

3rd grade Music Standards

ARTISTIC PERCEPTION

Read, write, perform eighth notes, quarter notes, half notes, dotted half notes, whole notes and rest:

- Recorders
- Small percussion
- Cups: sight-read and compose rhythms using above mentioned note-values
- Various worksheets to reinforce these note values
- Compose measures in varying meters
- Rhythm cards

Read, write and perform pentatonic patterns, using solfege

- Use solfege hand signs in warm-ups and also learning new songs
- Compose and echo short melodic patterns
- Do A Deer with hand signs (and in harmony)

Aurally identify melody, rhythm, harmony and timbre in selected pieces of music

- Able to aurally identify these different aspects of music
- These will be vocabulary words for them to know
- Talk about the different role, or function, of each of these elements of music

Identify visually and aurally the four families of orchestral instruments and male and female adult voices:

- Orchestral listening
- 4 talks throughout the year on the 4 families of instruments in the orchestra

Describe the way sound is produced on various instruments

- Talk about sound production for the various families of instruments

Identify simple music forms:

- AABA
- AABB
- Round/ Canon

CREATIVE EXPRESSION

Sing with accuracy in appropriate range

Sing songs from memory, including:

- Rounds
- Partner Songs
- Ostinatos

Play rhythmic and melodic ostinatos on classroom instruments

- Learn meaning and concept of ostinato

Create short rhythmic and melodic phrases in question and answer form

- Using djembes (I ask a question, they respond, the rhythm of their answer being played on a djembe)
- Transfer this concept to Orff instruments – concept of “home note”
- Do this in pairs
- Perform for class

HISTORICAL AND CULTURAL CONTEXT**Identify the uses of music in various cultures and time periods**

- Composer biographies
- Bach (Baroque)
- Mozart (Classical)
- Beethoven (Romantic)
- Stravinsky (20th century)
- World music in the spring
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Sing memorized songs from diverse cultures

- Che Che Koole
- En Dunde Que Wala Wasa Bembe
- El Capitan
- Zinya Maredu

Play memorized songs from diverse cultures

- On Orff instruments and recorders
- Zum Gali Gali
- Orff-Schulwerk: Volumes 1 and 2

Identify differences and commonalities in music from various cultures

- Instrumentation
- Rhythms
- Vocal Techniques
- Compositional Techniques
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AESTHETIC VALUING**Select and use specific criteria in making judgments about the quality of a musical performance**

- Have class performances throughout the year
- Give peer to peer compliments and constructive criticism

Create appropriate movements to express pitch, tempo, form, and dynamics

Describe how specific musical elements help to create particular ideas or moods in music

- Timbre
- Tempo
- Keys
- Dynamics

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Identify the use of similar elements in music that are present in other art forms:

- Form
- Pattern
- Rhythm

Identify what composers and musicians do to create music

- The process they go through:
- Inspiration, Ideas, Motivation
- Sketching out a plan
- Writing it down: Rhythms and/or general shape of melody
- Practice/ Rehearsal