

# Music: Grades 3-5

## Connect

### 1 Connect with a varied repertoire of music by exploring the relationships between music and personal experience.

#### EXPERIENCE/CONNECT

- 1 Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music. [CN.1.5.1](#)
  - 2 Identify and practice life skills developed in music studies and activities, such as cooperation, effort, perseverance, and respect, that transfer to other disciplines and contexts. [CN.1.5.2](#)
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### 2 Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.

#### APPLY/TRANSFER

- 1 Discover, identify, and explore how music connects to language arts, mathematics, and/or science. [CN.2.5.1](#)
  - 2 Discover, identify, and explore how music connects to other arts and humanities. [CN.2.5.2](#)
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### 3 Connect with a varied repertoire of music by exploring the relationships between music and history and culture.

#### EXPLORE

- 1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events. [CN.3.5.1](#)
  - 2 Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances. [CN.3.5.2](#)
  - 3 Recognize and describe various roles of musicians in society. [CN.3.5.3](#)
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## Listen/Respond

### 4 Listen and respond to a varied repertoire of music by audiating music.

#### RESPOND

- 1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities. [LR.4.5.1](#)

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**5 Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components.**

UNDERSTAND/INFORM

- 1 Define expressive music terms and apply them to selected musical examples. [LR.5.5.1](#)
- 2 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply these criteria to performances. [LR.5.5.2](#)

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**6 Listen and respond to a varied repertoire of music by interpreting and expressing music through movement.**

INTERPRET/EXPRESS

- 1 Use conducting and other types of movement to demonstrate rhythmic patterns and simple and compound meters. [LR.6.5.1](#)
- 2 Demonstrate changes in melodic contour and simple harmonic progression through movement. [LR.6.5.2](#)
- 3 Identify and express age appropriate music concepts including form, phrasing, expressive qualities, and timbre through movement in listening examples, singing games, and/or simple folk dances. [LR.6.5.3](#)

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**Perform**

**7 Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation.**

DEVELOP/PERFORM

- 1 Sing in groups and independently while demonstrating appropriate breath control, pitch, diction, tone quality, and posture. [P.7.5.1](#)
- 2 Sing songs from diverse cultures with sensitivity, accurate use of languages, appropriate movement, and/or appropriate use of dynamics, phrasing, and articulation. [P.7.5.2](#)
- 3 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment. [P.7.5.3](#)
- 4 Perform appropriately for a variety of audiences while following the cues of a conductor. [P.7.5.4](#)

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**8 Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation.**

PERFORM

- 1 Play pitched and unpitched percussion, keyboard, string, and/or wind instruments using correct techniques for producing sound. [P.8.5.1](#)
  - 2 Play melodic, rhythmic, and chordal patterns at a consistent tempo. [P.8.5.2](#)
  - 3 Play melodies, accompaniments, and ensemble parts of various styles and cultures on instruments expressively with correct rhythms, tempi, and dynamics. [P.8.5.3](#)
  - 4 Perform appropriately for a variety of audiences while following the cues of a conductor. [P.8.5.4](#)
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**Create**

**9 Create a varied repertoire of music by improvising melodies, variations, and accompaniments.**

IMAGINE

- 1 Improvise independently and cooperatively successive melodic phrases to create a song. [CR.9.5.1](#)
  - 2 Improvise single-line melodic and rhythmic variations of learned songs by singing and using instruments. [CR.9.5.2](#)
  - 3 Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and unpitched classroom instruments and/or electronic sound sources. [CR.9.5.3](#)
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**10 Create a varied repertoire of music by representing audiated and aurally perceived music.**

TRANSFORM

- 1 Demonstrate the rhythm, melody, and form of an audiation and/or aurally perceived song through traditional and/or nontraditional notation. [CR.10.5.1](#)
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**11 Create a varied repertoire of music by composing and arranging music with both traditional and nontraditional notation.**

CREATE

- 1 Plan, notate, and perform rhythmic speech compositions with text, including performance indicators such as tempo and dynamics. [CR.11.5.1](#)
- 2 Create, notate, and perform songs in a variety of meters. [CR.11.5.2](#)
- 3 Plan, arrange, and perform accompaniments to given melodies within specific guidelines. [CR.11.5.3](#)