General Music
Grade 3

In third grade, students are active, curious, and eager to learn. They need greater independence as they progress in cognitive, social, emotional, and physical development. Students remain primarily concrete learners, acquiring knowledge through multi-sensory and hands-on experiences. The learning environment of the third-grade music classroom is one that reflects the energy and enthusiasm of its students. Students work together as a community of learners in an atmosphere in which their ideas and contributions are valued. This environment promotes self-confidence, and is one in which students are more receptive to suggestions for improvement. Throughout the four Artistic Processes, students will experience the following six concepts of music: rhythm (syncopation, ), melody (octave, low *la*, low *so*), form, timbre, harmony (texture, partner songs, canons), and expression (*pp, mp, mf, ff, allegro, adagio*). These concepts will be experienced through the following skills: performing (singing and playing instruments), reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context.
   Example: Explore instrumental/vocal timbres to create a sound carpet to accompany the story, "The Three Little Pigs."

2. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
   Example: Perform rhythmic accompaniments using pitched instruments or body percussion.

Plan and Make

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

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

Evaluate and Refine

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

Present

6. Present the final version of personally created music to others and describe its expressive intent.

PERFORMING

Select

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

Analyze

8. Demonstrate understanding of the structure in music selected for performance.

Interpret

9. Read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

10. Describe how context can inform a performance.

11. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
    Example: Experiment with dynamics and articulation and discuss how they change the impact of a piece.

Rehearse, Evaluate, and Refine

12. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.
    Example: Assess an ensemble performance using a predetermined rubric.

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

Present

14. Perform music with expression and technical accuracy.

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

RESPONDING

Select

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

Analyze

17. Demonstrate and describe how a response to music can be informed by its structure, the use of the elements of music, and context.

Interpret

18. Demonstrate and describe how expressive qualities are used in performers' interpretations to reflect expressive intent.
    Example: Sing music with expressive qualities and intent.

Evaluate

19. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.
    Example: Write a review of a live musical performance.

CONNECTING

A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.