

Music Education in Third Grade

Concepts and Skills Introduced in Quarter 1

- Describe listening skills and how they support appreciation of musical works.
- Respond to a musical work in a variety of ways and compare individual interpretations.
- Identify musical characteristics and elements within a piece of music when discussing the value of the work.
- Identify musicians in the school, community, and media.
- Describe opportunities for personal music-making.
- Identify timbre(s) in music from a variety of cultures.
- Identify, using correct music vocabulary, the elements in a musical work.
- Identify, using correct music vocabulary, the elements in a musical work.
- Describe how tempo & dynamics can change the mood or emotion of a piece of music.
- Improvise rhythms or melodies over ostinati.
- Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
- Understand the importance of safety rules and procedures in all physical activities.
- Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

Concepts and Skills Introduced Quarter 2

- Discriminate between unison and two-part singing.
- Evaluate performances of familiar music using teacher-established criteria.
- Identify and describe the musical form of a familiar song.
- Identify patterns in songs to aid the development of sequencing & memorization skills.
- Sing rounds, canons, or ostinati in an appropriate range, using head voice & maintaining pitch.
- Match simple aural rhythm patterns in duple and triple meter with written patterns.
- Notate simple rhythmic and melodic patterns using traditional notation.

Concepts and Skills Introduced Quarter 3

- Identify families of orchestral and band instruments.
- Rearrange melodic or rhythmic patterns to generate new phrases.
- Create an alternate ending to a familiar song.

Quarter 4

- Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
- Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
- Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.