

Music: Grades 3-4

Creating

1 Generate and conceptualize artistic ideas and work.

- 01). Sing or play original musical ideas that explore more complex rhythmic and melodic concepts (including, syncopation, three-four time signature, and minor keys). (3-4.M.CR.01)
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2 Organize and develop artistic ideas and work.

- 02). Organize original musical ideas with clear beginnings, middles, and endings; using simple binary or ternary forms. (3-4.M.CR.02)
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3 Refine and complete artistic work.

- 03). Respond to a musical challenge and hypothesize possible solutions. (3-4.M.CR.03)
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Performing

4 Select, analyze, and interpret artistic work for presentation.

- 04). Individually read moderately complicated rhythms and melodies (e.g., melodies with alternating eighth notes, quarter notes, and half notes, pentatonic and diatonic tonalities) in standard notation in treble clef. (3-4.M.P.04)

M Math Connection: Students learn fractions in music through examining beats per measure, sounds per beat, number of measures per phrase, quarter, eighth, 16th, half, whole notes and rests, etc. (MATH.3.NF.A.01)

5 Develop and refine artistic techniques and work for presentation.

- 05). Sing and play musical canons, rounds, and music in at least two parts. (3-4.M.P.05)
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6 Convey meaning through the presentation of artistic work.

- 06). Sing and play in groups responding appropriately to cues of a conductor. (3-4.M.P.06)
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Responding

7 Perceive and analyze artistic work.

- 07). Analyze how expressive qualities (e.g. tempo, dynamics, timbre) are used to demonstrate a composer's musical intent. (3-4.M.R.07)
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8 Interpret intent and meaning in artistic work.

- 08). Explain the relationship between culture, venue, and audience behavior (e.g., street performance, symphony). (3-4.M.R.08)

9 Apply criteria to evaluate artistic work.

- 09). Identify how the elements of music (e.g., tempo, dynamics, rhythm, melody, harmony) can be used to support the artist's purpose. (3-4.M.R.09)
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Connecting

10 Synthesize and relate knowledge and personal experiences to make art.

- 10). Distinguish one's own preferences in music from those of others (e.g., friends or family). (3-4.M.CO.10)

ELA ELA Connection: Distinguish their point of view from the author's. (ELA.RL.3.06) (ELA.RL.3.06)

11 Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.

- 11). Describe ways music is different from other forms of everyday sounds. (i.e. what is the role of artistic intent). (3-4.M.CO.11)

HSS HSS Connection: Students learn about the distinct sounds made by Wampanoag musical instruments, such as the water drum, gourd, rattle. (HSS.3.T2.03)