

# Music: Grade 3

## Expression of Music MU.3.1

### **1 Perform/Demonstrate music that exhibits learned rhythmic, melodic, and introductory accompaniment components.** MU.3.1.1

- a Demonstrate learned melodic, rhythmic, and harmonic phrases using expressive elements. MU.3.1.1.A
  - b Demonstrate and connect songs with multiple rhythmic or melodic ostinati in small groups. MU.3.1.1.B
  - c Demonstrate and interpret melodies based on the pentatonic scale. MU.3.1.1.C
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### **2 Perform/Demonstrate notated songs with accurate pitch, rhythm, harmony, tone and expressive elements.** MU.3.1.2

- a Use accurate vocal and instrumental techniques when singing and playing instruments. MU.3.1.2.A
  - b Demonstrate two-part songs (e.g., rounds, partner songs) using speech, body percussion, singing, movement, or instruments. MU.3.1.2.B
  - c Use notation to accurately perform rhythms and melodic direction. MU.3.1.2.C
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### **3 Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple notated songs.** MU.3.1.3

- a Engage in refinement and feedback processes to prepare music for performance. MU.3.1.3.A
  - b Self-evaluate to refine musical performance. MU.3.1.3.B
  - c Critique expressive elements performed by others. MU.3.1.3.C
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## Creation of Music MU.3.2

### **1 Compose, improvise, and arrange in known musical forms using rhythm and/or pitch.** MU.3.2.1

- a Create and document a melodic and/or rhythmic composition using known rhythms and pitches. MU.3.2.1.A
  - b Generate and improvise musical ideas within a musical structure (e.g. rondo). MU.3.2.1.B
  - c Arrange an accompaniment to support a musical idea using known rhythms or pitches. MU.3.2.1.C
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## Theory of Music MU.3.3

### 1 Identify and demonstrate notated melodic, rhythmic, and harmonic patterns. MU.3.3.1

- a Melody: Identify and demonstrate musical symbols by name or function. MU.3.3.1.A
  - b Rhythm: Identify and demonstrate four sixteenth notes, dotted half note. MU.3.3.1.B
  - c Harmony: Identify, perform, or respond to harmonic changes using tonic and dominant chords (e.g., intervals, bourdun, ostinato, home tone). MU.3.3.1.C
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### 2 Identify and demonstrate gradual tempos, dynamics, and articulations. MU.3.3.2

- a Tempo: Identify and demonstrate accelerando/ritardando. MU.3.3.2.A
  - b Dynamics: Identify and demonstrate crescendo/decrescendo. MU.3.3.2.B
  - c Articulation: Identify and demonstrate legato, staccato. MU.3.3.2.C
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### 3 Identify and demonstrate advanced form, meter, and timbre elements. MU.3.3.3

- a Form/Structure: Aurally identify rondo. MU.3.3.3.A
  - b Meter/Beat Groupings: Identify and demonstrate various time signatures including 2/4, 3/4, 4/4. MU.3.3.3.B
  - c Timbre: Aurally identify instruments and families. MU.3.3.3.C
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## Response to Music MU.3.4

### 1 Select and use specific criteria in making judgments about the quality of a musical performance. MU.3.4.1

- a Communicate how expressive qualities (such as dynamics, modality, tempo and meter) are used to reflect expressive intent. MU.3.4.1.A
  - b Communicate similarities and differences in music. MU.3.4.1.B
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### 2 Identify differences and commonalities in music from various cultures. MU.3.4.2

- a Describe vocal and instrumental timbres and their uses in various cultures. MU.3.4.2.A
- b Communicate similarities and differences in music used for holidays, celebrations, and day-to-day life from various cultures. MU.3.4.2.B
- c Discuss reasons that different kinds of music are important to different people and cultures. MU.3.4.2.C