



# Diocese of Greensburg Curriculum

## Music Grade 3

Unit	Standards	Content	Skills
<p><b>Rhythm</b></p>	<p><b>NCCAS: Music</b>  <b>NCCAS: Grade 3</b></p> <hr/> <p><b>Creating</b>  <b>Imagine</b>  <b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p> <p>MU:Cr1.1.3 a Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social ).</p> <p><b>Plan and Make</b>  <b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>MU:Cr2.1.3 b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p><b>Performing</b>  <b>Analyze</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.2.3 b When analyzing selected music, read and perform rhythmic patterns and melodic</p>	<ul style="list-style-type: none"> <li>• Steady beat (Fast/Slow)</li> <li>• Long/short sounds</li> <li>• Beat Patterns</li> <li>• Bar line, Measure, Unpitched Symbols</li> <li>• Quarter note, quarter rest, eighth note, half note, half rest, dotted half, whole notes, and whole rests. Optional; sixteenth notes</li> <li>• time signatures</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Duplicate and generate a steady beat</li> <li>• Differentiate between long and short sounds</li> <li>• Perform beat patterns in groups of 2s (1, 2, 1, 2...) and 3s (1, 2, 3, 1, 2, 3...)</li> <li>• Echo rhythms as an ensemble and individually</li> <li>• Visually identify:             <ul style="list-style-type: none"> <li>○ bar line</li> <li>○ measure</li> <li>○ unpitched symbols</li> <li>○ time signatures                 <ul style="list-style-type: none"> <li>▪ 4/4, 2/4, 3/4</li> </ul> </li> </ul> </li> <li>• Visually and aurally identify, demonstrate, and notate:             <ul style="list-style-type: none"> <li>○ quarter note</li> <li>○ eighth note</li> <li>○ quarter rest</li> <li>○ half note</li> <li>○ half rest</li> <li>○ dotted half</li> <li>○ whole notes</li> <li>○ whole rests</li> <li>○ optional; sixteenth notes</li> </ul> </li> </ul>

Unit	Standards	Content	Skills
	<p>phrases using iconic and standard notation.</p> <p><b>Rehearse, Evaluate and Refine</b>  <b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b></p> <p>MU:Pr5.1.3 b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p><b>Present</b>  <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.3 a Perform music with expression and technical accuracy.</p> <p>MU:Pr6.1.3 b Demonstrate performance decorum and audience etiquette appropriate for the context and venue .</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Melody</b></p>	<p><b>NCCAS: Music</b>  <b>NCCAS: Grade 3</b></p> <hr/> <p><b>Creating</b>  <b>Imagine</b>  <b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b></p>	<ul style="list-style-type: none"> <li>• High/low sounds</li> <li>• Pitch</li> <li>• Melodic patterns</li> <li>• Staff</li> <li>• Treble clef notes</li> <li>• Bass clef notes</li> <li>• Major and minor</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between high and low sounds.</li> <li>• Sing matching pitch individually and as a group.</li> <li>• Visually identify, demonstrate, sing and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> <li>○ SO MI LA DO RE</li> </ul> </li> </ul>

Unit	Standards	Content	Skills
	<p>MU:Cr1.1.3 a Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social ).</p> <p>MU:Cr1.1.3 b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p><b>Plan and Make</b>  <b>Anchor Standard 2: Organize and develop artistic ideas and work.</b></p> <p>MU:Cr2.1.3 b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p><b>Performing</b>  <b>Analyze</b>  <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.2.3 b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p><b>Present</b>  <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.3 a Perform music with expression and technical accuracy.</p>		<ul style="list-style-type: none"> <li>○ Octave SO LA DO</li> <li>• Visually identify: <ul style="list-style-type: none"> <li>○ staff</li> <li>○ treble clef notes on the staff</li> <li>○ Optional: bass clef notes on the staff</li> </ul> </li> <li>• Differentiate major and minor tonalities.</li> </ul>

Unit	Standards	Content	Skills
	<p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Expression</b></p>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 3</b></p> <hr/> <p><b>Performing</b> <b>Interpret</b> <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.3.3 a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p><b>Rehearse, Evaluate and Refine</b> <b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b></p> <p>MU:Pr5.1.3 b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p><b>Present</b> <b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b></p> <p>MU:Pr6.1.3 a Perform music with expression and technical accuracy.</p>	<ul style="list-style-type: none"> <li>• Loud/soft sounds</li> <li>• Fast/slow sounds</li> <li>• Forte/piano</li> <li>• Crescendo/decrescendo</li> <li>• Accents</li> <li>• Cues</li> <li>• Mood</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and demonstrate musical contrasts <ul style="list-style-type: none"> <li>○ loud/soft</li> <li>○ fast/slow</li> <li>○ forte/piano</li> <li>○ crescendo/decrescendo</li> <li>○ accents</li> </ul> </li> <li>• Respond to a conductor.</li> <li>• Perform in an ensemble and individually.</li> <li>• Interpret mood or emotion through listening or singing.</li> </ul>

Unit	Standards	Content	Skills
	<p><b>Responding</b> <b>Interpret</b> <b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b></p> <p>MU:Re8.1.3 a Demonstrate and describe how the expressive qualities (such as dynamics and tempo ) are used in performers' interpretations to reflect expressive intent .</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p><b>Timbre</b></p>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 3</b></p> <hr/> <p><b>Performing</b> <b>Interpret</b> <b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b></p> <p>MU:Pr4.3.3 a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p><b>Responding</b> <b>Analyze</b> <b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.3 a Demonstrate and describe how a response to music can be informed by the structure ,</p>	<ul style="list-style-type: none"> <li>• Different uses of the voice</li> <li>• Classroom instruments</li> <li>• Instrument families</li> <li>• Environmental sounds</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between and use different voices: sing, speak, whisper, shout</li> <li>• Play and explore various classroom instruments</li> <li>• Recognize sounds produced from environmental sounds, vocal projection, and musical instruments</li> <li>• Explore and distinguish sounds produced by the body and rhythm instruments</li> <li>• Visually and aurally identify the families of: <ul style="list-style-type: none"> <li>○ classroom instruments <ul style="list-style-type: none"> <li>▪ wood</li> <li>▪ metal</li> <li>▪ drum</li> <li>▪ shaker</li> </ul> </li> <li>○ orchestra <ul style="list-style-type: none"> <li>▪ strings</li> <li>▪ woodwinds</li> </ul> </li> </ul> </li> </ul>

Unit	Standards	Content	Skills
	<p>the use of the elements of music , and context (such as personal and social ).</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		<ul style="list-style-type: none"> <li>▪ brass</li> <li>▪ percussion</li> </ul>
<p><b>Form</b></p>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 3</b></p> <hr/> <p><b>Responding</b> <b>Analyze</b> <b>Anchor Standard 7: Perceive and analyze artistic work</b></p> <p>MU:Re7.2.3 a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social ).</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> <li>• Echo songs</li> <li>• Phrases</li> <li>• AB form</li> <li>• Same/different musical phrases</li> <li>• ABA form</li> <li>• repeat sign</li> <li>• Double bar line</li> <li>• D.C. al Fine</li> <li>• Fine</li> <li>• First and second endings</li> <li>• Canon</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Sing echo songs</li> <li>• Identify musical phrases that are the same and different</li> <li>• Experience songs in AB form</li> <li>• Visually and/or Aurally demonstrate: <ul style="list-style-type: none"> <li>○ same/different musical phrases</li> <li>○ Song in AB form</li> <li>○ Songs in ABA form</li> <li>○ repeat sign</li> <li>○ double bar line</li> <li>○ D.C. al Fine</li> <li>○ Fine</li> <li>○ First and second endings</li> <li>○ Canon</li> </ul> </li> <li>• Perform phrases with 5-6 measures</li> </ul>
<p><b>History/Liturgy</b></p>	<p><b>NCCAS: Music</b> <b>NCCAS: Grade 3</b></p> <hr/> <p><b>Connecting</b> <b>Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b></p>	<ul style="list-style-type: none"> <li>• Music from diverse cultures and historical periods</li> <li>• Catholic liturgical and traditional music</li> <li>• Audience and performance etiquette</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Experience music from diverse cultures and historical periods</li> <li>• Sing a repertoire of Catholic liturgical and traditional music</li> <li>• Practice audience and performance etiquette</li> </ul>

Unit	Standards	Content	Skills
	<p>MU:Cn10.1.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		

