

# Music

## GRADE THREE

### STANDARD 1

*The student acquires knowledge of the elements necessary to create, perform and respond effectively to music.*

To meet this standard, the student will:

**Benchmark 3.1.1: Read and notate music.**

**Indicator:**

- 3.1.1.1 Recognize that sounds and silences of different durations may be represented by symbols.

**Benchmark 3.1.2: Listen to, analyze, and describe music.**

**Indicators:**

- 3.1.2.1 Identify the instruments within the percussion family of orchestral instruments (e.g., drums, wood blocks, piano).
- 3.1.2.2 Describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., "I like this music because it is fast and it makes me want to dance").
- 3.1.2.3 Identify the feelings that are evoked by a particular piece of music (e.g., Peter and the Wolf by Sergei Prokofiev).
- 3.1.2.4 Identify the tempo of various pieces of music.
- 3.1.2.5 Identify melodic contour (or shape) in familiar pieces of music.
- 3.1.2.6 Identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force).
- 3.1.2.7 Identify examples of beat in their environment and in music (e.g., ticking of clocks, steady pulse in rhymes or songs).
- 3.1.2.8 Demonstrate understanding of the difference between the terms beat and rhythm (e.g., indicate the beat in a piece of music while others perform the rhythmic patterns).

**Benchmark 3.1.3: Evaluate music and music performances.**

**Indicators:**

- 3.1.3.1 Explain, using appropriate musical terminology, their preference for specific songs or pieces of music.
- 3.1.3.2 Identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).

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## GRADE THREE

### STANDARD 2

*The student uses music knowledge and skills to produce creative works.*

To meet this standard, the student will:

**Benchmark 3.2.1: Sing alone and with others, a varied repertoire of music.**

**Indicators:**

- 3.2.1.1 Use their voices expressively as they speak, chant, and sing.
- 3.2.1.2 Sing expressively, showing an understanding of the text.
- 3.2.1.3 Sing expressively, showing awareness that changes in volume can help to convey the meaning of the text.
- 3.2.1.4 Sing expressively, showing awareness that changes in speed can help to convey the meaning of the text.
- 3.2.1.5 Sing a variety of simple songs in various keys alone and with a group, becoming increasingly accurate in pitch.
- 3.2.1.6 Reproduce specific pitches in call-and response activities (e.g., singing games).
- 3.2.1.7 Sing a variety of simple songs in various meters alone and with a group, becoming increasingly accurate in rhythm.

**Benchmark 3.2.2: Perform on instruments alone and with others, a varied repertoire of music.**

**Indicators:**

- 3.2.2.1 Perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use instruments, or "found" materials.
- 3.2.2.2 Play simple melodies and accompaniments on instruments.
- 3.2.2.3 Play alone and with others a variety of simple songs in various keys becoming increasingly accurate in pitch.
- 3.2.2.4 Play alone and with others a variety of simple songs in various meters becoming increasingly accurate in rhythm.

**Benchmark 3.2.3: Improvise melodies, variations, and accompaniments.**

**Indicators:**

- 3.2.3.1 Accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or "found" instruments.
- 3.2.3.2 Create sound effects to songs, poems, and chants, using the voice, instruments, or "found" materials.
- 3.2.3.3 Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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**Benchmark 3.2.4: Compose and arrange music within specified guidelines.**

**Indicators:**

- 3.2.4.1 Create musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or "found" materials.
- 3.2.4.2 Create rhythmic and melodic patterns (e.g., ostinati), using a variety of sounds (e.g., vocal and instrumental sounds).
- 3.2.4.3 Create melodic contour "maps" that indicate the direction of pitches (higher, lower) in familiar songs (e.g., "Twinkle, Twinkle Little Star").
- 3.2.4.4 Substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody.
- 3.2.4.5 Create simple patterned movement to familiar music, using their knowledge of beat and rhythm.
- 3.2.4.6 Create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or "found" instruments.

# Music

## GRADE THREE

### STANDARD 3

*The student uses critical thinking to relate music to life outside of music class.*

To meet this standard, the student will:

**Benchmark 3.3.1:** Understand relationships between music, the other arts, and disciplines outside of the arts.

**Indicators:**

- 3.3.1.1 Demonstrate an awareness of music as a part of daily life.
- 3.3.1.2 Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., storytelling, software program for drawing, creative movement).
- 3.3.1.3 Recognize that mood can be created through music (e.g., in a work such as Carnival of the Animals by Saint-Saëns).

**Benchmark 3.3.2:** Understand music in relation to history and culture.

**Indicators:**

- 3.3.2.1 Identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations).
- 3.3.2.2 Express their response to music from a variety of cultures and historical periods (e.g., "Chants Berbères" by Taos Amrouche).

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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