

# Music: General Music: Grade 3

Adopted 2015

## Creating – Conceiving and developing new artistic ideas and work.

- 1. Imagine: Generate musical ideas for various purposes and contexts. CR.1**
  - a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). CR.1.3.A
  - b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. CR.1.3.B

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- 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2**
  - a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. CR.2.3.A
  - b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. CR.2.3.B

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- 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3**
  3. Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. CR.3.3

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- 4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4**
  3. Present the final version of personal created music to others, and describe connection to expressive intent. CR.4.3

## Performing – Realizing artistic ideas and work through interpretation and presentation.

- 1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1**
  3. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. PR.1.3

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**2. Analyze: Analyze the structure and context of varied musical works and their implications for performance.** PR.2

- a. Demonstrate understanding of the structure in music selected for performance. PR.2.3.A
- b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. PR.2.3.B
- c. Describe how context (such as personal and social) can inform a performance. PR.2.3.C

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**3. Interpret: Develop personal interpretations that consider creators' intent.** PR.3

- 3. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). PR.3.3

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**4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4

- a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. PR.4.3.A
- b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. PR.4.3.B

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**5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5

- a. Perform music with expression and technical accuracy. PR.5.3.A
- b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue. PR.5.3.B

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**Responding –  
Understanding and  
evaluating how the arts  
convey meaning.**

**1. Select: Choose music appropriate for a specific purpose or context.** RE.1

- 3. Demonstrate and describe how selected music connects to and is RE.1.3

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**2. Analyze: Analyze how the structure and context of varied musical works inform the response.** RE.2

- 3. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). RE.2.3

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**3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** RE.3

- 3. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. RE.3.3

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- 4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** RE.4
  3. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. RE.4.3