

GENERAL MUSIC: GRADE 3

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR GENERAL MUSIC GRADE 3

CREATING (Imagine)

Conceiving and developing new artistic ideas and work

MU.Cr1.1.3 Generate and improvise rhythmic (required: quarter notes/rests, barred eighth notes, half notes/rests, whole notes/rests, dotted half notes/rests) and melodic (required: Do, Re, Mi, Fa, Sol, La, Ti, Do, and treble clef notation) patterns.

MU.Cr1.2.3 Generate musical patterns and ideas within a given tonality (required: major and minor), meter (required: duple and triple), and form (required: AB, ABA, and Rondo).

CREATING (Plan and Make)

Conceiving and developing new artistic ideas and work

MU.Cr2.1.3 Generate selected musical ideas for a simple improvisation or composition.

MU.Cr2.2.3 Use standard notation to document personal or collective musical ideas (for example: sequencing).

CREATING (Evaluate and Refine – Present)

Conceiving and developing new artistic ideas and work

MU.Cr3.1.3 Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate and revise personal musical ideas.

MU.Cr3.2.3 Present the final version of personally or collaboratively created music to others and explain the creative process that was used.

PERFORMING (Select – Analyze – Interpret)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr1.1.3 Demonstrate knowledge of musical concepts (for example: meter, form) and expressive qualities (for example: dynamics) in music from a variety of cultures (for example: compare and contrast the dynamics of two pieces).

MU.Pr1.2.3 Read and perform rhythmic patterns and melodic phrases using traditional notation (required: recorder notes – BAG), and harmony (required: rounds, partner songs, ostinato patterns).

PERFORMING (Rehearse – Evaluate and Refine)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr2.1.3 Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of performances (for example: class develops a list of criteria and uses it to evaluate performances and visually record performance for feedback).

MU.Pr2.2.3 Rehearse to refine technique and expression, and identify performance challenges with guidance.

PERFORMING (Present)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr3.1.3 Perform music with appropriate expression and technique for the audience and occasion (for example: holiday concerts, school musicals, class presentations).

MU.Pr3.2.3 Demonstrate appropriate performance and audience behavior (for example: standing still in between songs or clapping after a song has been performed).

RESPONDING (Select – Analyze – Interpret)

Understanding and evaluating how the arts convey meaning

MU.Re1.1.3 Justify how music is influenced by personal interests, knowledge, purpose, and context.

MU.Re1.2.3 Explain how musical concepts and contexts (for example: personal and social) affect responses to music.

MU.Re2.1.3 Describe and demonstrate how intent is conveyed through expressive qualities, and how they support creators'/performers' expressive intent (tempo, dynamics).

RESPONDING (Evaluate)

Understanding and evaluating how the arts convey meaning

MU.Re3.1.3 Apply teacher-provided criteria to evaluate musical works and performance.

CONNECTING (Connect)

Relating artistic ideas and work with personal meaning and external context.

MU.Cn1.1.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- identify various uses of music in daily experiences (for example: songs for celebration, games; marches; TV shows, movies, video games soundtracks; dance music; work songs)

MU.Cn2.1.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- identify musical pieces that are important to a specific context (for example: pieces of music that are important to one's family)
- compare relationships between music and other content/subject areas (for example: dance, visual art, dramatic arts, literature, science, math, social studies, and language arts)
- identify how context (social, cultural, and historical) can inform a piece of music (for example: investigating a specific composer such as Beethoven)

