

Music: Third Grade

Creating (CR)

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

- 1 Identify the elements of music, including: 3.M.CR.1.1
 - A Beat/Meter (meter in 2/4, 3/4, and 4/4) 3.M.CR.1.1.A
 - B Pitch (high/middle/low) 3.M.CR.1.1.B
 - C Tempo (andante, presto, accelerando, and ritardando) 3.M.CR.1.1.C
 - D Dynamics (mezzo forte/mezzo piano) 3.M.CR.1.1.D
 - E Melody (steps/skips/leaps and melodic contour) 3.M.CR.1.1.E
 - F Harmony (rhythmic and melodic ostinati, canons/rounds, major/minor, and partner songs) 3.M.CR.1.1.F
 - G Form (rondo and D.C. al fine) 3.M.CR.1.1.G
 - 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.H
- 2 Improvise melodic and rhythmic answers with or without a system of 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 Use an identified system of syllables, numbers, or letters to demonstrate basic notation on a staff: 3.M.CR.1.4
 - A Rhythmic (dotted half note, whole note, and whole rest) 3.M.CR.1.4.A
 - B Melodic (Pentatonic Scale) 3.M.CR.1.4.B

Performing (PR)

1 Present or demonstrate an existing musical 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 or play an instrument in an appropriate range with acceptable tone quality. **3.M.PR.1.6**
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Responding (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 with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs. **3.M.RE.1.3**
 - 4 Compare students' likes and dislikes of music of different styles while using appropriate terms to explain opinions. **3.M.RE.1.4**
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Connecting (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**