Texas Fine Arts

Music: Grade 3

Adopted 2013

Elementary Music

1. **The student describes and analyzes musical sound. The student is expected to:** 3.1
   - A. categorize and explain a variety of musical sounds, including those of children and adult voices; 3.1.A
   - B. categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures; 3.1.B
   - C. use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and 3.1.C
   - D. identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works. 3.1.D

2. **The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:** 3.2
   - A. read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate; 3.2.A
   - B. read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and 3.2.B
   - C. identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte. 3.2.C

3. **The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:** 3.3
   - A. sing or play classroom instruments with accurate intonation and rhythm independently or in groups; 3.3.A
   - B. sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups; 3.3.B
   - C. move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together; 3.3.C
   - D. perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and 3.3.D

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E. interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte. 3.3.E

4. **The student creates and explores new musical ideas within specified guidelines. The student is expected to:** 3.4

   A. create rhythmic phrases through improvisation or composition; 3.4.A

   B. create melodic phrases through improvisation or composition; and 3.4.B

   C. create simple accompaniments through improvisation or composition. 3.4.C

5. **The student examines music in relation to history and cultures. The student is expected to:** 3.5

   A. perform a varied repertoire of songs, movement, and musical games representative of American and local cultures; 3.5.A

   B. identify music from diverse genres, styles, periods, and cultures; and 3.5.B

   C. identify the relationships between music and interdisciplinary concepts. 3.5.C

6. **The student listens to, responds to, and evaluates music and musical performances. The student is expected to:** 3.6

   A. exhibit audience etiquette during live and recorded performances; 3.6.A

   B. recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary; 3.6.B

   C. identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary; 3.6.C

   D. respond verbally and through movement to short musical examples; and 3.6.D

   E. describe a variety of compositions and formal or informal musical performances using specific music vocabulary. 3.6.E