



Third Grade

General Music GSE



CREATING

ESGM3.CR.1 **Improvise melodies, variations, and accompaniments.**

- a. Improvise rhythmic question and answer phrases using a variety of sound sources.
- b. Improvise pentatonic melodies and accompaniments.

ESGM3.CR.2 **Compose and arrange music within specified guidelines.**

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes).
- c. Compose melodic patterns.
- d. Arrange rhythmic patterns to create simple forms and instrumentation.

PERFORMING

ESGM3.PR.1 **Sing a varied repertoire of music, alone and with others.**

- a. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice.
- b. Sing with others (e.g. rounds, game songs, ostinatos).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM3.PR.2 **Perform a varied repertoire of music on instruments, alone and with others.**

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique.

ESGM3.PR.3 **Read and Notate music.**

- 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.
- b. Read melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo).



Responding

ESGM3.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo).
- 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).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound.
- d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.

ESGM3.RE.2 Evaluate music and music performances.

- a. With teacher's guidance, collaborate to develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM3.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

CONNECTING

ESGM3.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

ESGM3.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

