THIRD GRADE Outcomes

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| STANDARD  REFERENCE |
| Third Grade Course Purpose | Students will read music by identifying notes, on a staff, by pitch and duration and apply corresponding singing and playing techniques | B.5.2.1  B.5.3.1  B.5.4.1  B.3.3.1  B.3.3.2  B.2.5.1  B.2.5.2 |

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| Unit Outcome MU.3.1 | Student will perform simple melodies using 3-5 notes and rhythms incorporating time signature, notes, and rests. | B.5.2.1  B.5.3.1  B.5.4.1  B.2.5.1. |

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| Component |
| MU3.1.A | Identify notes by pitch name and position on staff. | B.5.2.1.  B.5.4.1 |
| MU3.1.B | Demonstrate duration of half rest, whole rest, | B.2.1.2 |
| MU3.1.C | Identify and demonstrate time signatures of 4/4, 3/4, and 2/4 | B.5.1.1. |
| MU3.1.D | Perform songs, using correct meter, notes and rests. | B.5.1.1. |
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| Unit Outcome MU.3.2 | Student will perform partner songs, and rounds | B.2.6.1  B.1.4.1 |

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| Component |
| MU.3.2.A | Differentiate between unison and harmony. | B.1.4.1 |
| MU.3.2.B | Sing or play unison melodies while teacher or another student sings or plays a second independent part | B.2.3.1  B.1.4.1 |
| MU 3.2.C | Perform simple rounds and partner songs, while keeping their independent part | B.1.4.1. |
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| Unit Outcome MU 3.3 | Student sings independently showing pitch, meter, duration, dynamics and articulation. | B.2.6.1  B.2.4.1  B.2.4.2  B.2.2.1 |

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| Component |
| MU 3.3.A | Echo sing rhythm patterns in simple meters using mi sol la songs | B.3.3.1  B.2.2.1 |
| MU 3.3.B | Articulate in rhythm focusing on phrase endings. | B.2.4.1 |
| MU 3.3.C | Sing simple melodic songs using a variety of dynamics | B.2.4.2  B.2.2.1 |
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| Unit Outcome MU 3.4 | Student will perform simple melodies using clefs, note names, and rhythms | B.5.4.1  B.3.1.1 |

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| Component |
| MU 3.4.A | Identify staff, treble clef, note names on staff, melodic direction | B.3.2.1 |
| MU 3.4.B | Count and clap simple two to four measure rhythms | B.2.4.1 |
| MU 3.4.C | Model melodic lines with hand patterns or body sections | B.2.4.2 |
| MU 3.4.D | Perform simple melodies | B.3.3.2  B.3.1.1  B.3.2.1 |
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| Unit Outcome MU 3.5 | Student perform in groups with intonation, matching dynamics and responds to director’s cues | B.2.5.2  B.2.2.1  B.2.2.2  B.2.2.3 |

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| Component |
| MU 3.5.A | Sing with characteristic vowel formations | B.5.3.1. |
| MU 3.5.B | Perform designated dynamics to the cues of the director | B.2.5.1 |
| MU 3.5.C | Respond to director’s cues for entrances and cutoff | B.2.5.2 |
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| Unit Outcome MU 3.6 | Student will improvise “answers” to rhythmic phrase | B.3.1.1 |

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| Component |
| MU 3.6.A | Echo short rhythmic phrases | B.2.4.1.1. |
| MU 3.6.B | Create short rhythmic phrases within specified guidelines | B.3.1.1 |
| MU 3.6.C | Create appropriate rhythmic answers to given rhythmic questions | B.3.1.1 |
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| Unit Outcome MU 3.7 | Student will differentiate among the sounds of a variety of instruments and voices | B.6.4.1  B.6.3.1 |

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| Component |
| MU 3.7.A | Differentiate instrument families and their characteristics | | B.6.4.1  B.6.3.1 |
| MU 3.7.B | Compare and Contrast Singing voices, male and female, children and adult | | B.6.4.1 |
| MU 3.7.C | Distinguish different voices in isolation and in groups. (Symphonic Band, Symphonic Orchestra, String Quartet, Concert Choir) | | B.6.4.1  B.6.3.1 |
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| Unit Outcome MU 3.8 | | | Students will devise appropriate criteria for evaluating performances | B.7.1.1  B.8.1.1 | |

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| Component |
| MU 3.8.A | Identify musical elements selected by teacher. | B.7.1.1  B.7.2.1  B.6.4.1 |
| MU 3.8.B | Generate a list of descriptors for selected musical elements | B.8.2.1  B.8.1.1  B.7.2.1 |
| MU 3.8.C | Compare and contrast the above descriptors | B.7.1.1  B.8.1.1  B.6.4.1 |
| MU 3.8.D | Select most appropriate criteria | B.7.1.1  B.6.2.1 |
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| Unit Outcome MU 3.9 | Students explains how elements of music,(rhythm, harmony, timbre, and form/style) are used in music examples from various cultures around the world. | B.9.2.1  B.9.1.1  B.9.1.2 |

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| Component |
| MU 3.9.A | Listen, move, and describe the use of pulse and rhythmic patterns in various cultures. | B.9.2.1 |
| MU 3.9.B | Listen to and describe harmonic content of various cultural examples. | B.9.2.1  B.9.1.1  B.6.2.1 |
| MU 3.9.C | Describe in appropriate vocabulary, the timbre of selected cultural examples. | B.9.2.1  B.9.1.2  B.6.2.1 |
| MU 3.9.D | Listen to and describe the form/style of selected cultural examples. | B.9.2.1  B.9.1.1  B.9.1.2  B.6.1.1 |
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| Unit Outcome MU 3.10 | Student performs simple melodic and chordal patterns | B.3.2.1 |

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| Component |
| MU 3.10.A | Distinguish between melodic and harmonic. |  |
| MU 3.10.B | Perform simple ascending, descending and repeating melodic pattern | B.2.2.2 |
| MU 3.10.C | Perform an ostinato on classroom instruments | B.2.3.3  B.3.2.1 |
| MU 3.10.D | Play basic chords | B.2.3.3 |
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