

General Music: 3rd Grade

Standard 1.0 Singing

Students will sing, alone and with others, a varied repertoire of music.

Learning Expectations

The student will

- 1.1 Develop skill in singing melodies expressively.
- 1.2 Develop skill for singing in harmony.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Sing a song on pitch with others demonstrating proper vocal technique.
- Sing a simple ostinato.

Level 2

- Accurately sing in major and minor tonalities using proper vocal technique.
- Sing partner songs with others.

Level 3

- Accurately sing alone songs in major and minor tonalities demonstrating proper vocal technique.
- Sing two part rounds.

Sample Performance Task

The teacher will sing a familiar folk song in a major key while students listen. The students will join the teacher in singing the song. The students will then accurately sing the song using correct posture and breath control. The teacher will assess by observation.

Integration/Linkages

Literature, Social Studies

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Learning Expectations

The student will

- 2.1 Play simple rhythmic patterns alone and with others.
- 2.2 Play simple melodic patterns alone and with others.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Play simple rhythmic patterns with others.
- Play simple melodic patterns with others.

Level 2

- Play simple rhythmic patterns alone.
- Play simple melodic patterns alone.

Level 3

- Play rhythmic patterns with an ensemble.
- Play melodic instruments to provide two-chord accompaniment.

Sample Performance Task

The class will read iconic rhythm patterns shown on flashcards, and play them on percussion instruments. The teacher will then divide the class into small groups. Each group will play a two-measure rhythm pattern as selected by the teacher. The teacher will then select students at random to play various rhythm patterns. The students will assess the accuracy of the performance while listening and observing.

Integration/Linkages

Reading, Physical Education

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Learning Expectations

The student will

- 3.1 Improvise a melody using a pentatonic scale.
- 3.2 Improvise a variation on a familiar melody.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Identify pitches associated with a pentatonic scale.
- Examine characteristics of a melodic variation.

Level 2

- Experiment with pitches in a pentatonic scale.
- Improvise a simple variation of a familiar pentatonic folk song.

Level 3

- Create a 16-beat melody using a pentatonic scale.
- Improvise two or more variations of a familiar song.

Sample Performance Task

The students will improvise on the melody of a familiar song (e.g., "Take Me Out to the Ballgame"). Each student will be encouraged to sing alone or in small groups a variation of the melody (e.g., style, articulation, or rhythm). The students will then perform their variations before the class. The students will listen to determine how each group varied the melody.

Integration/Linkages

Reading, Social Studies, Critical Thinking Skills

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Learning Expectations

The student will

- 4.1 Compose simple instrumental introductions.
- 4.2 Compose a simple instrumental coda.

Performance Indicator: Evidence Standard Is Met

The student will be able to

Level 1

- Create an introduction to a song.
- Create a coda to a song.

Level 2

- Compose a two-measure introduction to a selected song.
- Compose a two-measure coda to a selected song.

Level 3

- Compose a four-measure introduction to a selected song.
- Compose a four-measure coda to a selected song.

Sample Performance Task

Each student will compose a two-measure unpitched introduction to the song “Yankee Doodle.” The student will perform the introduction on rhythm instruments. The class will assess whether the introduction lasts for two measures by counting the beats per measure.

Integration/Linkages

History, Critical Thinking Skills, Mathematics

Standard 5.0 Reading and Notating

Students will read and notate music.

Learning Expectations

The student will

- 5.1 Recognize symbols which represent rhythm and melody.
- 5.2 Use symbols to notate simple rhythmic and melodic patterns.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Read iconic representation for eighth, quarter, half, and whole notes.
- Write iconic representation for eighth, quarter, half, and whole notes.

Level 2

- Read traditional notation for eighth, quarter, half, and whole notes.
- Write traditional notation for eighth, quarter, half, and whole notes.

Level 3

- Read traditional notation for simple melodies.
- Write traditional notation for a simple melody.

Sample Performance Task

The student will choose a familiar nursery rhyme. Each student will then write out the simple rhythmic notation of the lyrics. Each student will display their notation and the remaining students will assess the accuracy of the rhythmic notation. The teacher will make the final assessment after any corrections.

Integration/Linkages

Reading, Writing

Standard 6.0 Listening and Analyzing

Students will listen to, analyze and describe music.

Learning Expectations

The student will

- 6.1 Recognize, aurally, same and different sections.
- 6.2 Describe the characteristics of a musical selection using appropriate vocabulary.
- 6.3 Recognize, aurally, introductions in vocal and instrumental music.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Recognize, aurally, same and different in unfamiliar music.
- Identify tempo, dynamics, and mood of a selected work.
- Recognize, aurally, introductions in vocal music.

Level 2

- Recognize, aurally, two-and three- part form.

- Classify instruments by families.
- Identify introductions in instrumental music.

Level 3

- Recognize, aurally, same and different sections in a larger musical form.
- Identify solo instruments.
- Analyze and compare various types of introductions in vocal and instrumental music.

Sample Performance Task

The students will listen to the “Sabre Dance” from Gayane by Khachaturian. The students will then be asked to show different movements for the different sections. The students will also describe the form by using words and letters (e.g., Introduction, AB, ABA, Coda). The assessment will be based on the appropriateness of the movement and description.

Integration/Linkages

Dance, Social Studies, Language Arts

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Learning Expectations.

The student will

- 7.1 Devise criteria for evaluating music.
- 7.2 Devise criteria for evaluating music performances.

Performances Indicators: Evidence Standard Is Met

The student is able to

Level 1

- Explore criteria used by others to evaluate music.
- Explore criteria used by others to evaluate music performances.

Level 2

- Develop criteria to evaluate music.
- Develop criteria to evaluate music performances.

Level 3

- Apply specified criteria to evaluate selected compositions.
- Apply specified criteria to evaluate selected music performances.

Sample Performance Task

The students, with teacher guidance, will determine criteria for assessing a live music performance. The students will use the criteria to assess a selected performance. The teacher will guide the discussion regarding the application of the criteria. The students will then assess the validity of the criteria.

Integration/Linkages

Science, Reading, Critical Thinking Skills

Standard 8.0 Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Learning Expectations

The student will

- 8.1 Compare characteristics of two or more art forms.
- 8.2 Examine ways in which the principles of other disciplines interrelate with those of music.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- List the characteristics of two different art forms.
- Explore ways that music is connected to one other discipline.

Level 2

- Determine characteristics common to three different art forms.
- Explore ways that music is connected to two other disciplines.

Level 3

- Compare the characteristics of different art forms.
- Explore ways that music is connected to three other disciplines.

Sample Performance Task

The teacher will read the story *Follow the Drinking Gourd*. The teacher will then lead the students in a discussion of the historical context in which the song originated. Students will then listen to the song “Follow the Drinking Gourd”. The teacher will assess the students’ understanding of the correlation to the other disciplines via a group discussion.

Integration/Linkages

Science, Literature, History

Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Learning Expectations

The student will

- 9.1 Identify and discuss music in relation to history.
- 9.2 Identify and discuss music in relation to various cultures.

Performance Indicators: Evidence Standard Is Met

The student is able to

Level 1

- List music associated with events in history.
- Identify characteristics of music from a given culture.

Level 2

- Discuss music associated with events in history.
- Discuss the use of music in a given culture.

Level 3

- Describe the characteristics of music in relation to various historic events.
- Discuss the characteristics and use of music in two or more cultures.

Sample Performance Task

The students will review the historical background of “Follow the Drinking Gourd” and sing the song. The teacher will lead a discussion of ways in which African-American slaves used codes in their songs. The teacher will introduce other code songs such as “Steal Away,” “Free at

Last,” and “Let Us Break Bread Together.” The students will discuss what codes are found in other songs. The teacher will assess student understanding of the historical connections through monitoring the discussion.

Integration/Linkages

History, Literature