learning Goal</b>	<b>Music NGSSS Correlations</b>	<b>NGSSS/FS Correlations</b>	<b>Recommended Assessment</b>
1	I can identify, visually and aurally, families of instruments. ( <i>i.e., strings, woodwinds, brass, and percussion</i> ).	<a href="#">MU.3.C.1.3</a> : Identify families of orchestral and band instruments	<a href="#">LAFS.3.SL.2.6</a> <a href="#">SC.3.P.8.3</a>	R (SR)
2	I can sing unison songs using proper singing technique and maintaining a tonal center.	<a href="#">MU.3.S.3.1</a> : Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.		P (PT)
3	I can play melodic patterns and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.	<a href="#">MU.3.S.3.2</a> : Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.	[OBJ]	P (BAC)
4	I can read rhythmic/melodic phrases with  ,  , and DRMSLD <sup>1</sup> .	<a href="#">MU.3.S.3.2</a> : Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments. <a href="#">MU.3.S.3.3</a> : Sing simple la-sol-mi-re-do patterns at sight.		R/P (SR)
5	I can match simple aural rhythmic/melodic patterns in duple and triple meter with written patterns.	<a href="#">MU.3.S.3.4</a> : Match simple aural rhythm patterns in duple and triple meter with written patterns.		R (SA)
6	I can improvise rhythms or melodies over ostinati.	<a href="#">MU.3.S.1.1</a> : Improvise rhythms or melodies over ostinati.		C (BAC)
7	I can notate rhythmic/melodic patterns using  ,  , and DRMSL in duple meter.	<a href="#">MU.3.S.3.5</a> : Notate simple rhythmic and melodic patterns using traditional notation.		R (BAC)
8	I can create a 2-4 measure rhythmic ostinato as an alternate accompaniment to a familiar song.	<a href="#">MU.3.S.1.2</a> : Create an alternate ending to a familiar song		C (BAC)
9	I can identify and explain the musical form of a song.	<a href="#">MU.3.O.1.2</a> : Identify and describe the musical form of a familiar song.	<a href="#">DA.3.H.1.1</a> <a href="#">MAFS.K12.MP.7.1</a> <a href="#">PE.3.M.1.10</a>	R (SR)
10	I can describe and compare, using correct music vocabulary, characteristics and elements within music from a variety of cultures. ( <i>e.g. timbre, tempo, dynamics</i> ).	<a href="#">MU.3.H.1.3</a> : Identify timbre(s) in music from a variety of cultures. <a href="#">MU.3.C.1.2</a> : Respond to a musical work in a variety of ways and compare individual interpretations. <a href="#">MU.3.O.3.1</a> : Describe how tempo and dynamics can change the mood or emotion of a piece of music.	<a href="#">SC.3.P.10.1</a>	R (SR)
11	I can create, in collaboration with others, a musical interpretation of a speech piece, poem, or story using voices, sound sources, and movement.	<a href="#">MU.3.F.1.1</a> : Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds. <a href="#">MU.3.F.3.1</a> : Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	<a href="#">VA.3.H.1.3</a>	C (BAC)

These Florida Standards are found throughout every lesson: ; [LAFS.3.SL.1.1](#), [LAFS.3.L.2.3](#), [MAFS.K12.MP.5.1](#); [MAFS.K12.MP.6.1](#) [MAFS.K12.MP.7.1](#) and [PE.3.C.2.2](#)

\* Response Mode Key: P= Performing; R = Responding; C = Creating; BAC = Best Assessed in Class

Item Type Key: SR = Selected Response (multiple choice); SA = Short Answer; ER = Extended Response (Essay); PT = Performance Task