



Archdiocese of Washington Catholic Schools

Academic Standards

Music



GRADE 3

Standard 1 - PERFORMING MUSIC: Singing alone and with others

Students sing a variety of music expressively with attention to pitch, tone quality, diction, and posture. They sing rounds and songs with ostinatos, and they follow the directions of a conductor.

- 3.1.1 Sing a cappella and accompanied songs with attention to pitch, diction, tone quality, and posture.
- 3.1.2 Sing expressively with varied dynamics and appropriate phrasing.
- 3.1.3 Sing songs from a variety of cultures including those of the school and community, adding any movement considered intrinsic to authentic performance of the music.
- 3.1.4 Sing rounds and songs with ostinatos.
- 3.1.5 Follow the cues of a conductor.

Standard 2 - PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodies and rhythms on classroom instruments with correct technique, appropriate dynamics, and a steady beat, alone and in groups. They follow the directions of a conductor.

- 3.2.1 Echo melodic and rhythmic patterns.
- 3.2.2 Play given pitch patterns on a mallet instrument, keyboard, or recorder.
- 3.2.3 Play instruments in a group with a steady beat, appropriate dynamics, and correct technique.
- 3.2.4 Use correct names for classroom instruments including those from world cultures.
- 3.2.5 Play short measure melodies on pitched percussion instruments.
- 3.2.6 Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.
- 3.2.7 Follow the cues of a conductor.



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Standard 3 - CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise responses, accompaniments, and short compositions by singing and using a variety of instrumental and classroom sounds. They invent short pieces by following the cues of a conductor.

- 3.3.1 Sing or play extended responses to teacher or student questions.
- 3.3.2 Improvise a rhythmic accompaniment to a song.
- 3.3.3 Perform a composition with opportunities for free improvisation at various intervals.
- 3.3.4 Improvise a short composition using various sounds in response to the direction of a teacher or student conductor.
- 3.3.5 Improvise appropriate rhythmic movement to accompany a song or instrumental piece.
- 3.3.6 Use voices and instruments to improvise appropriate sound effects or accompaniments to a poem or short story.

Standard 4 - CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short melodies and accompaniments using available traditional and electronic resources. They notate their music and arrange melodies using available electronic means. They create simple orchestrations for stories, poems, and dramatizations.

- 3.4.1 Compose rhythmic and melodic phrases according to teacher guidelines utilizing classroom instruments and available electronic resources. Notate/record using traditional or available electronic means.
- 3.4.2 Compose a melody to match given lyrics. Create lyrics to match a given melody.
- 3.4.3 Create a rhythmic accompaniment for a given melody to be played and notated using traditional or available electronic sources.
- 3.4.4 Arrange a melody utilizing various vocal or instrumental sounds with available electronic sources.
- 3.4.5 Plan simple orchestrations to accompany readings and dramatizations using available instruments or electronic sound sources.



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Standard 5 - RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform rhythmic and melodic patterns, utilizing relevant examples from repertoire. They identify and apply musical symbols and terms.

- 3.5.1 Read and perform quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of two, three, and four using rhythm syllables.
- 3.5.2 Notate quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests using iconic or standard notation.
- 3.5.3 Read and perform expanded pitch patterns and simple songs using solfège and letter names of the treble clef.
- 3.5.4 Identify and sing or play steps and skips in notated pitch patterns.
- 3.5.5 Identify and apply an expanded vocabulary of musical terms.
- 3.5.6 Interpret notated music through visual, aural, and kinesthetic means.
- 3.5.7 Identify and explain the dynamic markings *forte*, *mezzo forte*, *piano*, *mezzo piano*, *crescendo* and *diminuendo (decrescendo)*.
- 3.5.8 Identify and explain the musical symbols for *fermata*, *octave*, and *D.C. al fine*.

Standard 6 - RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students use movement and symbols to describe music. They learn to use appropriate musical terminology and identify instrument families by sight and sound. They identify and demonstrate appropriate listening behavior.

- 3.6.1 Describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration.
- 3.6.2 Identify and describe AB, ABA, and rondo forms using movement and symbols.
- 3.6.3 Use musical terms to describe music through activities such as creation of a word bank.
- 3.6.4 Identify representative orchestral instruments and their families by sight and sound as well as instruments of other cultures.



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- 3.6.5 Identify different ensembles by their timbre such as adult or children's choir, orchestra, or wind ensemble.
- 3.6.6 Discuss and demonstrate appropriate listening behavior for various types of performances.

Standard 7- RESPONDING TO MUSIC: Evaluating music and music performances

Students express personal preferences for music. They compare musical compositions, evaluate performances, and demonstrate appropriate behavior when performing.

- 3.7.1 Explain personal preferences for various styles of music using appropriate terminology.
- 3.7.2 Listen to and discuss or write about two contrasting compositions using appropriate terminology.
- 3.7.3 Establish and apply criteria for evaluating various types of musical performances.
- 3.7.4 Identify and demonstrate appropriate behavior when performing music.

Standard 8 - RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover correlations of the elements of art and principles of design to music and other disciplines. They interpret aural examples through various means and use music to describe and understand other topics and subjects.

- 3.8.1 From a list of the elements of art (line, color, shape, value, texture, form, and space) and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), identify terms that also apply to music, dance, and drama as well as reading, writing, and mathematics.
- 3.8.2 Interpret an aural musical example using dance, drama, art, or writing.
- 3.8.3 Select and play a classroom instrument to describe an object or interpret a concept in a picture or literary work.
- 3.8.4 Discuss ways that music could enhance understanding of a topic in another discipline.



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Standard 9 -RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students discover music associated with special occasions in their own and other cultures. They explore music and dances from other eras and cultures and investigate roles of musicians in media today.

- 3.9.1 Investigate the use of music for special occasions and celebrations, both in the United States and across world cultures.
- 3.9.2 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.
- 3.9.3 Learn folk dances from other eras and cultures.
- 3.9.4 Discuss the roles of musicians in contemporary media.