



Grade 3

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| <p>Historical, Cultural and Social Contexts</p> | |
| <p>Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.</p> | |
| <p>Benchmark A: Identify and demonstrate basic music forms.</p> | |
| <p>1. Identify and demonstrate AB form and verse/refrain form.</p> | <p>Student Edition: 13, 76-77, 112, 208-209, 232-233 <i>Autumn: Sukkot</i> 360-361 <i>Listening</i> 47 <i>Think!</i> 49 <i>Unit 1 Lesson 4</i> 18-19 <i>Unit 1 Lesson 8</i> 34-35 <i>Unit 3 Lesson 4</i> 98-99</p> <p>Teacher's Edition: A 53, 173; AC 77, 233; CA 361; D 47, 99; Mo 47; P 327</p> |

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| Benchmark B: Identify and respond to music of historical and cultural origins. | |
| 2. Sing, listen and move to music from world cultures. | <p>Student Edition: 67 <i>Unit 2 Lesson 1</i> 46-47 <i>Unit 2 Lesson 2</i> 50-53 <i>Unit 2 Lesson 3</i> 54-55 <i>Unit 2 Lesson 4</i> 58-59 <i>Unit 2 Lesson 5</i> 62-63 <i>Unit 3 Lesson 1</i> 86-88 <i>Unit 3 Lesson 5</i> 102-105 <i>Unit 6 Lesson 7</i> 230-231</p> <p>Teacher’s Edition: AC 105; D 52, 55, 59, 63, 67, 231; HC 51; M 47, 103; Mo 55, 87; MS 88</p> |
| 3. Discuss the purpose of music from selected historical periods. | <p>Student Edition: 64, 96, 102, 114, 148-149, 196-197 <i>Think!</i> 51 <i>Unit 4 Lesson 1</i> 126-127</p> <p>Teacher’s Edition: AC 64; CL 149; D 96, 103, 196; HC 20, 51, 56, 89, 96, 114, 127</p> |
| 4. Identify, listen and respond to music of different composers. | <p>Student Edition: <i>Listening</i> 51, 64-65, 96, 111, 155, 178, 281 <i>Unit 3 Lesson 6</i> 106-108</p> <p>Teacher’s Edition: AC 65; D 51, 96, 107-108, 111; HC 178; Mo 155; T 281</p> |

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| Benchmark C: Recognize the interaction of people in music. | |
| <p>5. Recognize and describe ways that music serves as an expression in various cultures.</p> | <p>Student Edition: 96, 148 <i>Think!</i> 63 <i>Unit 2 Lesson 2</i> 51-53 <i>Unit 2 Lesson 5</i> 62-63 <i>Unit 4 Lesson 1</i> 126-127</p> <p>Teacher's Edition: AC 52; CL 149; D 63; HC 51, 96, 127; M 127; WU 189</p> |
| Creative Expression and Communication | |
| Students sing, play instruments, improvise, compose, read and notate music. | |
| Benchmark A: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities. | |
| <p>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</p> | <p>Student Edition: 11, 13, 22, 116-117, 133, 195, 220-221 <i>Unit 2 Lesson 4</i> 58-59 <i>Unit 3</i> 84-85</p> <p>Teacher's Edition: AC 13, 116-117; D 11, 195, 219; Ex 200; I 326; MS 306, 317; R 323; Re 319; St 84; WU 133, 189</p> |
| <p>2. Use the head voice to produce a light, clear sound and maintain appropriate posture.</p> | <p>Student Edition: <i>Skill Builder</i> 306 <i>Voice Builder</i> 314, 323, 334</p> <p>Teacher's Edition: I 307, 314; MS F, 315, 317; R 307</p> |
| <p>3. Play, alone and with others, a variety of classroom instruments with proper technique.</p> | <p>Student Edition: 61, 133, 140, 185, 189, 207, 243, 269 <i>Think!</i> 71</p> <p>Teacher's Edition: AC 133, 184-185, 189; D 71, 140, 192; FM 243; G 385; MS 156, 193, 207; RAL 117, 318</p> |

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| Benchmark B: Read, write, improvise and compose melodies and accompaniments. | |
| <p>4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).</p> | <p>Student Edition: 37, 39, 73, 251, 269 <i>Create and Perform</i> 199</p> <p>Teacher's Edition: A 49, 53, 73, 97; D 104, 152, 207; DDDDD 269; I 104; MM 251; MS 171, 192, 269, 280; RAL 157</p> |
| <p>5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</p> | <p>Student Edition: 37, 73 <i>Create and Perform</i> 79, 119, 159</p> <p>Teacher's Edition: AC 37, 72, 156; CP 79, 119; MS 72, 185, 194</p> |
| <p>6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</p> | <p>Student Edition: 116-117, 207 <i>Create and Perform</i> 39, 199, 239</p> <p>Teacher's Edition: AC 117; C 249; CP 199, 239; FM 243; MS 243, 249, 254; PA 45</p> |
| <p style="text-align: center;">Analyzing and Responding</p> <p style="text-align: center;">Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p> | |
| Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary. | |
| <p>1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).</p> | <p>Student Edition: 140-141, 206-208 <i>Think!</i> 39, 79, 159, 199, 239 <i>Unit 2 Lesson 6</i> 66-67 <i>Unit 3 Lesson 2</i> 90-92</p> <p>Teacher's Edition: A 238; AC 92-93, 209; CP 159; D 67, 91; Ex 160; MS 64; T 79; WU 141</p> |

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| 2. Identify how elements of music communicate ideas or moods. | <p>Student Edition: 226, 285 <i>Think!</i> 223, 239 <i>Unit 2 Lesson 5</i> 62-65 <i>Unit 4 Lesson 1</i> 126-127</p> <p>Teacher’s Edition: A 238; AC 65; CM 285; D 64, 127, 223; M 179, 227; P 351</p> |
| 3. Identify and respond to simple music forms (e.g., rondo, AB). | <p>Student Edition: 75, 140-141, 208-209, 232-233, 277, 282 <i>Autumn: Sukkot</i> 360-361 <i>Unit 4</i> 124-125 <i>Unit 4 Lesson 8</i> 154-155</p> <p>Teacher’s Edition: A 141, 209; AC 141, 233; CA 361; D 75, 140, 155; EA 397; LTT 277; Mo 155; MS 233; S 282; St 125</p> |
| <p>Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.</p> | |
| 4. Identify the four families of orchestral instruments visually and aurally. | <p>Student Edition: 30, 77, 93, 178, 193, 228-229 <i>Spotlight on the Brass Quintet</i> 121 <i>Spotlight on the Cymbal</i> 201 <i>Spotlight on the English Horn</i> 81 <i>Spotlight on the Tuba</i> 161</p> <p>Teacher’s Edition: AC 193, 228; Ex 80; HC 77; SBQ 121; SCy 201; SEH 81; ST 161</p> |
| <p>Benchmark C: Discuss and evaluate individual and group music performance.</p> | |
| 5. Discuss and evaluate individual music performance. | <p>Student Edition: <i>Skill Builder</i> 328</p> <p>Teacher’s Edition: A 37, 101, 157, 177, 237; PA 39, 79, 119, 199, 239</p> |

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| <p>Valuing Music/Aesthetic Reflection</p> <p>Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p> | |
| <p>Benchmark A: Reflect on their own performances and the performances of others.</p> | |
| <p>1. Participate in developmentally appropriate music activities.</p> | <p>Student Edition: 24, 152, 212-213, 232, 233 <i>Unit 2 Lesson 7</i> 70-71 <i>Unit 3 Lesson 1</i> 86-89 <i>Unit 3 Lesson 5</i> 102-105</p> <p>Teacher’s Edition: A 89; AC 24-25, 105, 212-213; D 103; M 71; Mo 71, 103, 105, 152, 212; MS 88, 233; RAL 137</p> |
| <p>2. Develop criteria for reflecting on their performances.</p> | <p>Student Edition: <i>Skill-Builder</i> 328</p> <p>Teacher’s Edition: A 5, 45, 85, 125, 132, 165, 205; PA 39, 199</p> |
| <p>Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.</p> | |
| <p>3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.</p> | <p>Teacher’s Edition: AE 81, 121, 161, 330</p> |
| <p>Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.</p> | |
| <p>4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</p> | <p>Student Edition: 18-19, 110-113, 138-139 <i>Think!</i> 39, 119, 159, 199, 223, 239</p> <p>Teacher’s Edition: AC 113, 157; CL 88; D 223; Ex 120; M 19, 139, 179; Mo 112, 152</p> |

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| 5. Demonstrate how music communicates meaning of text, feelings and moods or images. | <p>Student Edition: 226, 285 <i>Think!</i> 223, 239 <i>Unit 2 Lesson 5</i> 62-65 <i>Unit 4 Lesson 1</i> 126-127</p> <p>Teacher's Edition: A 238; AC 65; CM 285; D 64, 127, 223; HC 127; M 179, 227; P 351; SSA 276</p> |
| 6. Identify personal preferences for specific music selections. | <p>Student Edition: <i>Skill Builder</i> 328 <i>Think!</i> 29, 39, 119, 226</p> <p>Teacher's Edition: E 41, 81, 121, 161, 201; SH 113; WU 117</p> |
| <p>Connections, Relationships and Applications</p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p> | |
| <p>Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</p> | |
| 1. Interpret music through dance, drama and visual art. | <p>Student Edition: 112-113, 130 <i>Art Gallery</i> 92, 98 <i>Winter: Kwanzaa</i> 380-381</p> <p>Teacher's Edition: AC 113; CL 24, 93, 99, 130, 181, 213, 381; Mo 112, 172; U 381</p> |
| 2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms. | <p>Student Edition: 52, 74, 112-113 <i>Think!</i> 119</p> <p>Teacher's Edition: AC 157; CL 24, 88, 99, 115, 130, 156, 380; HC 48</p> |

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| <p>3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</p> | <p>Student Edition: 30-31, 103, 106, 130, 151 <i>Art Gallery</i> 98 <i>Winter: Kwanzaa</i> 380-381</p> <p>Teacher's Edition: CL 24, 88, 93, 99, 131, 151, 156, 179, 380-381; HC 30, 48; M 103, 107; Mo 103; U 381</p> |
| <p>Benchmark B: Describe how music is used in various cultures in the United States.</p> | |
| <p>4. Identify similarities and differences in music of the United States.</p> | <p>Student Edition: G-H, 72-73, 150 <i>Early in America</i> 322-327 <i>Patriotic</i> 354-357 <i>Unit 2 Lesson 2</i> 50-53</p> <p>Teacher's Edition: CL 181; HC 51, 56, 151, 324, 325; RAL 355; TA 357; WU H</p> |
| <p>Benchmark C: Identify and describe roles of musicians in various music settings.</p> | |
| <p>5. Discuss that some people write music, direct music and/or perform music as jobs</p> | <p>Student Edition: 106, 112 <i>Careers</i> 41, 201 <i>Meet the Musician</i> 26, 108-109, 225</p> <p>Teacher's Edition: HC 12, 41, 108, 109, 113, 201, 224, 262, 354; M 107; SC 41, 201</p> |