

Music: General Music: Grade 3

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

1. Imagine: Generate musical ideas for various purposes and contexts. CR.1

- a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). CR.1.3.A
- b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. CR.1.3.B

2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. CR.2.3.A
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. CR.2.3.B

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

3. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. CR.3.3

4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4

3. Present the final version of personal created music to others, and describe connection to expressive intent. CR.4.3

Performing – Realizing artistic ideas and work through interpretation and presentation.

1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1

3. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. PR.1.3

2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2

- a. Demonstrate understanding of the structure in music selected for performance. PR.2.3.A
- b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. PR.2.3.B
- c. Describe how context (such as personal and social) can inform a performance. PR.2.3.C

3. Interpret: Develop personal interpretations that consider creators' intent. PR.3

- 3. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). PR.3.3

4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. PR.4

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. PR.4.3.A
- b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. PR.4.3.B

5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. PR.5

- a. Perform music with expression and technical accuracy. PR.5.3.A
- b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue. PR.5.3.B

**Responding –
Understanding and
evaluating how the arts
convey meaning.**

1. Select: Choose music appropriate for a specific purpose or context. RE.1

- 3. Demonstrate and describe how selected music connects to and is RE.1.3

2. Analyze: Analyze how the structure and context of varied musical works inform the response. RE.2

- 3. 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). RE.2.3

3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent. RE.3

- 3. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. RE.3.3

-
- 4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** RE.4
 3. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. RE.4.3