

# Grade 3

**CONNECT** Explore and relate artistic ideas and works to past, present, and future societies and cultures. **CN**

**1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.** **3.CN.1**

- 1 Describe music found in the local community or region. **3.CN.1.1**
  - 2 Compare elements of music with elements of other disciplines. **3.CN.1.2**
  - 3 Describe personal emotions evoked by a variety of music. **3.CN.1.3**
- 

**2 Explore advancements in the field of music.** **3.CN.2**

- 1 Identify music careers in the local community. **3.CN.2.1**
  - 2 Describe how music has changed over time with the introduction of new technology. **3.CN.2.2**
- 

**CREATE:** Create and adapt new artistic ideas and work individually or collaboratively. **CR**

**1 Create original musical ideas and works, independently and collaboratively.** **3.CR.1**

- 1 Improvise stylistically appropriate responses to given rhythmic or melodic phrases. **3.CR.1.1**
  - 2 Notate 4-8 measures of original rhythmic ideas and melodic ideas using iconic or standard notation that incorporate grade-level appropriate rhythms and pitches. **3.CR.1.2**
- 

**2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.** **3.CR.2**

- 1 Arrange an existing piece by changing one or more musical elements. **3.CR.2.1**
  - 2 Identify music that can be used by everyone fairly. **3.CR.2.2**
- 

**PRESENT:** Present, perform, produce, and develop artistic ideas and works. **PR**

**1 Perform music from a variety of styles, cultures, and genres.** **3.PR.1**

- 1 Improve compositions and musical skills by applying formal or informal feedback. **3.PR.1.1**
- 2 Read iconic or standard notation to sing or play music using any pentatonic scale, and whole note, dotted half note, whole rest, and beamed sixteenth note rhythms in 2/4, 3/4, and 4/4 meters. **3.PR.1.2**
- 3 Sing or play partner songs. **3.PR.1.3**
- 4 Demonstrate the meaning of symbols and terminology for a variety of tempos, articulations, forms, and dynamics when performing music. **3.PR.1.4**

---

**2 Develop musical presentations.** 3.PR.2

- 1 Compare, with guidance, music to perform and the production elements needed to support a performance. 3.PR.2.1
  - 2 Identify how audience and performer etiquette changes based on the context. 3.PR.2.2
- 

**RESPOND: Analyze and evaluate how the arts communicate.** RE

**1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.** 3.RE.1

- 1 Identify symbols and terminology for a variety of tempos, articulations, forms, and dynamics in aural and written musical works. 3.RE.1.1
  - 2 Infer meaning from musical works using musical vocabulary. 3.RE.1.2
  - 3 Identify a variety of instruments and voices by sound, including folk and orchestral instruments. 3.RE.1.3
- 

**2 Evaluate musical works using content-specific vocabulary.** 3.RE.2

- 1 Contrast individual preferences for particular works or genres of music with preferences of peers. 3.RE.2.1
- 2 Apply specific criteria to construct respectful feedback about music and composition. 3.RE.2.2