

MUSIC STANDARDS

GRADE 3

CREATING

- Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
- Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
- Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.
- Present the final version of personal created music to others, and describe connection to expressive intent.

PERFORMING

- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
- Demonstrate understanding of the structure in music selected for performance.
- When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.
- Describe how context (such as personal and social) can inform a performance.
- Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
- Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.
- Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.
- Perform music with expression and technical accuracy.
- Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

RESPONDING

- Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
- Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
- Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
- Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

CONNECTING

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.