

Music: Grade 3

Adopted 2013

Elementary Music

1. The student describes and analyzes musical sound. The student is expected to: 3.1

- A. categorize and explain a variety of musical sounds, including those of children and adult voices; 3.1.A
- B. categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures; 3.1.B
- C. use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and 3.1.C
- D. identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works. 3.1.D

2. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to: 3.2

- A. read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate; 3.2.A
- B. read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and 3.2.B
- C. identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte. 3.2.C

3. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: 3.3

- A. sing or play classroom instruments with accurate intonation and rhythm independently or in groups; 3.3.A
- B. sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups; 3.3.B
- C. move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together; 3.3.C
- D. perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and 3.3.D
- E. interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte. 3.3.E

4. The student creates and explores new musical ideas within specified guidelines. The student is expected to: 3.4

- A. create rhythmic phrases through improvisation or composition; 3.4.A
- B. create melodic phrases through improvisation or composition; and 3.4.B
- C. create simple accompaniments through improvisation or composition. 3.4.C

5. The student examines music in relation to history and cultures. The student is expected to: 3.5

- A. perform a varied repertoire of songs, movement, and musical games representative of American and local cultures; 3.5.A
- B. identify music from diverse genres, styles, periods, and cultures; and 3.5.B
- C. identify the relationships between music and interdisciplinary concepts. 3.5.C

6. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: 3.6

- A. exhibit audience etiquette during live and recorded performances; 3.6.A
- B. recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary; 3.6.B
- C. identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary; 3.6.C
- D. respond verbally and through movement to short musical examples; and 3.6.D
- E. describe a variety of compositions and formal or informal musical performances using specific music vocabulary. 3.6.E