

Michigan Center School District

Third Grade

General Music Curriculum



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# Music Standards Framework<sup>1</sup>

- I. Students will apply skills and knowledge to perform in the arts
  1. Sing, alone and with others, a varied repertoire of music
  2. Perform on instruments, alone and with others, a varied repertoire of music
  3. Read and notate music
- II. Students will apply skills and knowledge to create in the arts
  4. Improvise melodies, variations, and accompaniments
  5. Compose and arrange music within specific guidelines
- III. Students will analyze, describe, and evaluate works of art
  6. Listen to, analyze, and describe music
  7. Evaluate music and music performances
- IV. Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts
  8. Understand music in relation to history and culture
- V. Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life
  9. Understand relationships between music, the other arts, and disciplines outside the arts

<sup>1</sup>Roman numerals represent the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations {2011} while numbers represent the National Standards for Music Education {1994}.

<sup>2</sup>Red text denotes *power standards*. Notation throughout the *Developmental Benchmarks* section corresponds with the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations document as follows:

Example: ART.M.I.K.4

M=Michigan Arts Education Content Standards, Benchmarks, and GLCE

1=Standard 1

K=Kindergarten

4=Benchmark 4

# Developmental Benchmarks<sup>2</sup>

*Students will apply skills and knowledge to perform in the arts*

## **Sing, alone and with others, a varied repertoire of music**

- ART.M.I.3.1 Sing melodies accurately with age-appropriate tone quality
- ART.M.I.3.1 Move to the macro and micro beats
- ART.M.I.3.3 Sing expressively using dynamics: *pianissimo*, *piano*, *mezzo piano*, *mezzo forte*, *forte*, *fortissimo*, *crescendo*, and *decrescendo*
- ART.M.I.3.4 Collectively sing multi-part songs that include melodies, basslines, and/or ostinati
- ART.M.I.3.5 Respond to conducting cues to *blend timbres* and match dynamic levels
- ART.M.I.3.7 Accurately echo melodic patterns
- ART.M.I.3.7 Accurately echo rhythmic patterns
- ART.M.I.3.9 Utilize a syllable system for chanting rhythms in duple and triple meters

Duple Meter	Triple Meter
eighth notes	eighth notes
quarter notes	dotted quarter notes
<i>dotted quarter notes</i>	dotted half notes
half notes	quarter-eighth figure
dotted half notes	<i>division &amp; elongation figures</i>
whole notes	

- ART.M.I.3.11 Identify, describe, and *perform* expressive elements: articulations and tempi

## **Perform on instruments, alone and with others, a varied repertoire of music**

- ART.M.I.3.6 Play rhythmic and chordal ostinati and melodies on classroom instruments
- ART.M.I.3.8 Independently play instrumental parts while other students sing

## **Read and notate music**

- ART.M.I.3.10 Use standard notation to read pitches in a major scale

## *Students will apply skills and knowledge to create in the arts*

### **Improvise melodies, variations, and accompaniments**

**ART.M.II.3.2** Improvise stylistically-appropriate consequence phrases in response to rhythmic and melodic antecedent phrases

### **Compose and arrange music within specific guidelines**

ART.M.II.3.1 Create rhythmic and melodic ostinati accompaniments

ART.M.II.3.3 Create melodic embellishments for a song or rhyme

**ART.M.II.3.4** Compose a song for voice and pitched instruments

ART.M.II.3.6 Create appropriate vocal, instrumental, and physical patterns to accompany music

## *Students will analyze, describe, and evaluate works of art*

### **Listen to, analyze, and describe music**

**ART.M.III.3.1** Recognize musical forms including round and canon

**ART.M.III.3.1** Identify chord changes presented aurally: I and V

**ART.M.III.3.2** Use graphic or standard notation to notate rhythmic/melodic patterns presented aurally

ART.M.III.3.3 Use movement, drawing, and other means to respond to given criteria in aural examples

ART.M.III.3.4 With guidance, use vocabulary to analyze, describe, and evaluate music of various styles

**ART.M.III.3.5** Visually and aurally identify the instruments of the string family

### **Evaluate music and music performances**

ART.M.III.3.6 Provide appropriate praise and constructive criticism when evaluating performances and composition

ART.M.III.3.7 Use appropriate music terminology to express personal opinions of musical examples

*Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts*

**Understand music in relation to history and culture**

- ART.M.IV.3.1 Identify and describe notable characteristics of contrasting styles
- ART.M.IV.3.2 Identify and describe notable characteristics of world music
- ART.M.IV.3.3 Demonstrate appropriate audience etiquette for given performances

*Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life*

**Understand relationships between music, the arts, & disciplines outside the arts**

- ART.M.V.3.1 Recognize and identify similarities and differences in vocabulary used in all arts
- ART.M.V.3.2 Connect musical concepts to grade-level concepts
- ART.M.V.3.3 Discuss the rationale for using music in daily experiences