Virginia Fine Arts

Music: Grade 3

Creative Process

1 Apply creative thinking to composing and improvising music. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.

3.1 The student will improvise and compose music. 3.1

- a Improvise rhythmic question-and-answer phrases. 3.1.A
- b Improvise accompaniments, including ostinatos. 3.1.B
- c Compose melodies represented by a variety of notational systems. 3.1.C

2 Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.

3.2 The student will apply a creative process for music. 3.2

- a Brainstorm multiple ideas for creating music as a group. 3.2.A
- b Identify elements of a creative process for music. 3.2.B
- c Reflect on the quality and technical skill of a personal or group music performance. 3.2.C

Critical Thinking and Communication

3 Analyze, interpret, and evaluate music. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.

3.3 The student will analyze and evaluate music. 3.3

- a Identify and explain examples of musical form. 3.3.A
- b Compare and contrast instruments visually and aurally. 3.3.B
- c Listen to and describe basic music elements using music terminology. 3.3.C
- d Compare and contrast stylistic differences in music from a variety of cultures. 3.3.D
- e Describe music compositions and performances. 3.3.E

4 Formulate and justify personal responses and connections to music. Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.

3.4 The student will explain personal motivations for making music. 3.4

5 Develop collaboration and communication skills for music rehearsal and performance. Identify and apply collaboration and communication skills for rehearsal and performance of music.

3.5 The student will explain collaboration and communication skills for music rehearsal and performance. 3.5

- a Use audience and participant etiquette appropriate for the purposes and settings in which music is performed. 3.5.A
- b Demonstrate active listening for musical understanding. 3.5.B
- c Use nonverbal communication (e.g., eye contact, body language). 3.5.C

History, Culture, and Citizenship

6 Understand cultural and historical influences of music. Demonstrate understanding of cultural and historical influences of music.

3.6 The student will explore historical and cultural aspects of music. 3.6

- a Recognize music compositions from different periods of music history. 3.6.A
- b Listen to and describe instruments from a variety of time periods and places. 3.6.B

7 Understand music as a form of community engagement. Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.

3.7 The student will describe why music has value to people and communities. 3.7

8 Ethical and legal considerations for music and intellectual property. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.

3.8 The student will recognize ethical use of the Internet for exploring music topics. 3.8

Innovation in the Arts

9 College, career, and the 21st Century Workplace. Connect music content and skills to career options, college opportunities, and the 21st Century workplace.

3.9 The student will identify a variety of careers in music. 3.9

10 Understand and explore the impact of current and emerging technologies. Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.

3.10 The student will identify how music can be created using innovative tools and new media. 3.10

11 Cultivate connections to other fine arts and fields of knowledge. Identify and cultivate connections between music and other fields of knowledge to develop problem-solving skills.

3.11 The student will describe relationships between music and other fields of knowledge. 3.11

Technique and Application

12 Music Literacy: Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance. Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression

3.12 The student will demonstrate music literacy. 3.12

- a Identify written melodic movement as step, leap, or repeat. 3.12.A
- b Demonstrate the melodic shape (contour) of a written musical phrase. 3.12.B
- c Use a variety of notational systems. 3.12.C
- d Read melodies of increasing complexity based on a pentatonic scale. 3.12.D
- e Divide rhythms into measures. 3.12.E
- f Read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes. 3.12.F
- g Explain the functions of basic music symbols. 3.12.G

13 Vocal Performance

3.13 The student will develop skills for individual and ensemble singing performance. 3.13

- a Sing in tune with a clear tone quality. 3.13.A
- b Sing melodies within the range of an octave. 3.13.B
- c Sing melodies notated in varying forms. 3.13.C
- d Sing with expression using a wide range of tempos and dynamics. 3.13.D
- e Sing rounds, partner songs, and ostinatos in two-part ensembles. 3.13.E
- f Maintain proper posture for singing. 3.13.F

14 Instrumental Performance

3.14 The student will develop skills for individual and ensemble instrumental performance. 3.14

- a Play music in two-part ensembles. 3.14.A
- b Play melodies notated in varying forms. 3.14.B
- c Play a given melody on an instrument. 3.14.C
- d Play with expression using a wide range of tempos and dynamics. 3.14.D
- e Accompany songs and chants with tonic and dominant chords. 3.14.E
- f Demonstrate proper playing techniques. 3.14.F

15 Rhythm

3.15 The student will classify, perform, and count rhythmic patterns. 3.15

- a Use a counting system. 3.15.A
- b Include patterns that suggest duple and triple meter. 3.15.B
- c Use instruments, body percussion, and voice. 3.15.C
- d Include sixteenth notes, single eighth notes, eighth rests, and dotted half notes. 3.15.D

16 Meter

3.16 The student will demonstrate understanding of meter. 3.16

- a Determine strong and weak beats. 3.16.A
- b Perform sets of beats grouped in twos and threes. 3.16.B

17 Music and Movement

3.17 The student will respond to music with movement. 3.17

- a Illustrate rondo form (ABACA). 3.17.A
- b Perform non-choreographed and choreographed movements. 3.17.B
- c Perform dances and other music activities. 3.17.C