

## Grade Three

### Performance and Production

- 3.1 The student will sing a repertoire of songs in tune with a clear tone quality.
  - 1. Sing melodies within the range of an octave.
  - 2. Perform in a two-part music ensemble.
  - 3. Accompany singing with rhythm and/or melody instruments.
  - 4. Use music terminology to interpret a music selection.
- 3.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, paired eighth notes, quarter notes, quarter rests, half notes, dotted half notes, and whole notes, using body percussion, melodic percussion instruments, or non-pitched percussion instruments.
- 3.3 The student will notate and perform melodies from the treble staff, using traditional notation.
  - 1. Use voice or melodic instruments.
  - 2. Use a wide range of tempos and dynamics.
  - 3. Recognize that music is divided into measures.
- 3.4 The student will respond to music with movement.
  - 1. Perform line and circle dances.
  - 2. Perform dances and games from various cultures.
  - 3. Dramatize songs, stories, and poems.
  - 4. Perform choreographed and non-choreographed movements.
- 3.5 The student will perform in a two-part ensemble, using pitched and non-pitched instruments.
- 3.6 The student will perform I and V ( $V^7$ ) chords to accompany a two-chord melody, using classroom instruments.
- 3.7 The student will create music through a variety of experiences.
  - 1. Create accompaniments and ostinatos for songs and chants.
  - 2. Create movement to illustrate meter and form.
  - 3. Create lyrics to familiar melodies.
  - 4. Create new verses to songs.

### Cultural Context and Music Theory

- 3.8 The student will identify and perform sets of beats that are grouped in twos and threes, using descriptive terminology to identify which beats are strong and which beats are weak.
- 3.9 The student will identify ABC form.
- 3.10 The student will recognize music symbols within a musical score and use music terminology to explain their functions.

- 3.11 The student will explore the music of world cultures through song, dance, and movement.
1. Study folk tales and musical settings of folk tales.
  2. Listen to examples of instruments not traditionally found in bands or orchestras.
  3. Interpret music through movement.
  4. Perform traditional dances.
- 3.12 The student will identify the four orchestral families (woodwind, string, brass, percussion), using sight and sound.
- 3.13 The student will demonstrate the melodic shape (contour) of a musical phrase, using music terminology to describe how pitches may move upward, downward, or stay the same.

### **Judgment and Criticism**

- 3.14 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
  2. Contribute to a group effort of listening to music.
  3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

### **Aesthetics**

- 3.15 The student will describe the relationships between music and other disciplines.