

Fine Arts: Music (3rd Grade)

Creating (CR) CR

1 Generate musical ideas through reading, notating, and/or interpreting music.

M.CR.1

- 1 Explore the elements of music, including: A. Beat/Meter (meter in 2/4, 3/4, and 4/4) B. Pitch (high/middle/low) C. Tempo (largo, andante, allegro, and presto) D. Dynamics (mezzo forte/mezzo piano) E. Melody (steps/skips/leaps and melodic contour) F. Harmony (rhythmic and melodic ostinati, canons/rounds, major/minor, and partner songs) G. Form (rondo and D.C. al fine) H. Tone Color (classroom percussion instruments, identify instrument families of the orchestra, as well as some individual instruments, and timbre of solo versus an ensemble) **3.M.CR.1.1**
 - A Beat/Meter (meter in 2/4, 3/4, and 4/4) **3.M.CR.1.1A**
 - B Pitch (high/middle/low) **3.M.CR.1.1B**
 - C Tempo (largo, andante, allegro, and presto) **3.M.CR.1.1C**
 - D Dynamics (mezzo forte/mezzo piano) **3.M.CR.1.1D**
 - E Melody (steps/skips/leaps and melodic contour) **3.M.CR.1.1E**
 - F Harmony (rhythmic and melodic ostinati, canons/rounds, major/minor, and partner songs) **3.M.CR.1.1F**
 - G Form (rondo and D.C. al fine) **3.M.CR.1.1G**
 - H Tone Color (classroom percussion instruments, identify instrument families of the orchestra, as well as some individual instruments, and timbre of solo versus an ensemble) **3.M.CR.1.1H**
 - 2 Improvise melodic and rhythmic answers with or without a system syllables, numbers, or basic notation using voice, classroom instruments, or technology to demonstrate basic notation. **3.M.CR.1.2**
 - 3 Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples. **3.M.CR.1.3**
 - 4 Identify a system of syllables, numbers, or letters to demonstrate basic notation on a staff: Rhythmic (dotted half note, whole note, and whole rest) Melodic (Pentatonic Scale) **3.M.CR.1.4**
-

Performing (PR) PR

1 Present or demonstrate an existing work, formally or informally, with appropriate expressive and technical skills. M.PR.1

- 1 Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds). 3.M.PR.1.1
 - 2 Match pitches, sing in tune (C, D, F, or G- pentatone), and use appropriate tone and expression. 3.M.PR.1.2
 - 3 Perform simple ostinati using instruments or body percussion to accompany songs and rhythm activities. 3.M.PR.1.3
 - 4 Perform simple patterns with voice or on pitched or unpitched traditional or non-traditional instruments. 3.M.PR.1.4
 - 5 Sing two-part rounds, partner songs, and ostinatos. 3.M.PR.1.5
 - 6 Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range. 3.M.PR.1.6
-

Responding (RE) RE

1 Respond to music while demonstrating respect for others' music preferences and music performances. M.RE.1

- 1 Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments. 3.M.RE.1.1
 - 2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed. 3.M.RE.1.2
 - 3 Respond to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. 3.M.RE.1.3
 - 4 Recognize basic elements of familiar and unfamiliar songs. 3.M.RE.1.4
 - 5 Compare students' likes and dislikes of music of different styles, while using appropriate terms to explain opinions. 3.M.RE.1.5
-

Connecting (CN) CN

1 Recognize the development of music from a social, cultural, and historical context. M.CN.1

- 1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures. 3.M.CN.1.1
- 2 Recognize American music, including work songs, holiday songs, and patriotic music. 3.M.CN.1.2
- 3 Identify music and instruments from different cultures. 3.M.CN.1.3