

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Third Grade
 Section/Heading: 3A.1

Strand: Listening to Music

Diocesan Standard Terra Nova Objective	Benchmark Statement
Listening to Music	Respond to music aesthetically, intellectually, and emotionally.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Identify simple music forms when presented aurally including, but not limited to, verse/refrain, AB, ABA, and Rondo forms when guided by visual aids. (6a) 2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b) 3. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances including, but not limited to, range, dynamics, meter, tempo, melodic contour, harmony, ensembles, accompaniment, and style. (6c) 4. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices. (6d) 5. Respond through purposeful movement to selected prominent music characteristics or specific music events while listening to music. (6e) 		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Third Grade
 Section/Heading: 3B.1

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create vocal music alone and with others.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, an octave range. (1a) 2. Sing with proper diction, posture, and breath control. (1a) 3. Demonstrate the use of singing and speaking voices in appropriate situations. (1a) 4. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b) 5. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures including, but not limited to, folk music, ethnic music, and musical compositions of history. (1c) 6. Sing ostinatos, and partner songs. (1d) 7. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e) 8. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a) 9. Participate in mass music by singing songs from hymnals and participating in responses. 		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Third Grade
 Section/Heading: 3B.2

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create instrumental music alone and with others.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Perform on pitch, in rhythm notes including dotted half and dotted quarter notes in 2/4, 3/4, and 4/4 meters with appropriate dynamics and timbre, and maintain a steady tempo. (2a) 2. Perform easy rhythmic, melodic, and chordal patterns accurately on rhythmic, melodic, and harmonic classroom instruments. (2b) 3. Perform expressively a varied repertoire of music representing diverse genres and styles including, but not limited to, folk music, ethnic music, and musical compositions of history. (2c) 4. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. (2e) 5. Perform independent instrumental parts while other students sing or play contrasting parts. (1f) 6. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a) 7. Improvise simple rhythmic and melodic ostinato accompaniments. (3b) 8. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. (3c) 9. Create and arrange short songs and instrumental pieces within specified guidelines such as style, form, instrumentation, or compositional technique. (4b) 10. Use a variety of sound sources when composing. (4c) 11. Display proper care and use of music equipment and instruments.		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Third Grade
 Section/Heading: 3C.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Performance	Develop audience skills and an appreciation of performance.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. (7b) 2. Identify by genre or style aural examples of music from various cultures including, but not limited to, folk music, ethnic music, and musical compositions of history. (9a) 3. Describe in simple terms how elements of music are used in music examples from various cultures of the world. (9b) 4. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. (9c) 5. Identify and describe roles of musicians in various cultures. (9d) 6. Demonstrate audience behavior appropriate for the context and style of music performed. (9e) 		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Third Grade
 Section/Heading: 3D.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Knowledge of Music	Understand musical elements in their written form.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Read whole, half, dotted half, quarter, dotted quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a) 2. Use a system of syllables, numbers, or letters to read simple pitch notation in the treble clef in major keys including, but not limited to, an octave range. (5b) 3. Identify symbols and traditional terms referring to dynamics and phrasing and interpret them correctly when performing. (5c) 4. Use standard symbols to notate meter and rhythm simple patterns presented by the teacher. (5d) 5. Identify similarities and differences in the meanings of common terms used in the various arts. (8a) 6. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b) 		
Suggested Activities	Assessment	Resources