



PETALUMA CITY SCHOOLS

CONTENT STANDARDS

WITH POWER STANDARDS IN BOLD

Grade Three

MUSIC

1.0 ARTISTIC PERCEPTION

Students read, notate, listen, analyze, and describe music and other aural information, using the terminology of music.

2.0 CREATIVE EXPRESSION

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 HISTORICAL AND CULTURAL CONTEXT

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

4.0 AESTHETIC VALUING

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

The bolded standards within this document are being proposed for priority teaching so that all students receive an equitable, aligned curriculum preparing them for success in school and in life.

GRADE THREE MUSIC

Visual and Performing Arts: Music Content Standards

ARTISTIC PERCEPTION

- 1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music:
Students read, notate, listen, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 **Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.**
- 1.2 Read, write, and perform pentatonic patterns, using solfege.

Listen to, Analyze, and Describe Music

- 1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
- 1.4 **Identify visually and aurally the four families of orchestral instruments and male and female adult voices.**
- 1.5 **Describe the way in which sound is produced on various instruments.**
- 1.6 **Identify simple musical forms (e.g., AABA, AABB, round).**

CREATIVE EXPRESSION

- 2.0 Creating, Performing, and Participating in Music:
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 **Sing with accuracy in a developmentally appropriate range.**
- # 2.2 **Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.**
- 2.3 **Play rhythmic and melodic ostinatos on classroom instruments.**

Compose, Arrange, and Improvise

- 2.4 Create short rhythmic and melodic phrases in question-and-answer form.

HISTORICAL AND CULTURAL CONTEXT

- 3.0 Understanding the Historical Contributions and Cultural Dimensions of Music:
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Identify the uses of music in various cultures and time periods.

Diversity of Music

3.2 Sing memorized songs from diverse cultures.

3.3 Play memorized songs from diverse cultures.

3.4 Identify differences and commonalities in music from various cultures.

AESTHETIC VALUING

- 4.0 Responding to, Analyzing, and Making Judgments About Works of Music:
Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

Derive Meaning

4.2 **Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.**

4.3 **Describe how specific musical elements communicate particular ideas or moods in music.**

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 5.0 Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers:
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

Careers and Career-Related Skills

5.2 Identify what musicians and composers do to create music.

Bold: All students will be able to demonstrate from music teacher and classroom teacher instruction.