

**Third Grade Report Card – Parent Support  
MUSIC**

Indicator	Standard	T1	T2	T3
<p>Students are able to demonstrate transitional music literacy in triple meter.</p>	<p><b>1.1.5.B.1</b> Identify the elements of music in response to aural prompts and printed notational systems. <b>1.3.5.B.1</b> Sing or play music from complex notation, using notational systems in treble and bass clef, mixed meter, and compound meter.</p>	<p>-Students are able to perform, and decode music with quarter notes, eighth notes, dotted quarter notes and triple eighth notes, using rhythm solfege.</p>	<p>-Students are able to perform, decode, and read, music with quarter notes, eighth notes, dotted quarter notes and triple eighth notes, using rhythm solfege. -Students are able to read basic music notation on the staff. -Students are able to understand and explain basic music notation terminology (treble clef, time signatures).</p>	<p>-Students are able to perform, decode, read, write, and create music with quarter notes, eighth notes, dotted quarter notes and triple eighth notes, using rhythm solfege. -Students are able to read basic music notation on the staff. -Students are able to understand and explain basic music notation terminology (treble clef, time signatures).</p>
<p>Students are able to perform on their recorder/instrument</p>	<p><b>1.3.5.A.1</b> Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic. <b>1.3.5.B.3</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p>	<p>-Students will be able to apply appropriate music literacy concepts into context</p>	<p>-Students will be able to apply appropriate music literacy concepts into context -Students are able to execute and explain various performance techniques (articulations)</p>	<p>-Students will be able to apply appropriate music literacy concepts into context -Students are able to perform a variety of songs on their recorders -Students are able to execute and explain various performance techniques</p>

				(articulations) -Students are able to create a composition using their known instrument
Students are able to identify and analyze various musical performances	<p><b>1.4.5.A.1</b> Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p><b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>	-Students are able to objectively analyze their performances using positive critiques	<p>-Students can explain and identify form (repeats, rondo, sonata)</p> <p>-Students are able to objectively analyze their performances using positive critiques</p>	<p>-Students can explain and identify form (repeats, rondo, sonata)</p> <p>-Students are able to create musical composition</p> <p>-Students are able to objectively analyze their performances using positive critiques</p>