



## Third Grade General Music

Music is an essential and enriching part of our lives. Performing, creating, and responding to music can connect communities and foster personal growth and meaning. As Third graders engage in music instruction they will:

- Introduce harmony through ostinato and canon singing
- Respond to a variety of music through movement
- Explore a variety of instrumental arrangements
- Read, write, perform, and create music using simple rhythmic and melodic notation
- Refine technique for playing barred instruments
- Demonstrate appropriate audience and performance etiquette

<u>Reporting Topic</u>	<u>Grade Level Standard</u>	<u>Competency Statement</u>
<b>Performance Decorum</b>	<ul style="list-style-type: none"> <li>• Perform music with expression and technical accuracy. <b>MU:Pr6.1.3a</b></li> <li>• Demonstrate performance decorum and audience etiquette appropriate for the context and venue. <b>MU:Pr6.1.3b</b></li> </ul>	Demonstrate appropriate performance decorum and audience etiquette.
<b>Musical Composition</b>	<ul style="list-style-type: none"> <li>• Improvise (for self and/or others) rhythmic and melodic ideas, and describe the connection to specific purpose and context (such as personal and social). <b>MU:Cr1.1.3a</b></li> <li>• Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. <b>MU:Cr1.1.3b</b></li> <li>•</li> </ul>	Generate musical ideas (such as rhythms and melodies) within a given criteria.
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the structure in music selected for performance. <b>MU:Pr4.2.3a</b></li> <li>• Read and perform <b>rhythmic</b> patterns using iconic and/or standard notation. <b>MU:Pr4.2.3b</b></li> <li>• Describe how context (such as personal and social) can inform a performance. <b>MU:Pr4.2.3c</b></li> </ul>	Read and perform rhythmic patterns using notation.
<b>Melody</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the structure in music selected for performance. <b>MU:Pr4.2.3a</b></li> <li>• Read and perform <b>melodic</b> patterns using iconic and/or standard notation. <b>MU:Pr4.2.3b</b></li> <li>• Describe how context (such as personal and social) can inform a performance. <b>MU:Pr4.2.3c</b></li> </ul>	Read and perform melodic patterns using notation.
<b>Standards being introduced and developed in Third Grade</b>		
	<ul style="list-style-type: none"> <li>• Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of group performances (formal or informal). <b>MU:Pr5.1.3a</b></li> <li>• Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. <b>MU:Pr5.1.3b</b></li> </ul>	Students will collaboratively reflect on a performance and generate feedback to improve.
	<ul style="list-style-type: none"> <li>• Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). <b>MU:Pr4.3.3</b></li> <li>• Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. <b>MU:Re8.1.3</b></li> </ul>	Students will perform and communicate crescendo, decrescendo, mezzo piano, mezzo forte, and fermata.
	<ul style="list-style-type: none"> <li>• Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe the connection to a specific purpose and context. <b>MU:Cr2.1.3a</b></li> <li>• Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. <b>MU:Cr2.1.3b</b></li> <li>• Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. <b>MU:Cr3.1.3</b></li> <li>• Present the final version of personal created music to others, and describe connection to expressive intent. <b>MU:Cr3.2.3</b></li> </ul>	Students will create and perform musical ideas using notation.