Massachusetts Arts

Music: Grades 3-4

Creating

1 Generate and conceptualize artistic ideas and work.

01). Sing or play original musical ideas that explore more complex rhythmic and melodic concepts (including, syncopation, three-four time signature, and minor keys). (3-4.M.CR.01)

2 Organize and develop artistic ideas and work.

02). Organize original musical ideas with clear beginnings, middles, and endings; using simple binary or ternary forms. (3-4.M.CR.02)

3 Refine and complete artistic work.

03) . Respond to a musical challenge and hypothesize possible solutions. (3-4.M.CR.03)

Performing

4 Select, analyze, and interpret artistic work for presentation.

04). Individually read moderately complicated rhythms and melodies (e.g., melodies with alternating eighth notes, quarter notes, and half notes, pentatonic and diatonic tonalities) in standard notation in treble clef. (3-4.M.P.04)

M Math Connection: Students learn fractions in music through examining beats per measure, sounds per beat, number of measures per phrase, quarter, eighth, 16th, half, whole notes and rests, etc. (MATH.3.NF.A.01)

5 Develop and refine artistic techniques and work for presentation.

05). Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)

6 Convey meaning through the presentation of artistic work.

06). Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)

Responding

7 Perceive and analyze artistic work.

07). Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)

8 Interpret intent and meaning in artistic work.

8). Explain the relationship between culture, venue, and audience behavior (e.g., street performance, symphony). (3-4.M.R.08)

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9 Apply criteria to evaluate artistic work.

09). Identify how the elements of music (e.g., tempo, dynamics, rhythm, melody, harmony) can be used to support the artist's purpose. (3-4.M.R.09)

Connecting

10 Synthesize and relate knowledge and personal experiences to make art.

10) . Distinguish one’s own preferences in music from those of others (e.g., friends or family). (3-4.M.CO.10)

ELA ELA Connection: Distinguish their point of view from the author's. (ELA.RL.3.06) (ELA.RL.3.06)

11 Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.

11). Describe ways music is different from other forms of everyday sounds. (i.e. what is the role of artistic intent). (3-4.M.CO.11)

HSS HSS Connection: Students learn about the distinct sounds made by Wampanoag musical instruments, such as the water drum, gourd, rattle. (HSS.3.T2.03)