

Grade 3

Creating:

Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works **CR**

- 1 **Improvise simple rhythmic and melodic phrases in simple forms (question and answer or alternating phrases) using a variety of sound sources.** **3.1CR**
- 2 **Compose using known rhythms, sixteenth notes, and dotted half notes in simple duple, triple, and quadruple meters using phrase and largeform, standard and iconic notation, and a variety of sound sources.** **3.2CR**
- 3 **Compose using extended pentatonic melodies in treble clef in a variety of tonal centers.** **3.3CR**

Performing:

Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts. **PE**

- 1 **Read and perform using known rhythms, dotted half notes, and sixteenth notes in simple duple, triple, and quadruple meters.** **3.1PE**
- 2 **Read and perform do or la extended pentatonic melodies in treble clef in different tonal centers.** **3.2PE**
- 3 **Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.** **3.3PE**
- 4 **Play a variety of classroom instruments, alone and with others while demonstrating consistently proper techniques.** **3.4PE**
- 5 **Demonstrate rounds and canons.** **3.5PE**
- 6 **Maintain two or more simple, four- and eight-beat rhythmic ostinati against at least one separate part.** **3.6PE**

Responding:

Artists/students engage in analysis and interpretation to understand and evaluate artistic works. **RE**

- 1 **Listen to, discuss, and explore the music of various styles, composers, periods, and cultures.** **3.1RE**
- 2 **Identify families of instruments aurally and visually.** **3.2RE**
- 3 **Distinguish elements of music using developmentally appropriate vocabulary.** **3.3RE**
- 4 **Interpret music through movement, dance, drama, and visual art.** **3.4RE**
- 5 **Explain personal preferences for musical selections using selected music vocabulary.** **3.5RE**
- 6 **Follow and respond to grade-appropriate cues of a conductor.** **3.6RE**

7 Explore how music is celebrated and supported within the community. 3.7RE

8 Identify and respond to simple music forms. 3.8RE

**Connecting:
Artists/students
understand and
communicate the value
of creative expressions
in internal and external
contexts. CO**

1 Express how elements of music communicate feelings, moods, images, and meaning. 3.1CO

2 Attend and describe music performances demonstrating appropriate audience behavior 3.2CO

3 Compare and contrast the use of similarly named elements in music and other subject areas. 3.3CO