

# Music, Grade 3 (IMRA 26)

Subject: Fine Arts

Grade: 03

Expectations: 23

Breakouts: 105

## (a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(A) categorize and explain a variety of musical sounds, including those of children and adult voices

(i) categorize a variety of musical sounds, including those of children voices

(ii) categorize a variety of musical sounds, including those of adult voices

(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures

(i) categorize a variety of musical sounds, including those of woodwind [instruments]

(ii) categorize a variety of musical sounds, including those of brass [instruments]

(iii) categorize a variety of musical sounds, including those of string [instruments]

(iv) categorize a variety of musical sounds, including those of percussion [instruments]

(v) categorize a variety of musical sounds, including those of instruments from various cultures

(vi) explain a variety of musical sounds, including those of woodwind [instruments]

- (vii) explain a variety of musical sounds, including those of brass [instruments]
  - (viii) explain a variety of musical sounds, including those of string [instruments]
  - (ix) explain a variety of musical sounds, including those of percussion [instruments]
  - (x) explain a variety of musical sounds, including those of instruments from various cultures
- (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
- (i) use known music symbols referring to rhythm to identify musical sounds presented aurally
  - (ii) use known music symbols referring to melody to identify musical sounds presented aurally
  - (iii) use known music symbols referring to form to identify musical sounds presented aurally
  - (iv) use known music symbols referring to dynamics, including mezzo piano, to identify musical sounds presented aurally
  - (v) Use known music symbols referring to dynamics, including mezzo forte, to identify musical sounds presented aurally
  - (vi) use known music terminology referring to rhythm to identify musical sounds presented aurally
  - (vii) use known music terminology referring to melody to identify musical sounds presented aurally
  - (viii) use known music terminology referring to timbre to identify musical sounds presented aurally
  - (ix) use known music terminology referring to form to identify musical sounds presented aurally
  - (x) use known music terminology referring to tempo to identify musical sounds presented aurally
  - (xi) use known music terminology referring to dynamics, including mezzo piano, to identify musical sounds presented aurally
  - (xii) use known music terminology referring to dynamics, including mezzo forte, to identify musical sounds presented aurally
- (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works
- (i) identify small musical forms presented aurally in simple songs
  - (ii) identify small musical forms presented aurally in larger works
  - (iii) identify large musical forms presented aurally in simple songs
  - (iv) identify large musical forms presented aurally in larger works
  - (v) label small musical forms presented aurally in simple songs
  - (vi) label small musical forms presented aurally in larger works
  - (vii) label large musical forms presented aurally in simple songs
  - (viii) label large musical forms presented aurally in larger works

(2) Foundations: music literacy. 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:

- (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
- (i) read rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate
  - (ii) read rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate
  - (iii) read rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate
  - (iv) read rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate
  - (v) read rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
  - (vi) read rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
  - (vii) write rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate
  - (viii) write rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate
  - (ix) write rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate
  - (x) write rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate
  - (xi) write rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
  - (xii) write rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
  - (xiii) reproduce rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate
  - (xiv) reproduce rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate
  - (xv) reproduce rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate
  - (xvi) reproduce rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate
  - (xvii) reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
  - (xviii) reproduce rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
- (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation
- (i) read extended pentatonic melodic patterns using standard staff notation
  - (ii) write extended pentatonic melodic patterns using standard staff notation
  - (iii) reproduce extended pentatonic melodic patterns using standard staff notation

- (C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte
  - (i) identify new music symbols referring to dynamics, including mezzo piano
  - (ii) identify new music symbols referring to dynamics, including mezzo forte
  - (iii) identify previously learned music symbols referring to dynamics, including mezzo piano
  - (iv) identify previously learned music symbols referring to dynamics, including mezzo forte
  - (v) identify new music terms referring to tempo
  - (vi) identify new music terms referring to dynamics, including mezzo piano
  - (vii) identify new music terms referring to dynamics, including mezzo forte
  - (viii) identify previously learned music terms referring to tempo
  - (ix) identify previously learned music terms referring to dynamics, including mezzo piano
  - (x) identify previously learned music terms referring to dynamics, including mezzo forte
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
  - (A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups
    - (i) sing or play classroom instruments with accurate intonation independently or in groups
    - (ii) sing or play classroom instruments with accurate rhythm independently or in groups
  - (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
    - (i) sing or play a varied repertoire of music independently or in groups
  - (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
    - (i) move alone or with others to a varied repertoire of music using gross motor skills
    - (ii) move alone or with others to a varied repertoire of music using fine motor skills
    - (iii) move alone or with others to a varied repertoire of music using locomotor skills
    - (iv) move alone or with others to a varied repertoire of music using non-locomotor skills
    - (v) move alone or with others to a varied repertoire of music using integrated movement
  - (D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire
    - (i) perform simple part work including rhythmic ostinati derived from known repertoire
    - (ii) perform simple part work including melodic ostinati derived from known repertoire
  - (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte
    - (i) interpret through performance new music symbols referring to dynamics, including mezzo piano

- (ii) interpret through performance new music terms referring to dynamics, including mezzo piano
  - (iii) interpret through performance new music terms referring to dynamics, including mezzo forte
  - (iv) interpret through performance previously learned music symbols referring to tempo
  - (v) interpret through performance previously learned music symbols referring to dynamics, including mezzo piano
  - (vi) interpret through performance previously learned music symbols referring to dynamics, including mezzo forte
  - (vii) interpret through performance previously learned music terms referring to tempo
  - (viii) interpret through performance previously learned music terms referring to dynamics, including mezzo piano
  - (ix) interpret through performance previously learned music terms referring to dynamics, including mezzo forte
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
- (A) create rhythmic phrases through improvisation or composition
    - (i) create rhythmic phrases through improvisation or composition
  - (B) create melodic phrases through improvisation or composition
    - (i) create melodic phrases through improvisation or composition
  - (C) create simple accompaniments through improvisation or composition
    - (i) create simple accompaniments through improvisation or composition
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures
    - (i) perform a varied repertoire of songs representative of American culture
    - (ii) perform a varied repertoire of songs representative of local culture
    - (iii) perform a varied repertoire of movement representative of American culture
    - (iv) perform a varied repertoire of movement representative of local cultures
    - (v) perform a varied repertoire of musical games representative of American culture
    - (vi) perform a varied repertoire of musical games representative of local culture
  - (B) identify music from diverse genres, styles, periods, and cultures
    - (i) identify music from diverse genres
    - (ii) identify music from diverse styles
    - (iii) identify music from diverse periods
    - (iv) identify music from diverse cultures

- (C) identify the relationships between music and interdisciplinary concepts
  - (i) identify the relationships between music and interdisciplinary concepts
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) exhibit audience etiquette during live and recorded performances
    - (i) exhibit audience etiquette during live performances
    - (ii) exhibit audience etiquette during recorded performances
  - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary
    - (i) recognize known rhythmic elements in aural examples using appropriate vocabulary
    - (ii) recognize known melodic elements in aural examples using appropriate vocabulary
  - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary
    - (i) identify specific musical events in aural examples using appropriate vocabulary
  - (D) respond verbally and through movement to short musical examples
    - (i) respond verbally to short musical examples
    - (ii) respond through movement to short musical examples
  - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary
    - (i) describe a variety of compositions using specific music vocabulary
    - (ii) describe a variety of formal or informal musical performances using specific music vocabulary