

Music: General Music: Grade 3

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

1. Imagine: Generate musical ideas for various purposes and contexts. CR.1

- a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). CR.1.3.A
- b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. CR.1.3.B

2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2

- a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. CR.2.3.A
- b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. CR.2.3.B

3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3

- 3. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. CR.3.3

4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4

- 3. Present the final version of personal created music to others, and describe connection to expressive intent. CR.4.3

Performing – Realizing artistic ideas and work through interpretation and presentation.

1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1

- 3. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. PR.1.3

2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2

- a. Demonstrate understanding of the structure in music selected for performance. PR.2.3.A
- b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. PR.2.3.B

- c. Describe how context (such as personal and social) can inform a performance. [PR.2.3.C](#)

3. Interpret: Develop personal interpretations that consider creators' intent. [PR.3](#)

- 3. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). [PR.3.3](#)

4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. [PR.4](#)

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. [PR.4.3.A](#)
- b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. [PR.4.3.B](#)

5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. [PR.5](#)

- a. Perform music with expression and technical accuracy. [PR.5.3.A](#)
- b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue. [PR.5.3.B](#)

**Responding –
Understanding and
evaluating how the arts
convey meaning.**

1. Select: Choose music appropriate for a specific purpose or context. [RE.1](#)

- 3. Demonstrate and describe how selected music connects to and is [RE.1.3](#)

2. Analyze: Analyze how the structure and context of varied musical works inform the response. [RE.2](#)

- 3. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). [RE.2.3](#)

3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent. [RE.3](#)

- 3. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. [RE.3.3](#)

4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. [RE.4](#)

- 3. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. [RE.4.3](#)