



Grade 3

GRADE-LEVEL EXPECTATIONS	PAGE REFERENCES
Product Performance	
<i>A. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
<p>Apply accurate pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]</p>	<p>Student Edition: <i>Unit 1 Reading Enrichment Reading 242-243</i> <i>Unit 2 54-56</i> <i>Unit 3 98-99, 114-117</i> <i>Unit 4 140-141, 148-149</i> <i>Unit 6 206-207</i></p> <p>Teacher Edition: AC 141, 148-149, 209; D 55-56, 99-100, 115, 140; MS 111; RFD 242; TT 187</p>
<i>B. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
<p>Demonstrate dynamics [<i>p, f, *crescendo, *decrescendo/diminuendo</i>] and tempi [<i>fast, slow, *ritardando</i>]; Interpret expressive markings [<i>accent, *fermata</i>]</p>	<p>Student Edition: <i>Unit 2 62-63, 66-69</i> <i>Unit 6 222-225</i> <i>Unit 6 Enrichment Reading 283</i></p> <p>Teacher Edition: AC 68-69, 225; D 63-64, 67, 223-224; H 283; M 223; Re 319, 339</p>



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<i>C. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform a varied repertoire of songs, including: *patriotic , *folk , Seasonal, *spirituals	Student Edition: <i>Celebrations: Autumn</i> 362-363 <i>Celebrations: Patriotic</i> 356-357 <i>Unit 1</i> 10-11 <i>Unit 2</i> 56-57, 60-61 <i>Unit 4</i> 150-151 Teacher Edition: AC 60-61, 153; B 363; D 11, 56, 151; YDB 357
<i>D. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform <i>ostinati</i> and *rounds	Student Edition: <i>Unit 1</i> 28-29 <i>Unit 2</i> 51 <i>Unit 3</i> 112-113 <i>Unit 4</i> 132-133, 152 <i>Unit 5</i> 181 <i>Unit 6 Enrichment Reading</i> 286 Teacher Edition: AC 113, 133, 191; D 28, 51, 152; OMH 286; RAL 157
<i>E. 1. Develop and apply singing skills to perform and communicate through the arts</i>	
Perform in groups matching tempo and dynamic changes, following the cues of the conductor	Teacher Edition: R 313, 323, 335; Re 315; RR 329



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<i>A. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
<p>Perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/ rest, Eighth note pairs</p>	<p>Student Edition: <i>Unit 1</i> 15-17 <i>Unit 3</i> 96-97, 116-117 <i>Unit 4</i> 132-133, 152 <i>Unit 6</i> 234-235</p> <p>Teacher Edition: AC 17, 97, 116, 133, 153, 237; D 15-16, 96; MS 15</p>
<i>B. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
<p>Interpret expressive markings [accent, <i>fermata</i>]; Demonstrate dynamics [<i>p</i>, <i>f</i>] and tempi [fast, slow]</p>	<p>This objective can be covered in classroom discussions and activities.</p>
<i>C. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
<p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p>	<p>Student Edition: <i>Unit 1 Enrichment Reading</i> 243 <i>Unit 2</i> 51, 60-61 <i>Unit 4</i> 132-133 <i>Unit 5</i> 180-181 <i>Unit 6</i> 216-217</p> <p>Teacher Edition: AC 60-61, 132-133, 181, 216-217; D 51; FM 243; MS 156, 216</p>



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<i>D. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Echo short rhythmic and melodic patterns on *classroom instruments	Student Edition: Unit 4 152 Unit 6 206-207 Teacher Edition: AC 153; D 207-208
<i>E. 2. Develop and apply instrumental music skills to perform and communicate through the arts</i>	
Perform in groups matching tempo and dynamic changes, and following the cues of the conductor	Student Edition: Unit 5 184-185 Teacher Edition: AC 184; D 56; FDH 359; MS 117; P 348; Re 351; TT 75
<i>A. 3. Develop and apply improvisation skills in music to communicate through the arts</i>	
Improvise simple rhythmic and melodic ostinati accompaniments	Teacher Edition: D 104, 152; MS 96, 106, 207, 243, 280
<i>A. 4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts</i>	
Create a rhythmic and/or melodic composition using icons	Student Edition: Create and Perform 39, 79, 119, 199, 239 Unit 1 36-37 Unit 2 73 Unit 6 207 Teacher Edition: AC 37, 72-73, 156; D 207, 235; FM 243



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Elements of Music	
<i>A.1. Develop and apply the knowledge and skills to read and notate music</i>	
<p>Read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note</p>	<p>Student Edition: <i>Unit 1</i> 15-17 <i>Unit 3</i> 96-97, 116-117 <i>Unit 4</i> 133 <i>Unit 5</i> 180-181 <i>Unit 6</i> 207</p> <p>Teacher Edition: AC 17, 116, 133; D 15-16, 96, 180, 207; MS 15</p>
<i>B.1. Develop and apply the knowledge and skills to read and *notate music</i>	
<p>Transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble *clef</p>	<p>Student Edition: <i>Unit 1</i> 20-21 <i>Unit 2</i> 56 <i>Unit 3</i> 115 <i>Unit 5</i> 187</p> <p>Teacher Edition: D 20, 56, 115, 187</p>
<i>C.1. Develop and apply the knowledge and skills to read and notate music</i>	
<p>Identify standard symbols: <i>p</i> for <i>piano</i>, <i>f</i> for <i>forte</i>, <i>cresc</i> or < for <i>crescendo</i>, <i>decre</i> or > for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i>, fast, slow, <i>ritardando</i>, *accent</p>	<p>Student Edition: <i>Unit 2</i> 62-65</p> <p>Teacher Edition: AC 64-65; D 63-64</p>



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<i>D.1. Develop and apply the knowledge and skills to read and notate music</i>	
<p>Notate rhythmic patterns and dynamics presented by the teacher: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, <i>p</i> for <i>piano</i>, <i>f</i> for <i>forte</i></p>	<p>Teacher Edition: D 136, 235; MS 194, 207, 235, 283</p>
<i>E.1. Develop and apply the knowledge and skills to read and notate music</i>	
Artistic Impressions	
<i>A.1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</i>	
<p>Recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns [<i>ostinati</i>], verse/refrain, repeat sign, canon, ABA, introduction, *interlude</p>	<p>Student Edition: <i>Unit 3</i> 90-91, 96-97, 100-101 <i>Unit 4</i> 132-133, 140-141, 148-149, 150-153 <i>Unit 5</i> 183</p> <p>Teacher Edition: AC 97, 132-133, 140-141, 153, 185; D 91, 96</p>
<i>B.1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</i>	
<p>Demonstrate and/or respond through movement to aural examples of music: music forms, expressive, elements; Visually and aurally identify instrumental families; Distinguish between methods of sound production; Differentiate between ensemble groupings (solo vs. group)</p>	<p>Student Edition: <i>Unit 1</i> 22-23, 26-27, 31 <i>Unit 3</i> 93, 96 <i>Unit 4</i> 127-129, 142</p> <p>Teacher Edition: AC 92, 149; D 23, 27-28, 96, 127-128, 142; E 200</p>



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<i>A.2. Develop and apply the knowledge and skills to evaluate music and musical performance</i>	
<p>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, posture/stage presence</p>	<p>Teacher Edition: A 37, 125, 199, 237; Re 309</p>
<i>B.2. Develop and apply the knowledge and skills to evaluate music and musical performance</i>	
<p>Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)</p>	<p>Student Edition: <i>Think!</i> 39, 79, 119, 159, 181, 199, 239 Teacher Edition: M 167</p>
Interdisciplinary Connections	
<i>A.1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts</i>	
<p>Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece)</p>	<p>Student Edition: <i>Unit 1</i> 25 <i>Unit 5</i> 183 <i>Unit 6</i> 213 Teacher Edition: CL 24, 182, 213; HC 48</p>



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Historical and Cultural Contexts	
<i>B.1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts</i>	
Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music; Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)	Student Edition: <i>Unit 3 92</i> <i>Unit 4 130</i> <i>Unit 5 183</i> Teacher Edition: CL 24, 93, 131, 151, 182-183
<i>A.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Identify characteristics of teacher-selected genres or styles: Play party, Folk dances/folk music; Identify "The Star-Spangled Banner" as the National Anthem	Student Edition: <i>Unit 1 30</i> <i>Unit 2 50-51</i> Teacher Edition: AC 52; D 51; M 31
<i>B.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Describe how elements of music are used in teacher-selected examples: Play party, Folk dances/folk music, National anthem	Student Edition: <i>Unit 3 86-87</i> <i>Unit 4 130-131, 150-153</i> Teacher Edition: CL 151; D 87, 151-152; M 131



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<i>C.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Describe the function of music in various settings and cultural events: Play party, Folk dances/folk music, National anthem; Discuss and demonstrate appropriate listening behavior for various types of performances	Student Edition: <i>Unit 1</i> 30-31 <i>Unit 2</i> 50-53 <i>Unit 3</i> 86-87, 98-99, 103 <i>Unit 4</i> 150-153 Teacher Edition: AE 81, 161, 330; AC 105; CL 88, 99; HC 51; M 31, 103; RAL 153
<i>D.1. Develop and apply the knowledge and skills to understand works of art in time and place</i>	
Identify responsibilities of a *composer and conductor	Student Edition: <i>Unit 3</i> 106-109 <i>Unit 5</i> 179 Teacher Edition: D 106; HC 108, 262; M 106, 179