

# Music: Grade 3

**Generate and conceptualize artistic ideas and work.**

**The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.**

- a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). MU: CR1A.3A
- b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. MU: CR1A.3B

**Organize and develop artistic ideas and work.**

**Musicians' creative choices are influenced by their expertise, context, and expressive intent.**

- a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. MU: CR2A.3A
- b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. MU: CR2A.3B

**Refine and complete artistic work.**

**Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.**

- a Evaluate, refine, and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback. MU: CR3A.3A

**Musicians' presentation of creative work is the culmination of a process of creation and communication.**

- a Present the final version of personal created music to others, and describe connection to expressive intent. MU: CR3B.3A

**Select, analyze, and interpret artistic work for presentation.**

**Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.**

- a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context. MU: PR4A.3A

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**Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.**

- a Demonstrate understanding of the structure in music selected for performance. MU: PR4B.3A
  - b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. MU: PR4B.3B
  - c Describe how context (such as personal and social) can inform a performance. MU: PR4B.3C
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**Performers make interpretive decisions based on their understanding of context and expressive intent.**

- a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). MU: PR4C.3A
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**Develop and refine artistic techniques and work for presentation.**

**To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.**

- a Apply teacher provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances. MU: PR5A.3A
  - b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. MU: PR5A.3B
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**Convey meaning through the presentation of artistic work.**

**Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.**

- a Perform music with expression and technical accuracy. MU: PR6A.3A
  - b Demonstrate performance decorum and audience etiquette appropriate for the context and venue. MU: PR6A.3B
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**Perceive and analyze artistic work**

**Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.**

- a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. MU: RE7A.3A
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**Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.**

- a 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). MU: RE7B.3A
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**Interpret intent and meaning in artistic work.**

**Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.**

- a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. MU: RE8A.3A

**Apply criteria to evaluate artistic work**

**The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.**

- a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. MU: RE9A.3A

**Synthesize and relate knowledge and personal experiences to make art.**

**Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.**

- a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU: CN10A.3A

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

**Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.**

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU: CN11A.3A