
Coal City Unit District #1
Third Grade Music
Fine Arts Curriculum

FA.M3:1 Students will create music and artistic ideas.
(ISAS Music 1, 2, 3; Dance 1, 2, 3)

- FA.M3: 1-1 Improvise rhythmic, melodic, harmonic, and accompaniment patterns **(M1)**
- FA.M3: 1-2 Demonstrate and explain favorite musical ideas connected to a specific purpose or context **(M2)**
- FA.M3: 1-3 Use notation and recording technology to document and sequence musical ideas; create a textured composition **(M2)**
- FA.M3: 1-4 Interpret and apply through documentation personal, peer, and teacher feedback in refining musical ideas through notation, voice performance, instrument performance, and dance **(M3, D3)**
- FA.M3: 1-5 Present a final version of personal musical ideas to others and describe connection to expressive intent **(M3)**
- FA.M3: 1-6 Experiment with a variety of self-identified stimuli for movement; explore a movement problem and demonstrate a solution **(D1)**
- FA.M3: 1-7 Create simple choreography to match musical form **(D2)**
- FA.M3: 1-8 Develop a dance phrase that expresses an idea or feeling; discuss the effect **(D2)**

FA.M3:2 Students will perform music and artistic work.
(ISAS Music 4, 5, 6; Dance 4, 5, 6)

- FA.M3: 2-1 Demonstrate and state personal interest in varied musical selections **(M4)**
- FA.M3: 2-2 Demonstrate awareness of musical structure in a variety of music by performing and using the terminology for long/short (notation), high/low (pitch), major/minor (tonality), largo/andante/allegro/presto (tempo), pp/p/mp/mf/f/ff/crescendo/decrescendo (dynamics), AB/ABA/ABACA (form), duple/triple (meter), accompanied/A Capella (voice), instrument families (tone color) **(M4)**
- FA.M3: 2-3 Demonstrate awareness of expressive qualities by using a singing voice, imitating pitch, using instruments correctly, tonality, tempo, dynamics, emotion/mood, using a variety of movements that are the same or a different time orientation to the accompaniment **(M4, D4)**
- FA.M3: 2-4 Analyze music by reading and performing simple rhythmic and melodic patterns using iconic notation, standard notation, and Kodaly syllables. Standard notation expectations by the end of 3rd Grade are quarter note, dotted quarter note, quarter rest, single eighth note, barred eighth notes, eighth rest, half note, dotted half note, half rest, whole note, whole rest, repeat sign, bar line, ending

- bar line, breath mark, tie, slur/staccato, fermata, treble clef, pitches on the staff D, E, F(#), G, A, B, C', D' **(M4)**
- FA.M3: 2-5 Apply teacher feedback and practicing techniques to improve performances **(M5, D5)**
- FA.M3: 2-6 Perform with expression and technical accuracy **(M6, D6)**
- FA.M3: 2-7 Perform appropriately by performing to the audience, acknowledging applause, contributing to what is needed for the performance, identifying roles (conductor, composer, choreographer, speakers, soloists, dancers), understand stage terminology **(M6, D6)**
- FA.M3: 2-8 Demonstrate shapes with positive and negative space; demonstrate a contrast of energy and dynamics by modifying movements **(D4)**
- FA.M3: 2-9 Demonstrate movement awareness of body alignment and core support; move safely in a space with others **(D5)**
- FA.M3:3 Students will respond to music and dance.
(ISAS Music 7, 8, 9; Dance 7, 8, 9)**
- FA.M3:3-1 Explain personal interests and experiences and demonstrate why some music selections are preferred over others through identifying genres, instruments, way(s) voice is used, accompanied/A Capella voicing, concepts/emotions, personal/social **(M7)**
- FA.M3:3-2 Demonstrate how specific music and movement concepts are used by analyzing notation, pitch, tonality, tempo, dynamics, form, meter, voice, dance style/pattern, unison/harmony, tone color, genre, culture **(M7, D7)**
- FA.M3:3-3 Demonstrate awareness of expressive qualities that reflect performers' expressive intent by interpreting tonality, tempo, dynamics, emotion/mood, terminology **(M8, D8)**
- FA.M3:3-4 Apply personal and expressive preferences in the evaluation of music and dance through established criteria **(M9, D9)**
- FA.M3:4 Students will connect music and dance to oneself, cultures, and other subjects.
(ISAS Music 10, 11; Dance 10,11)**
- FA.M3:4-1 Demonstrate how interests, knowledge, and skills relate to personal choices when creating, performing, and responding to music and dance **(M10, D10)**
- FA.M3:4-2 Understand relationships between music and the other arts, other disciplines, varied contexts, and daily life by exploring the science of sound, correctly playing classroom instruments, classifying instruments into families, identifying musical genres, understanding cultural relevance **(M11)**
- FA.M3:4-3 Understand relationships between dance and the other arts, cultures, society, or community and explain what the movements communicate **(D11)**