

THIRD GRADE

I. ARTISTIC FOUNDATION

A. History/style: Participate in folk music, ethnic music, and historically-significant music.

1. Identify, sing, and dance to various kinds of folk and ethnic music.
2. Identify, sing, and describe the importance of historically-significant songs.
3. Describe the basic facts (name, life dates, home nation or place, historical status) and recognize at least one famous composition of 1-3 major composers.

II. CREATE

A. Composition: Create a musical piece for voice and Orff instruments.

III. PERFORM/PRESENT

A. Expression: Understand the purpose of dynamics in music.

1. Identify dynamic markings (ff, f, mf, mp, p, pp)
2. Respond to dynamic markings through singing, playing, and moving.

B. Melody: Understand the treble clef and sing an extended pentatonic scale on solfege.

1. Draw the treble clef and name the lines and spaces.
2. Sing and play steps and skips.
3. Sing the solfege intervals of the extended pentatonic scale.
4. Describe the purpose of a melody and compare it to an accompaniment.
5. Sing with enthusiasm simple solfege patterns and songs.

C. Rhythm: Understand values of notes in basic patterns and meters in 2's and 3's.

1. Sing and perform body percussion in 2's and 3's.
2. Identify sixteenth, eighth, quarter, half, dotted-half, and whole notes and corresponding rests.
3. Apply these notes in 2/4, 3/4, and 4/4 meters and rhythmic patterns.

D. Harmony: Understand how sounds are combined and layered.

1. Identify the difference between layered and non-layered music.
2. Identify chords and triads and play them on Orff instruments.

3. Sing and play canons.
- E. Audience/performance skills: Take care of equipment and be a good audience.
1. Play class instruments correctly and use them for no other purpose.
 2. Put instruments/materials away correctly.
 3. Show quiet and appreciative attention to the performance of others.
 4. Express appreciation for performance with proper clapping and compliments.
 5. Sing and play instruments well with others.
 6. Work for good group singing, playing, and performing.

IV. RESPOND/CRITIQUE

- A. Tone Color. Use timbre to identify the various instruments and choral voices.
1. Identify the ways musical sounds are created on brass instruments and the voice.
 2. Identify by sight and sound the members of the Brass family (Trumpet, French Horn, Trombone, Baritone, Tuba and Sousaphone).
 3. List the names of and identify by sound the difference between bass, tenor, alto and soprano voices.
- B. Form: Be able to recognize musical phrases and sections in a form.
1. Identify repeated phrases.
 2. Say and write letters or terms to identify forms (AB, ABA, verse/refrain).