General Music
3rd Grade

Course Overview:
Third Grade students step into music as creators, performers, and responders. Multi-beat rhythm and reading melodic notation is expanded. Students experiment with various musical organizational forms.

Vocabulary:
Canon, Coda, Crescendo, Crossover bordun, Decrescendo, Dotted half note, High Do, Interlude, Introduction, Low La, Low So, Major, Minor, Phrase, Question/Answer, Rondo, Round, Sixteenth Notes, Whole note, Whole rest.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

- I can read, notate, and create patterns using low so, low la, high do, and fa on a staff.
- I can create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, quarter rests, and half rests, and whole rests.
- I can create a 16-beat measure rhythm with teacher guidance.
- I can use rhythm and pitch to create an introduction, interlude and coda for a piece of music.

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

- I can create an eight-beat rhythmic question or answer with a teacher.
- I can create a four beat pitch pattern using hand signs and solfeggio.
- I can create an eight-beat melody in major and minor.
- I can create a body percussion pattern for music that moves in two or three.
- I can create an S-L-M-R-D pattern when given an assigned eight beat rhythm.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

- I can choose sounds to accompany stories and songs using instruments, my voice, and found sounds.
- I can make and perform a dynamic plan for a song using crescendo and decrescendo.
- I can create a song using the rhythm of a poem on unpitched percussion instruments and barred instruments.
- I can create music that expresses the mood of a story or poem.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

- I can write simple S-L-M-R-D patterns on a treble clef staff.
- I can write a 16-beat rhythm using quarter notes, eighth notes, half notes, sixteenth notes, whole notes and corresponding rests.
- I can create simple forms such as repetition and contrast, AB, ABA, ABC, and Rondo form.

Anchor Standard 3: Refine and complete artistic work.
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

- I can revise my piece to meet the standards given for my creative work by the teacher.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

- I can perform my piece and explain why I made my musical choices after my performance.

PERFORMING
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

- I can identify and perform holiday, patriotic, seasonal, multi-cultural and folk songs.
- I can select instrumental music for a specific purpose based on tempo, tonality (major and minor) and tone color (unpitched families- woods, metals, skins)

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

- I can identify and perform introduction, interlude and coda.
- I can identify and perform in Rondo form.
- I can perform canons/rounds.
- I can label same and different music with alphabet letters, such as A, B, C, etc.
- I can perform music in major and minor.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

- I can sing D'- SLMRD-S, L, patterns when my teacher points to steps on the solfege ladder.
- I can name quarter notes, half notes, dotted half notes, eighth notes, sixteenth notes, whole notes, quarter rests, half rests and whole rests when I see or hear them.
- I can label a melody that moves by step, skip or repeat when I listen to a song or sing a song.
- I can identify steps, skips and repeats when I see them on a treble clef staff.
- I can read rhythms with the correct rhythm syllables.
- I can identify and notate SLMRD on the treble clef staff.
- I can sing SLMRD patterns on the treble clef staff.

MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.

- I can perform holiday, patriotic, seasonal, classical, multi-cultural, and folk songs.

- Develop personal interpretations that consider creators' intent.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.1a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

- I can demonstrate singing with dynamics. (forte and piano; crescendo and decrescendo)
- I can play accents.
- I can play at the appropriate dynamic level with my ensemble.
- I can respond to forte and piano following a conductor
- I can start a piece watching the cue of a conductor.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

- I can give constructive criticism after viewing small group performances in my class.

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

- I can improve various aspects of my class's performance with teacher directions

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.3a Perform music with expression and technical accuracy.

- I can identify the qualities that show that a piece is ready for performance.
- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, and folk songs.

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

- I can listen silently and attentively during musical performances.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

- I can explain why a song is written in major or minor.
- I can explain why a song is selected for a story, holiday, or game.
- I can explain why a song uses *p, mp, mf,* and *f.*

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

- I can describe the mood created by a piece of music and list musical characteristics that create that mood.
- I can recognize and use patterns using low so, low la, high do, and fa on a staff.
- I can recognize and use a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, quarter rests, and half rests, and whole rests.
- I can show where an introduction, interlude and coda occur in a piece of music.
- I can tell about the historical or cultural origins of a song, including Montana American Indian music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

- I can discuss why composers may use rhythms in their music, such as sixteenth notes, eighth notes, quarter notes, half notes, and whole notes.

- I can identify when music uses fermatas, decrescendo, and crescendo.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the content.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I can explain why songs in a performance or in class are my favorite using grade appropriate musical terms.
- I can use grade appropriate musical terms to support my evaluation of music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as major and minor.
- I can explain why I prefer to perform one part over another addressing areas such as pitch, rhythm, or modality.
- I can perform in a style that matches the composer's intent.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts,

other disciplines, varied contexts, and daily life.

- I can create choreography that helps audience understanding of a song when appropriate for the piece.
- I can describe/write interesting facts about songs, such as who, what, where, how, and why.
- I can explain why a song is used for specific purposes.
- I can describe the connection between music I hear or perform and experiences in my life.
- I can recognize differences between styles of music, including Montana American Indian music.