

Grade Three - Music

- Standard: Historical, Cultural and Social Contexts
 - Benchmark: Identify and demonstrate basic music forms.
 - Indicator: Identify and demonstrate AB form and verse/refrain form.
 - Benchmark: Identify and respond to music of historical and cultural origins.
 - Indicator: Sing, listen and move to music from world cultures.
 - Benchmark: Recognize the interaction of people in music.
 - Indicator: Recognize and describe ways that music serves as an expression in various cultures.
- Standard: Creative Expression and Communication
 - Benchmark: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.
 - Indicator: Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.
 - Indicator: Use the head voice to produce a light, clear sound and maintain appropriate posture.
 - Indicator: Play, alone and with others, a variety of classroom instruments with proper technique.
 - Benchmark: Read, write, improvise and compose melodies and accompaniments.
 - Indicator: Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).
 - Indicator: Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
 - Indicator: Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
- Standard: Analyzing and Responding
 - Benchmark: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.
 - Indicator: Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
 - Indicator: Identify how elements of music communicate ideas or moods.
 - Indicator: Identify and respond to simple music forms (e.g., rondo, AB).

- Benchmark: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.
 - Indicator: Identify the four families of orchestral instruments visually and aurally.
- Benchmark: Discuss and evaluate individual and group music performance.
 - Indicator: Discuss and evaluate individual music performance.
- Standard: Valuing Music/Aesthetic Reflection
 - Benchmark: Reflect on their own performances and the performances of others.
 - Indicator: Participate in developmentally appropriate music activities.
 - Indicator: Develop criteria for reflecting on their performances.
 - Benchmark: Demonstrate audience behavior appropriate for the context and style of music performed.
 - Indicator: Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.
 - Benchmark: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.
 - Indicator: Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
 - Indicator: Identify personal preferences for specific music selections.
- Standard: Connections, Relationships and Applications
 - Benchmark: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.
 - Indicator: Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
 - Indicator: Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.
 - Benchmark: Identify and describe roles of musicians in various music settings.
 - Indicator: Discuss that some people write music, direct music and/or perform music as jobs.