

Music: Grade 3

Listen to, apply criteria, and interpret the artist's intended meaning. **A1**

a Discuss, compare, and contrast diverse music experiences. **B.3.A1.A**

Interpret and express music through movement. **A2**

a Compare and contrast the elements of music through movement. **B.3.A2.A**

Connect with a variety of musical experiences through relationships between music and personal understandings. **B1**

a Explore how personal interests and skills relate to choices when experiencing music. **B.3.B1.A**

Connect with a variety of musical experiences through the relations between music, the other arts, and other disciplines. **B2**

a With guidance, discuss relationships between music and another art or discipline outside the arts. **B.3.B2.A**

Connect with a variety of musical experiences through the relationships between music, history, and culture. **B3**

a Explore and discuss characteristics of music from a variety of societal, cultural, and historical contexts. **B.3.B3.A**

Perform a rich and diverse repertoire of music. **C1**

a Sing in head voice with increasing pitch accuracy using proper posture. **B.3.C1.A**

b Perform songs on a variety of classroom instruments with appropriate technique, and in various tonalities and meters. **B.3.C1.B**

c Explore and perform music in basic forms with increasing technical accuracy at a consistent tempo. **B.3.C1.C**

Apply criteria and feedback to rehearse

a Demonstrate short songs alone or with others, in forma and/or informal settings. With guidance, reflect on performances and apply feedback. **B.3.C2.A**

and re-create musical experiences. **C2**

Audiate and communicate musical ideas. **D1**

a Demonstrate the ability to audiate with increasing accuracy by recreating familiar musical ideas alone. **B.3.D1.A**

Read and communicate musical ideas using terms and symbols. **D2**

a With guidance, echo and decode, with increasing accuracy, a variety of tonal and rhythmic patterns and songs performed instrumentally and/or vocally. **B.3.D2.A**

b Discuss and describe expressive qualities of music using applicable descriptors. **B.3.D2.B**

Generate and conceptualize musical ideas. **E1**

a Improvise/create melodic and rhythmic phrases to express a musical idea. **B.3.E1.A**

Organize and develop musical ideas to achieve a creative goal. **E2**

a With guidance, plan and create rhythmic and melodic patterns through multiple pathways. **B.3.E2.A**

Refine and complete music work. **E3**

a With guidance, identify ways to use feedback toward musical ideas. **B.3.E3.A**

Identify positive inter- and intra-personal skills that impact the quality of a musician's art and participation in the arts. **F1**

a Demonstrate active participation and communication skills in group music making (e.g., basic problem solving, compromise, inclusion, personal responsibility, etc.) **B.3.F1.A**

Make technical and expressive adjustments to meet the goals of the performing group. **F2**

a With guidance apply simple visual and auditory cues from others. **B.3.F2.A**