Third Grade Music

Standard 1 (Singing): The student will develop the voice and body as instruments of musical expression.

Objective 1: Demonstrate ability to sing in tune on an assigned part, with expression and free from strain.

a. Sing a variety of many simple songs and singing games in tune, in a **natural voice**, free from strain.
b. Use the speaking and singing voice in a creative way to characterize a chosen text through manipulation of pitch, volume, **tempo**, and **timbre**.
c. Judge success in singing an assigned part in rounds, call and response, and spoken/sung accompanying chants.
d. Evaluate success in singing memorized songs together with expressive precision.
    - Strategy example: Review the meaning of and symbols for *ritardando, accelerando, allegro, andante, piano,* and *forte*. Identify when these words and symbols are used in the music. Judge ability to interpret these signs and symbols into the performance of the music and success in staying together.
e. Determine success in singing simple rhythm and pitch patterns accurately.
    - Strategy example: Work together in echo to one another, including opportunities to respond individually. For **rhythm** patterns, include whole, half, quarter, and eighth notes; tied notes; quarter, half, and whole rests. Use 2/4, 3/4, and 4/4 **meters**. For pitch patterns, include *so, mi, la, do,* and *re*.

Objective 2: Use body movement to internalize sounds. (See Dance Core.)

a. Demonstrate the beat and pattern of accents through clapping, marching, dancing, hand jives, and/or circle games.
b. Reflect the repetitions and changes in timbre, melodic patterns, rhythm patterns, **dynamics**, or tempo through body movement.
    - Strategy example: Create different body shapes and/or use different body energies to characterize different timbres.

Objective 3: Discover how songs, singing games, and dances relate to the various cultures in the community. (See Social Studies Core.)

a. Share songs, instruments, and music enjoyed by various cultures in the community.
b. Describe how music is used by cultures in the community.
c. Play singing games, enjoy traditional folk dances, patriotic songs, and musical stories that have originated in the cultures of the community. Explain what they mean personally.

Standard 2 (Playing): The student will play instruments as a means of musical expression.

Objective 1: Discover and demonstrate sounds on simple instruments from the classroom and various cultures.

a. Demonstrate various timbres and effects of simple instruments.
b. Judge success in using proper playing and handling techniques on a variety of classroom instruments.
c. Add instrumental sounds to known songs of various cultures. (See Social Studies Core.)

Objective 2: Perform independently or with others with expression, a steady and accurate beat, and correct rhythm and melody patterns on a variety of simple instruments, including hands and feet.

a. Assess success in playing with a beautiful tone.
b. Decide success in making clean entrances and cut offs.
c. Determine success in playing at indicated dynamics (volumes).
d. Evaluate success in playing at specified tempo.
e. Judge success in playing a steady beat with accuracy on any instrument.
f. Decide success in playing strong/weak beats in meters of 2, 3, and 4. (See Dance Core.)
g. Rate success in playing melody and rhythm patterns on simple instruments; e.g., **ostinato**, or simple echoing to teacher while singing.
h. Evaluate success in reading simple rhythms; e.g., half, quarter, eighth, tied note/rest rhythms in 2/4 and 3/4 on a single pitch.

Standard 3 (Creating): The student will create music through improvising, arranging, and composing.

Objective 1: Create original music and add expression and timbres to existing music.

a. Create simple rhythm and/or melody patterns together.
    - Strategy example: Improvise patterns by echoing back and forth. Manipulate in a variety of ways; e.g., tempo, dynamics to achieve varied effects. Experiment with varied timbres, first with the voice and then with found sounds or instruments.
b. Improvise a soundtrack for a story and/or a poem.
    - Strategy example: Particularly consider different timbres. If desired, include effects with various dynamics, pitches, and tempi. Plan, practice, and perform it for classmates.
c. Experiment with and create together new timbres for familiar songs.
    - Strategy example: After exploring different timbral effects, plan, practice, and perform the pieces for each other.

d. Create together a new song and/or a new chant ("rap").
    - Strategy example: As a class choose the subject, compose the verse, and consider using some of the simple improvised rhythm/melody patterns created together above. Consider solo/chorus (call/response) for the structure. Decide what volume, timbres, and tempo to use. Consider adding timbral effects with repeating patterns or other accompaniments on various instruments. Plan, practice, and perform it for each other. Think about recording it.
e. Build and demonstrate a simple wind instrument to provide needed sounds for any of the above projects.
f. Compare and contrast creating different timbres in music with creating varied "colors" in other things. (See Dance, Theater, Visual Arts Cores.)

Objective 2: Express ideas, thoughts, and emotions aesthetically through singing, playing, and/or creating.

a. Exhibit through music an appreciation for the subtle beauties inherent in everyday life.
    - Strategy example: Select and express through music an idea, thought, or feeling found in the world; e.g., nature, dance, a picture, a movie, a story, real life.
b. Balance reason and emotion in creating, practicing, and performing.

Objective 3: Use visual representations of sound to document arrangements and compositions.

a. Notate as a class short rhythm and pitch patterns created by the teacher, individuals, and the class.
    - Strategy example: Begin with abbreviated staff, rhythm/pitch shorthand and move to full notation. Limit to quarters and eighths in pitches, including no more than *do, re, mi, so, la*.
b. Explain quarters and eighths, 2/4 and 3/4 meter, and the subsequent bar lines and measures in rhythm patterns.
c. Identify and explain steps, skips, and leaps in melodies and pitch patterns notated on staff.
d. Draw and explain use of the five-line staff, G-clef, names of lines and spaces in G-clef.

Standard 4 (Listening): The student will listen to, analyze, and describe music.

Objective 1: Recognize quality while creating a music performance.

a. Examine personal success and the achievement of others in the following: stage presence; watching the conductor; keeping a steady beat; singing in a voice free from strain; using proper playing and handling techniques of instruments; performing correct volume, pitches, and rhythm; starting and stopping together.
b. Formulate suggestions for improvement in music performances referring to the skills listed above.
c. Plan, practice, self-assess, refine, present, and reflect on a simple performance that demonstrates all of the skills learned in each of the standards.
    - Strategy example: Use this as the culminating activity for the last six weeks of each semester. Create together a program that combines and showcases the skills and knowledge gained in music, art, dance, drama, history, etc.

Objective 2: Perceive and respond to messages in music and the use of music elements.

a. Explain, demonstrate, and judge own ability to exhibit appropriate audience etiquette according to type of musical performance. (See Theater Core.)
b. Describe what the music makes one think about or what it is saying to them personally.
c. Describe how the music can repeat and change to form a rondo (ABACA).
d. Identify the timbre and physical appearance of cello, oboe, French horn, voices, and classroom instruments by sight and by listening.
e. Demonstrate familiarity with suggested listening selections.
    - Strategy example: Identify the piece on hearing the music by telling a story connected with the writing of it and/or naming the title or composer. After being told the composer/title, hum the tune, tap the rhythm, or describe the music in terms of pitch, volume, tempo, and timbre.
f. Categorize instruments by general timbre and types into families.
g. Determine how various timbres are used in music to express ideas, feelings, story lines, etc.

Suggested listening for third grade:

Delibes: *Coppelia,* "Waltz of the Doll"
Grieg: *Peer Gynt Suite,* "In the Hall of the Mountain King;" *Norwegian Dance No. 2*
Beethoven: *FŸr Elise*
Mozart: *Concerto for Horn and Orchestra #2,* Movement 3, "Rondo"
Prokofiev: *The Love for Three Oranges,* "March"
Saint-Saens: *Carnival of the Animals,* "The Swan"

These particular masterworks are chosen for their appeal, their potential in demonstrating different music elements, and their suitability to this grade level. There are many other selections that could be substituted and/or added to the list. Consider equally powerful works from the various "non-Western" cultures of the world.