

Standards-Based Learning

Power Standards

Music

3rd Grade

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

ⓉPower Standards highlighted **All** standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts. EALR 1

Understands and applies the concepts and vocabulary of music. 1.1

1.1.1	Analyzes, understands, and applies the elements <u>beat and rhythm</u> while creating, performing, and responding to music. <ul style="list-style-type: none">a. Demonstrates eighth, quarter, half, dotted half, and whole notes.b. Demonstrates quarter, half, and whole rests.c. Creates basic rhythmic patterns in duple meter.d. Identifies strong and weak beats in duple and triple meter.
1.1.2	Analyzes, understands, and applies the elements <u>pitch and melody</u> while creating, performing, and responding to music. <ul style="list-style-type: none">a. Uses and demonstrates combinations of steps, leaps, and repeated notes to create a melody.b. Differentiates aurally between same and different melodic phrases.c. Recognizes aurally and sings in appropriate vocal ranges a variety of intervals within a pentatonic scale.d. Reads and performs (by singing and/or playing) melodic phrases and notation.
1.1.3	Analyzes, understands, and applies the elements <u>harmony, texture, and timbre/tone color</u> while creating, performing, and responding to music. <ul style="list-style-type: none">a. Identifies unison and harmony in examples of music.b. Identifies instruments visually and aurally.c. Recognizes the varying sounds of strings, woodwinds, brass, percussion, keyboard, electronic instruments, and instruments from other cultures.d. Understands that sounds are produced by vibrations.
1.1.4	Analyzes, understands, and applies the element <u>form</u> while creating, performing, and responding to music. <ul style="list-style-type: none">a. Understands and identifies (visually and aurally) various musical forms.b. Examines and identifies the forms of music taught, rehearsed, and/or performed.c. Recognizes repeat signs and 1st and 2nd endings.d. Identifies call and response, echo songs, rounds, and partner songs.

	e. Uses movement to demonstrate AB (verse/chorus/refrain), ABA , AABA , and rondo form ABACA .
1.1.5	Understands, remembers, and applies the element <u>expression (dynamics, style, tempo, phrasing)</u> while creating, performing, and responding to music. <ul style="list-style-type: none"> a. Understands and uses crescendo/decrescendo. b. Understands and uses largo, andante, and allegro when singing and playing instruments. c. Compares and contrasts musical styles through listening. d. Identifies the beginning and ending of a musical phrase

Develops the skills and techniques of music.

1.2

1.2.1	Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. <ul style="list-style-type: none"> a. Demonstrates musical skills and techniques with teacher’s direction and assistance: <ul style="list-style-type: none"> o Reading music o Performing o Composing o Sight singing/reading o Playing instruments o Singing o Improvising o Conducting o Chanting b. Demonstrates musical skills and techniques while playing non-pitched percussion instruments. c. Demonstrates appropriate care of musical instruments
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Understands and applies musical genres and styles of various artists, cultures, and times.

1.3

1.3.1	Understands and applies musical experiences from diverse genres, artists, cultures and or/times. <ul style="list-style-type: none"> a. Compares musical experiences from various artists, cultures and/or times. b. Describes the attributes used by specific musicians and cultures and/or times.
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Understands and applies audience conventions in a variety of arts settings and performances of music.

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1.4.1	Remembers and applies audience conventions in a variety of musical settings and performances. <ul style="list-style-type: none"> a. Demonstrates audience manners, active listening, and viewing skills in a performance setting.
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The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts

EALR 2

Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)

2.1	Understands and applies a creative process to create music. <ul style="list-style-type: none"> a. Demonstrates a creative process: <ul style="list-style-type: none"> o Explores musical elements to create music. o Gathers and uses musical elements and life experiences to create music. o Uses ideas and skills to create music through guided exploration. o Implements choices of musical elements to create music. o Refines music through feedback.
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	o Performs music for self and others.	
<i>Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)</i>		2.2
2.2.1	<p>Understands and applies a performance process when preparing and performing music.</p> <p>a. Demonstrates a performance process:</p> <ul style="list-style-type: none"> o Interprets meaning through personal understanding of the music and/or performance. o Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving. o Presents and produces music and/or a performance for others. o Reflects upon music and/or a performance and self-evaluates to set goals 	
<i>Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)</i>		2.3
2.3.1	<p>Understands and applies a responding process when experiencing music.</p> <p>a. Demonstrates a responding process:</p> <ul style="list-style-type: none"> o Engages the senses actively and purposefully while experiencing music. o Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music. o Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques. o Interprets meaning based on personal experiences and knowledge. 	
The student communicates through the arts (dance, music, theatre, and visual arts).		EALR 3
<i>Uses music to express feelings and present ideas</i>		3.1
3.1.1	<p>Applies understanding to create music that expresses feelings and presents ideas.</p> <ul style="list-style-type: none"> a. Examines and explains how ideas and feelings are expressed. b. Composes a piece of music to express one idea or feeling. 	
<i>Uses music to communicate for a specific purpose.</i>		3.2
3.2.1	<p>Applies ways that music communicates for a specific purpose.</p> <p>a. Discovers, explores, dramatizes, expresses, and presents (with teacher's direction) the ways music communicates for a given purpose.</p> <p>b. Reflects upon musical styles and genres and how they can be used to communicate for a specific purpose.</p>	
<i>Develops personal aesthetic criteria to communicate artistic choices in music.</i>		3.3
3.3.1	<p>Understands (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances.</p> <ul style="list-style-type: none"> a. Explains (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances. b. Experiences (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history. 	
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.		EALR 4
<i>Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).</i>		4.1
4.1.1	<p>Remembers and applies understanding of skills, concepts, and vocabulary that music has in common with other arts disciplines.</p> <ul style="list-style-type: none"> a. Identifies compositional elements common throughout the arts. b. Demonstrates skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating. 	

Demonstrates and analyzes the connections among the arts and between the arts and other content areas. 4.2

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| 4.2.1 | Remembers and understands skills, concepts, and vocabulary that music has in common with other content areas.
a. Identifies and examines arts knowledge and skills to reinforce learning in other content areas. |
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Understands how the arts impact and reflect personal choices throughout life. 4.3

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| 4.3.1 | Understands how music impacts personal choices, including choices made at home, in school, and in the community.
a. Identifies how music impacts choices of activities outside of school. |
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Understands how the arts influence and reflect cultures/civilization, place, and time. 4.4

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| 4.4.1 | Understands how the specific attributes of a musical work reflect its cultural and historical context.
a. Recognizes and describes how music reflects culture. |
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Understands how arts knowledge and skills are used in the world of work, including careers in the arts. 4.5

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| 4.5.1 | Applies understanding of how musical knowledge, skills, and work habits are used in the world of work, including careers in music.
a. Identifies the goals and practices needed to meet deadlines and complete work. |
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