Arizona Arts

# General Music: Grade 3

Adopted 2015

## Creating

1. **Generate and conceptualize artistic ideas and work**
   a. Improvise rhythmic and melodic ideas (e.g. beat, meter, and rhythm).
   b. Generate musical ideas (e.g. rhythms and melodies) within specified tonality and/or meter.

2. **Organize and develop artistic ideas and work**
   a. Demonstrate selected musical ideas for a simple improvisation or composition.
   b. Use notation to document personal or collective rhythmic and melodic musical ideas (e.g. sequencing).

3. **Refine and complete artistic work**
   a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.
   b. Present the final version of personally or collectively created music to others and explain their creative process.

## Performing

4. **Select, Analyze and Interpret artistic work for performance**
   a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
   b. Demonstrate understanding of the form in music selected for performance.
   c. Read and perform rhythmic patterns and melodic phrases using notation.
   d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).

5. **Develop and refine artistic techniques and work for presentation**
   a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate performance.
   b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.

6. **Convey meaning through the presentation of artistic work**
   a. Perform music with appropriate expression and technique (e.g. mallet placement).

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b. Demonstrate performance and audience decorum appropriate for the occasion.

**Responding**

7. **Perceive and analyze artistic work**
   a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.
   b. Demonstrate and explain how musical concepts and contexts affect responses to music (e.g. personal and social).

8. **Interpret intent and meaning in artistic work**
   a. Demonstrate knowledge of expressive attributes and how they support creators'/performers' expressive intent.

9. **Apply criteria to evaluate artistic work**
   a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.

**Connecting**

10. **Synthesize and relate knowledge and personal experiences to make art.**
    a. Identify pieces of music that are important to one's family
    b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).

11. **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**
    a. Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
    b. Describe how context (e.g. social, cultural, and historical) can inform a performance.