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).
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.