



## GRADE 3 MUSIC FRAMEWORK

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### YEARLY PERFORMANCES

CAISL students learn skills in Music through the preparation for the performances for the school community. The performances are the demonstration of student learning and it is important that each student participates in these performances. Not doing so diminishes their learning as well as their joy of learning and sharing music.

- Winter Showcase- Students work on vocal skills to perform 4-5 songs with Grade 4 students with Winter related themes.
- Spring Show- This performance is related to the Hooked-on-Books title chosen for the year.

### THEMES

- World Music Drumming
- Emerging Percussive Composition
- Winter Showcase Repertoire – students perform 4-5 unison and emerging choral pieces related to Winter and seasonal themes.
- Spring Show Repertoire - Activities may consist of playing Taiko Drums, marimbas, choral singing, and/or movement depending on the author/theme of the year.

### MUSICAL SKILLS AND CONCEPTS

- Mallet techniques including cross-over borduns
- Vocal technique
- Canon/round
- Whole note/rest and sixteenth notes reading and dictation
- La-Sol-Fa-Mi-Re-Do Reading
- Families of Instruments
- Score Reading

## **PERFORMANCE INDICATORS**

### **CREATE**

Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social). DOK 3

Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. DOK 3

Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context. DOK 2

Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. DOK 3

Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. DOK 4 E

Present the final version of personal created music to others and describe connection to expressive intent. DOK 3

### **PERFORM**

Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. DOK 1

Demonstrate understanding of the structure in music selected for performance. DOK 2

When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. DOK 2

Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). DOK 2 E

Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. DOK 2 E

Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. DOK 1

Perform music with expression and technical accuracy. DOK 2 E

Demonstrate performance decorum and audience etiquette appropriate for the context and venue. DOK 1

### **RESPOND**

Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. DOK 1

Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. DOK 1 E

Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. DOK 2

### **CONNECT**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 2 E