

# Olathe Public Schools

## Elementary General Music Standards at a Glance – Grade 3

### Standard 1: Creating — Conceiving and developing new artistic ideas and work.

Process Components	Grade 3 Performance Standards	Learning Targets
<p><b>Imagine</b> — Generate musical ideas for various purposes and contexts.</p>	<p><b>Cr.1.3.a</b> Generate musical <i>ideas</i> within a given tonality <i>and/or</i> meter.</p> <p><b>Cr.1.3.b</b> Improvise rhythmic and melodic ideas, <i>and describe connection to specific purpose and context.</i></p>	<ul style="list-style-type: none"> <li>• Explore various sound sources (traditional and non-traditional instruments and materials) to express ideas, feelings, and basic concepts while improvising instrumental accompaniments to enhance songs, stories, and/or poems.</li> <li>• Improvise “answers” in the same style to given rhythmic and melodic “questions”.</li> <li>• Improvises simple rhythmic/melodic and/or harmonic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given piece of at least 8 beats with a variety of sound sources within specified guidelines.</li> <li>• Improvises simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys.</li> <li>• Improvises a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.</li> </ul>
<p><b>Plan and Make</b> — Select and develop musical ideas for defined purposes and contexts.</p>	<p><b>Cr.2.3.a</b> Use standard and/or iconic notation and/or technology to document personal <i>rhythmic and melodic</i> musical ideas.</p> <p><b>Cr.2.3.b</b> Demonstrate <i>selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</i></p>	<ul style="list-style-type: none"> <li>• Create melodic and/or harmonic patterns or phrases of three to five pitches with traditional and nontraditional sound sources and electronic music using iconic or standard notation.</li> <li>• Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.</li> <li>• By reading and notating grade level rhythms in 2/4, 3/4, and 4/4 meters, create a variety of simple melodic ostinato to accompany songs of at least eight beats.</li> <li>• Identify treble clef lines and spaces while singing or playing intervals using the musical alphabet.</li> </ul>
<p><b>Evaluate and Refine</b> — Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p>	<p><b>Cr.3.3</b> <i>Evaluate, refine, and document</i> revisions to personal <i>musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</i></p>	<ul style="list-style-type: none"> <li>• Explain, using appropriate music terminology, their personal preferences for quality musical works.</li> <li>• Develop and apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback.</li> <li>• Evaluate a musical performance or creation using student/teacher generated criteria.</li> <li>• Apply feedback to refine a student-generated musical creation.</li> </ul>
<p><b>Present</b> – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p><b>Cr.4.3</b> Present the final version of personal created music to others, <i>and explain the connections to expressive intent.</i></p>	<ul style="list-style-type: none"> <li>• Describe the creative process and expressive intent of a student-generated musical creation.</li> <li>• Perform individually (or have others perform) a student-generated musical creation demonstrating expressive intent.</li> </ul>

**Standard 2: Performing — Realizing artistic ideas and work through interpretation and presentation.**

Process Components	Grade 3 Performance Standards	Learning Targets
<p><b>Select</b> — Select varied musical work to present based on interest, knowledge, technical skill, and context.</p>	<p><b>Pr.1.3</b> Demonstrate and explain <b>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</b></p>	<ul style="list-style-type: none"> <li>• Identify appropriate musical selections for a variety of audiences.</li> <li>• Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities.</li> </ul>
<p><b>Analyze</b> — Analyze the structure and context of varied musical works and their implication for performance.</p>	<p><b>Pr.2.3.a</b> When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and/or standard notation.</p> <p><b>Pr.2.3.b</b> Identify and describe the various musical elements used within musical works from various cultures and historical eras.</p> <p><b>Pr.2.3.c</b> Demonstrate <b>understanding of the structure</b> in music selected for performance.</p>	<ul style="list-style-type: none"> <li>• Identify and describe the various musical elements used within musical works from various cultures and historical eras.</li> <li>• Identify ABA form and other musical patterns within a selected work.</li> <li>• Read and perform rhythmic and melodic patterns of three to five pitches to identify potential musical challenges.</li> <li>• Read and identify by name or function, symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</li> <li>• Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> <li>• Perform a melodic ostinato accompaniment for a song.</li> <li>• Identify treble clef lines and spaces using the musical alphabet.</li> <li>• Read notate and perform grade level rhythms in 2/4, 3/4, and 4/4 meter.</li> <li>• Sing using simple types of harmony.</li> </ul>
<p><b>Interpret</b> — Develop personal interpretations that consider creators' intent.</p>	<p><b>Pr.3.3</b> Demonstrate <b>and describe</b> how intent is conveyed through expressive qualities.</p>	<ul style="list-style-type: none"> <li>• Identify expressive qualities found in selected musical works.</li> <li>• Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>• Identify and apply traditional symbols and terms for dynamics, articulation, and tempo.</li> <li>• Sing simple songs showing the contouring of phrases.</li> </ul>
<p><b>Rehearse, Evaluate, and Refine</b> — Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p>	<p><b>Pr.4.3.a</b> Evaluate accuracy of ensemble performances based on teacher-provided and collaboratively-developed criteria.</p> <p><b>Pr.4.3.b</b> Rehearse to <b>refine</b> technical accuracy, expressive qualities, and <b>identified performance</b> challenges.</p>	<ul style="list-style-type: none"> <li>• Use devised criteria to evaluate the quality and effectiveness of individual and/or group performances.</li> <li>• Determine desired modifications based upon personal, peer, and/or teacher feedback to refine the individual and/or group performance.</li> <li>• Evaluate the effectiveness of the modifications to determine when the rehearsed musical works are ready to perform.</li> </ul>
<p><b>Present</b> — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	<p><b>Pr.5.3.a</b> Perform music with expression <b>and technical accuracy.</b></p> <p><b>Pr.5.3.b</b> Demonstrate <b>performance decorum and audience etiquette appropriate for the context and venue.</b></p>	<ul style="list-style-type: none"> <li>• Perform using an appropriate timbre, accurate pitch, accurate rhythm, correct posture, and precise articulation.</li> <li>• Respond expressively to conductor's cues while performing vocally or instrumentally in ensembles.</li> <li>• Demonstrate appropriate performance decorum and audience etiquette in a variety of musical settings.</li> </ul>

**Standard 3: Responding — Understanding and evaluating how the arts convey meaning.**

Process Components	Grade 3 Performance Standards	Learning Targets
<b>Select</b> — Choose music appropriate for a specific purpose or context.	<b>Re.1.3 Demonstrate and describe</b> how <i>selected music connects to and is influenced by specific interests, experiences, or purposes.</i>	<ul style="list-style-type: none"> <li>• Determine how music connects to specific interests, experiences, purposes, and contexts.</li> </ul>
<b>Analyze</b> — Analyze how the structure and context of varied musical works inform the response	<b>Re.2.3 Demonstrate and describe</b> <i>how a response to music can be informed by the structure, the use of the elements of music, and context.</i>	<ul style="list-style-type: none"> <li>• Identify musical patterns to determine the form of a selected work.</li> <li>• Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> <li>• Respond to the form of the song.</li> <li>• Identify characteristics of extended orchestral instruments.</li> </ul>
<b>Interpret</b> — Support interpretations of musical works that reflect creators'/performers' expressive intent.	<b>Re.3.3 Demonstrate and describe</b> how the expressive qualities <i>are used in performers' interpretations to reflect expressive intent.</i>	<ul style="list-style-type: none"> <li>• Identify specific music concepts as they appear in selected music.</li> <li>• Describe how music concepts are used within musical works for various purposes.</li> <li>• Identify and apply traditional symbols and terms for dynamics, articulation, and tempo.</li> </ul>
<b>Evaluate</b> — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	<b>Re.4.3 Using established criteria,</b> identify how musical selections or performances can vary depending upon the context.	<ul style="list-style-type: none"> <li>• Identify how musical selections or performances can vary depending upon the context.</li> <li>• Evaluate a musical performance using student/teacher generated criteria.</li> </ul>