

# General Music: Grade 3

Adopted 2015

## Creating

### 1. Generate and conceptualize artistic ideas and work

- a. Improvise rhythmic and melodic ideas (e.g. beat, meter, and rhythm).
  - b. Generate musical ideas (e.g. rhythms and melodies) within specified tonality and/or meter.
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### 2. Organize and develop artistic ideas and work

- a. Demonstrate selected musical ideas for a simple improvisation or composition.
  - b. Use notation to document personal or collective rhythmic and melodic musical ideas (e.g. sequencing).
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### 3. Refine and complete artistic work

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.
  - b. Present the final version of personally or collectively created music to others and explain their creative process.
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## Performing

### 4. Select, Analyze and Interpret artistic work for performance

- a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
  - b. Demonstrate understanding of the form in music selected for performance.
  - c. Read and perform rhythmic patterns and melodic phrases using notation.
  - d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).
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### 5. Develop and refine artistic techniques and work for presentation

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate performance.
- b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.

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**6. Convey meaning through the presentation of artistic work**

- a. Perform music with appropriate expression and technique (e.g. mallet placement).
  - b. Demonstrate performance and audience decorum appropriate for the occasion.
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**Responding**

**7. Perceive and analyze artistic work**

- a. Explain how music listening is influenced by personal interest, knowledge, purpose, and context.
  - b. Demonstrate and explain how musical concepts and contexts affect responses to music (e.g. personal and social).
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**8. Interpret intent and meaning in artistic work**

- a. Demonstrate knowledge of expressive attributes and how they support creators'/performers' expressive intent.
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**9. Apply criteria to evaluate artistic work**

- a. Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.
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**Connecting**

**10. Synthesize and relate knowledge and personal experiences to make art.**

- a. Identify pieces of music that are important to one's family
  - b. Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).
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**11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

- a. Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b. Describe how context (e.g. social, cultural, and historical) can inform a performance.