**DVUSD Music Objectives**

**Grade 3—General Music**

**Elements and Styles**

1. Identifies the dynamics associated with given musical notes, phrases, sections of vocal and instrumental pieces, or whole pieces as mezzo piano or mezzo forte

2. Identifies the tempo of given musical phrases, sections of vocal and instrumental pieces, or whole pieces as andante

3. Identifies four-beat and eight-beat phrases

4. Names the lines and spaces in the treble clef

5. Identifies the notes in a song, using the letter names: A, B, C, D, E, F, and G

6. Identifies the various articulations of given musical notes, phrases, or sections of vocal and instrumental pieces as being an accented beat, staccato, or legato

7. Identifies the rondo form of vocal and instrumental pieces (i.e., ABACAD . . .)

8. Identifies the verse, chorus or refrain, introduction, and first and second endings in songs

9. Explains what harmony is

10. Identifies instruments by sight and sound: harp, violin, cello, string bass, trumpet, trombone, baritone horn, tuba, recorder, saxophone, snare drum, bass drum, triangle, organ, and harpsichord

11. Categorizes the instruments of the symphony orchestra into their families (e.g., the violin is in the strings family, the clarinet is in the woodwinds family)

**Notation**

1. Identifies whole notes, whole rests, dotted half notes, dotted half rests, and sixteenth notes individually and in patterns

2. Writes quarter notes, two attached eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, and dotted half notes in staff notation (notes and rests representing pitches and rhythms on a five-line staff )

3. Writes dotted quarter notes, dotted quarter rests, and three attached eighth notes in staff notation in 6/8 meter

4. Reads notes and rests in 2/4, 4/4, 6/8, and 3/4 meters

5. Explains what the two numbers in the meter signature mean (e.g., in 2/4, there are two beats to a measure and a quarter note gets one count)

6. Reads the notation for an accented beat, staccato, and legato

7. Reads grade-level pitches (do–re–mi–sol–la) from staff notation using a treble clef

8. Reads patterns of grade-level pitches from staff notation using a treble clef

9. Reads hand signs for grade-level pitches (i.e., with the teacher singing and signing the patterns and with the teacher signing the patterns only)

10. Writes grade-level pitches on the lines and in the spaces of a staff in the treble clef

11. Writes patterns of grade-level pitches on the lines and in the spaces of a staff in the treble clef

12. Reads simple two-part melodies from hand signs or staff notation without hearing them aloud

13. Writes patterns of grade-level rhythms in stick notation and staff notation from dictation

14. Writes simple patterns of grade-level pitches in staff notation from dictation

15. Conducts in 2/4 meter

**Vocal Performance**

1. Sings patterns of grade-level pitches (do–re–mi–sol–la) through solfege (voice exercises) and following hand signs

2. Echoes vocally short melodies using grade-level pitches

3. Echoes vocally short rhythm patterns using grade-level rhythms

4. Sings songs in major and minor tonalities

5. Sings songs in different meters

6. Sings songs from staff notation on a treble clef, using grade-level pitches and rhythms

7. Sings in groups while matching the dynamics of pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, and decrescendo from notation or the conductor’s cues

8. Sings or speaks in various tempi from the conductor’s cues: andante, allegro, adagio, accelerando, and ritardando

9. Sings in groups while blending the timbre (the distinctive quality of the sound of voices ) of his or her voice with the voices of others who are singing

10. Sings four-beat and eight-beat phrases, with correct pitch and rhythm

11. Sight-sings melodic phrases and songs, using do–re–mi–sol–la

12. Sings intervals (pairs of notes, showing the distance between them) from hand signs

13. Sings expressively, with accurate intonation, clear head tone, proper musical phrasing and breathing, and clear diction

14. Sings with correct posture

15. Sings songs from memory, using neutral syllables (e.g., bah, loo, ah), rhythm syllables, and do–re–mi–sol–la–do1

16. Sings songs silently in his or her head, using do–re–mi–sol–la from hand signs

17. Sings songs silently in his or her head, using the letter names for the notes of a song

18. Sings rounds

19. Sings two-beat to four-beat ostinati (repeated melodic patterns) while others are singing the melody

**Instrumental Performance**

1. Plays the recorder, with correct fingering, breath control, and posture

2. Plays rhythmic patterns in duple and triple meter, using grade-level rhythms on pitched and unpitched instruments

3. Plays melodic patterns on Orff instruments (pitched percussion instruments, such as the xylophone), using grade-level pitches and rhythms

4. Plays one part in a two-part rhythmic exercise (i.e., an exercise in which the two contrasting parts are being played at the same time), using grade-level rhythms

5. Matches the dynamics of piano, forte, pianissimo, fortissimo, mezzo piano, mezzo forte, crescendo, and decrescendo from notation or the conductor’s cues, using pitched or unpitched instruments or body percussion (clapping, tapping, or patting parts of the body to produce sound)

6. Plays on pitched or unpitched instruments or with body percussion in various tempi from the conductor’s cues: andante, allegro, adagio, accelerando, and ritardando

7. Plays accented beats, staccato, and legato on the recorder from articulation symbols in notation

8. Echoes short melodies of grade-level pitches, using recorders and other pitched instruments

9. Echoes short rhythmic patterns of grade-level rhythms, using pitched and unpitched instruments

10. Plays melodic pieces in unison on recorders and other pitched instruments

11. Plays melodic pieces independently

12. Plays rhythmic pieces in unison

13. Plays rhythmic pieces independently

14. Plays two-beat to four-beat ostinati (repeated rhythmic patterns), using grade-level rhythms, while others are playing or singing the melody

15. Plays the melody on recorders while others are playing or singing contrasting parts

**Improvisation**

1. Improvises vocal or rhythmic answers to musical questions, using grade-level rhythms and pitches

2. Improvises four-beat ostinati (repeated rhythmic patterns) in 2/4 and 4/4 meters

3. Improvises a one-measure rhythmic variation for a familiar melody

4. Improvises a one-measure melodic variation for a familiar melody

5. Improvises a four-beat melody for a given rhythm, using grade-level pitches

6. Improvises short melodic patterns, using grade-level rhythms and pitches

**Composition**

1. Writes a four-beat melodic phrase

2. Composes a new ending for a familiar song on the recorder

3. Composes a short melody on the recorder or other pitched classroom instrument, using grade-level pitches and rhythms

**Evaluation**

1. Explains why he or she likes or dislikes given vocal or instrumental pieces or given styles of music, by referring to the specific music elements of form, pitch, tempo, dynamics, rhythm, and/or timbre (\*7b)

2. Evaluates classroom vocal and instrumental performances, using criteria established by the teacher, and discusses the peer evaluations

3. Evaluates the quality of the student and/or professional concerts he or she attends at his or her own school or at other schools in the district, using criteria established by the teacher and giving his or her own individual reactions

**Connections**

1. Sings songs about famous characters in the legends and tall tales being studied in language arts

2. Applies his or her understanding of dynamics, tempo, and rhythm to the expressive reading of a poem in language arts (\*8b)

3. Relates the value of musical notes and rests to fractions in math

4. Relates the concept of contrast in music to contrast in art

5. Discusses the importance and characteristics of music in a Native American culture being investigated in social studies

**History and Cultures**

1. Identifies a variety of pitched and unpitched instruments representing a variety of cultures, including Native American cultures

2. Describes how certain elements of music (e.g., rhythm, pitch, tempo, dynamics, form) are used in vocal and instrumental pieces representing a variety of cultures, including Native American cultures

3. Discusses the role of musicians in various cultures, including Native American cultures (e.g., the master drummer in Africa, a group playing one large drum for Native American pow-wows)

4. Sings songs representing Native American cultures and a variety of other cultures from memory, including some in a language other than English

5. Sings and explains the significance of the patriotic song America the Beautiful

6. Discusses the characteristics of Baroque music: its steady beat, form, predictability, instrumentation, and dynamics

7. Identifies Johann Sebastian Bach (1685–1750) as a German composer of Baroque music, including hundreds of instrumental and vocal compositions written in nearly all of the musical forms of his time (e.g., many organ works written as church music, works that told a story, the six Brandenburg Concertos)

8. Identifies George F. Handel (1685–1759) as a German-born composer (who became an

English citizen) and who is best known for his Baroque oratorios (religious musical dramas designed to be sung in an oratory, or meeting room, of a religious association), especially his Messiah with its Hallelujah chorus

9. Identifies the concert master/mistress in given situations and explains that role

10. Describes proper behavior when listening to performances of concert music in typical situations (e.g., sits quietly, focuses on the performers)

**Aesthetic Appreciation**

1. Appreciates the importance of clear diction when singing

2. Appreciates what harmony adds to a musical selection

3. Enjoys playing the recorder or other pitched instrument with classmates

4. Believes it is important to follow the conductor when he or she is playing or singing

5. Appreciates the depth and breadth of the talents of major composers in history, such as

Bach and Handel

6. Appreciates the contribution that the music makes to religious services of all kinds in many cultures

7. Respects the musical tastes and preferences of adults, which might be different from his or her own

8. Enjoys listening to music in a variety of styles and from a variety of cultures