

# Music: Grade 3

Adopted 2018

## Chorus (54.01100)

### Creating

1. Generate and conceptualize musical ideas and works. [ESBC.CR.1](#)
  - a. Improvise simple rhythmic and melodic patterns. [ESBC.CR.1.A](#)
  - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato). [ESBC.CR.1.B](#)
  - c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [ESBC.CR.1.C](#)
  - d. Set short poetic phrases and texts to music. [ESBC.CR.1.D](#)
  - e. Compose original rhythms and melodies. [ESBC.CR.1.E](#)
2. Organize, develop, and revise musical ideas and works. [ESBC.CR.2](#)
  - a. Share improvised, composed, or arranged pieces. [ESBC.CR.2.A](#)
  - b. Use teacher-created criteria to refine improvised or composed pieces. [ESBC.CR.2.B](#)

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## Performing

1. Analyze, interpret, and select musical works for presentation. **ESBC.PR.1**
  - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. **ESBC.PR.1.A**
  - b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements. **ESBC.PR.1.B**
  - c. Notate simple rhythms and melodies from aural examples utilizing a dictation method. **ESBC.PR.1.C**
  - d. Read and notate music using available technology. **ESBC.PR.1.D**
2. Develop and refine musical techniques and works for presentation. **ESBC.PR.2**
  - a. Demonstrate appropriate singing posture and breathing techniques. **ESBC.PR.2.A**
  - b. Identify basic vocal anatomy. **ESBC.PR.2.B**
  - c. Identify aspects of vocal range and tone. **ESBC.PR.2.C**
  - d. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. **ESBC.PR.2.D**
  - e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts. **ESBC.PR.2.E**
3. Convey meaning through the presentation of musical works as the school setting permits. **ESBC.PR.3**
  - a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music. **ESBC.PR.3.A**
  - b. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique. **ESBC.PR.3.B**
  - c. Sing selected music from memory for public performance at least twice per year. **ESBC.PR.3.C**
  - d. Exhibit appropriate rehearsal and performance etiquette. **ESBC.PR.3.D**

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## Responding

1. Perceive, analyze, and interpret meaning in musical works. **ESBC.RE.1**
  - a. Describe a musical score in terms of rhythm, melody, and form. **ESBC.RE.1.A**
  - b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. **ESBC.RE.1.B**
  - c. Describe the emotions and thoughts that music conveys. **ESBC.RE.1.C**
  - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition, in selected examples (e.g. aural, written, performed), are important to a performance. **ESBC.RE.1.D**
2. Apply criteria to evaluate musical works. **ESBC.RE.2**
  - a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch, and rhythm, diction, and dynamics. **ESBC.RE.2.A**

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## Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **ESBC.CN.1**
    - a. Discuss how music relates to personal development and enjoyment of life. **ESBC.CN.1.A**
    - b. Describe how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music. **ESBC.CN.1.B**
  2. Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding. **ESBC.CN.2**
    - a. Identify historical and cultural characteristics of a varied repertoire, including world music. **ESBC.CN.2.A**
    - b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance. **ESBC.CN.2.B**
    - c. Identify the historical period, composer, culture, and style of music presented in class. **ESBC.CN.2.C**
    - d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **ESBC.CN.2.D**
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## General Music - Third Grade (53.00400)

### Creating

1. Improvise melodies, variations, and accompaniments. [ESGM3.CR.1](#)
    - a. Improvise rhythmic question and answer phrases using a variety of sound sources. [ESGM3.CR.1.A](#)
    - b. Improvise pentatonic melodies and accompaniments. [ESGM3.CR.1.B](#)
  2. Compose and arrange music within specified guidelines. [ESGM3.CR.2](#)
    - a. Create rhythmic and melodic motives to enhance literature. [ESGM3.CR.2.A](#)
    - b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). [ESGM3.CR.2.B](#)
    - c. Compose melodic patterns. [ESGM3.CR.2.C](#)
    - d. Arrange rhythmic patterns to create simple forms and instrumentation. [ESGM3.CR.2.D](#)
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### Performing

1. Sing a varied repertoire of music, alone and with others. [ESGM3.PR.1](#)
  - a. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice. [ESGM3.PR.1.A](#)
  - b. Sing with others (e.g. rounds, game songs, ostinatos). [ESGM3.PR.1.B](#)
  - c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language. [ESGM3.PR.1.C](#)
2. Perform a varied repertoire of music on instruments, alone and with others. [ESGM3.PR.2](#)
  - a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique. [ESGM3.PR.2.A](#)
  - b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts. [ESGM3.PR.2.B](#)
  - c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique. [ESGM3.PR.2.C](#)
3. Read and Notate music. [ESGM3.PR.3](#)
  - a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. [ESGM3.PR.3.A](#)
  - b. Read melodic patterns within a treble clef staff. [ESGM3.PR.3.B](#)
  - c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo). [ESGM3.PR.3.C](#)

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## Responding

1. Listen to, analyze, and describe music. **ESGM3.RE.1**
  - a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo). **ESGM3.RE.1.A**
  - b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin). **ESGM3.RE.1.B**
  - c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound. **ESGM3.RE.1.C**
  - d. Aurally distinguish between solo/ensemble and accompanied/unaccompanied singing. **ESGM3.RE.1.D**
2. Evaluate music and music performances. **ESGM3.RE.2**
  - a. With teacher's guidance, collaborate to develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised). **ESGM3.RE.2.A**
  - b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others. **ESGM3.RE.2.B**
  - c. Refine music performances by applying personal, peer, and teacher feedback. **ESGM3.RE.2.C**
  - d. Explain personal preferences for specific musical works using appropriate vocabulary. **ESGM3.RE.2.D**
3. Move to a varied repertoire of music, alone and with others. **ESGM3.RE.3**
  - a. Respond to contrasts and events in music with locomotor and non-locomotor movement. **ESGM3.RE.3.A**
  - b. Perform choreographed and non-choreographed movements. **ESGM3.RE.3.B**
  - c. Perform line and circle dances, including traditional folk dances. **ESGM3.RE.3.C**

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## Connecting

1. Connect music to the other fine arts and disciplines outside the arts. **ESGM3.CN.1**
    - a. Describe connections between music and the other fine arts. **ESGM3.CN.1.A**
    - b. Describe connections between music and disciplines outside the fine arts. **ESGM3.CN.1.B**
  2. Connect music to history and culture. **ESGM3.CN.2**
    - a. Perform and respond to music from various historical periods and cultures. **ESGM3.CN.2.A**
    - b. Describe how sounds and music are used in daily lives. **ESGM3.CN.2.B**
    - c. Demonstrate performance etiquette and appropriate audience behavior. **ESGM3.CN.2.C**
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## Orchestra (53.05100)

### Creating

1. Improvise, compose, and arrange music within specified guidelines. **ESBO.CR.1**
    - a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). **ESBO.CR.1.A**
    - b. Improvise, compose, or arrange a melody or variation of a melody. **ESBO.CR.1.B**
    - c. Share improvised, composed, or arranged pieces. **ESBO.CR.1.C**
    - d. Use teacher-created criteria to refine improvised or composed pieces. **ESBO.CR.1.D**
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### Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **ESBO.PR.1**
  - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. **ESBO.PR.1.A**
  - b. Demonstrate an understanding of phrasing through performing simple melodies. **ESBO.PR.1.B**
  - c. Discuss and demonstrate characteristic tone production on a string instrument. **ESBO.PR.1.C**
  - d. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. **ESBO.PR.1.D**
  - e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. **ESBO.PR.1.E**
  - f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C. **ESBO.PR.1.F**
  - g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. **ESBO.PR.1.G**
2. Read and Notate music. **ESBO.PR.2**
  - a. Identify notes in the staff and on ledger lines of respective clef. **ESBO.PR.2.A**
  - b. Read and notate notes within key signatures D, G, and C. **ESBO.PR.2.B**
  - c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4). **ESBO.PR.2.C**
  - d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. **ESBO.PR.2.D**

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## Responding

1. Listen to, analyze, and describe music. **ESBO.RE.1**
  - a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **ESBO.RE.1.A**
  - b. Identify the difference between melody and accompaniment in given examples (e.g. aural, written, performed). **ESBO.RE.1.B**
2. Evaluate music and music performances. **ESBO.RE.2**
  - a. Distinguish between correct and incorrect notes and intonation and demonstrate the ability to adjust accordingly. **ESBO.RE.2.A**
  - b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. **ESBO.RE.2.B**
  - c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. **ESBO.RE.2.C**
  - d. Use self-reflection and peer feedback to discuss ideas to improve the quality of a performance. **ESBO.RE.2.D**

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## Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. **ESBO.CN.1**
  - a. Explain the benefits of musical study as part of a well-rounded education. **ESBO.CN.1.A**
  - b. Discuss how other subjects are related to music. **ESBO.CN.1.B**
2. Understand music in relation to history and culture. **ESBO.CN.2**
  - a. Identify and compare performance styles of music learned in class. **ESBO.CN.2.A**
  - b. Discuss how the music performed in class relates to the culture and society in which we live. **ESBO.CN.2.B**

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## Piano (53.09000)

### Creating

1. Improvise melodies, variations, and accompaniments. **ESP.CR.1**
  - a. Improvise rhythmic patterns by clapping, singing, or playing a repeated note or chord. **ESP.CR.1.A**
  - b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues). **ESP.CR.1.B**
  - c. Demonstrate a rhythmic or melodic ostinato. **ESP.CR.1.C**
2. Compose and arrange music within specified guidelines. **ESP.CR.2**
  - a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate dynamics. **ESP.CR.2.A**
  - b. Set a short poetic phrase and/or text to music. **ESP.CR.2.B**

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## Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **ESP.PR.1**
  - a. Recognize characteristic playing position, posture, and fingering techniques. **ESP.PR.1.A**
  - b. Recognize skills through performance of musical literature (e.g. rehearsal procedures, steady tempo, rhythmic accuracy, dynamic expression, style). **ESP.PR.1.B**
  - c. Demonstrate all performance skills through performance of music literature at the appropriate level. **ESP.PR.1.C**
2. Notate music. **ESP.PR.2**
  - a. Utilize a counting system and pitch learning procedure to read music appropriate to ability. **ESP.PR.2.A**
  - b. Notate simple rhythms and melodies utilizing a dictation method. **ESP.PR.2.B**
  - c. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements. **ESP.PR.2.C**
  - d. Notate a simple musical composition. **ESP.PR.2.D**
3. Analyze selection of repertoire. **ESP.PR.3**
  - a. Describe how pianists decide which pieces to learn and perform. **ESP.PR.3.A**
  - b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). **ESP.PR.3.B**

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## Responding

1. Read about, listen to, and describe music. **ESP.RE.1**
  - a. Read about appropriate music based on skill level. **ESP.RE.1.A**
  - b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast. **ESP.RE.1.B**
  - c. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates. **ESP.RE.1.C**
2. Evaluate music and music performances. **ESP.RE.2**
  - a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics). **ESP.RE.2.A**
  - b. Demonstrate practice strategies to refine a performance using teacher-based criteria. **ESP.RE.2.B**
  - c. Recognize and demonstrate context-appropriate performer and audience etiquette. **ESP.RE.2.C**
  - d. Explain how people from different backgrounds judge music and music performances. **ESP.RE.2.D**

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## Connecting

1. Understand relationships between music, the other arts, disciplines outside the arts, history, and culture. **ESP.CN.1**
  - a. Describe how music relates to fine arts and other disciplines. **ESP.CN.1.A**
  - b. Describe the characteristics of music from different cultures. **ESP.CN.1.B**
  - c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres. **ESP.CN.1.C**