

# MUSIC

## GRADE THREE

### STANDARDS

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#### ***Nevada Grades K-12 Content Standards***

- 1.0 Students sing alone and with others a varied repertoire of music.
- 2.0 Students perform alone and with others a varied repertoire of music on instruments.
- 3.0 Students improvise melodies, variations, and accompaniments.
- 4.0 Students compose and arrange music within specified guidelines.
- 5.0 Students read and notate music.
- 6.0 Students listen to, analyze, and describe music.
- 7.0 Students evaluate music and music performances.
- 8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
- 9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
- 10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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#### **RHYTHM**

*It is expected that students will:*

- (3)1.1 demonstrate the pulse/beat of duple (2/4, 4/4, 6/8) and triple meter (3/4) [NS 6.3.1, NS 10.3.1]
- (3)1.2 demonstrate patterns using rhythmic values ( q, Q, qr, h, H, h.) [NS 3.3.1, NS 4.3.2, NS 5.3.1, NS 5.3.5, NS 6.3.1, NS 7.3.1]
- (3)1.3 demonstrate organized dance vocabulary and simple organized dances [NS 10.3.1]

#### **MELODY**

*It is expected that students will:*

- (3)2.1 sing a simple melody with accurate pitch and good vocal tone production [NS 1.3.1, NS 7.3.2]
- (3)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re-Do') [NS 1.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 5.3.5, NS 6.3.1, NS 7.3.1]

## MUSIC GRADE THREE (continued)

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- (3)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.3.4]
- (3)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
- (3)2.7 demonstrate melodic contour [NS 6.3.1]
- (3)2.8 demonstrate skips/steps/repeats [NS 5.3.2, NS 5.3.5]
- (3)2.9 demonstrate scale patterns
- (3)2.10 identify the musical alphabet and its placement on the treble clef [NS 5.3.2]
- (3)2.11 demonstrate correct fingering and proper tone production of B-A-G on the soprano recorder including using the hand staff and treble clef notation [NS 2.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 7.3.1]

### HARMONY

*It is expected that students will:*

- (3)3.1 demonstrate tonality differences including major/minor and chord changes [NS 6.3.1]
- (3)3.2 demonstrate ostinati patterns [NS 1.3.3, NS 5.3.5, NS 6.3.1]
- (3)3.3 demonstrate two- and three-part rounds [NS 1.3.3, NS 5.3.5]
- (3)3.4 demonstrate a two-part rhythmic score [NS 5.3.1]
- (3)3.5 demonstrate correct mallet technique [NS 2.3.1]
- (3)3.6 demonstrate the simple chord bordun [NS 2.3.4]
- (3)3.7 demonstrate the broken bordun [NS 2.3.4]
- (3)3.8 demonstrate the crossover bordun [NS 2.3.4]

### FORM

*It is expected that students will:*

- (3)4.2 demonstrate AB and ABA form [NS 6.3.1, NS 10.3.1]
- (3)4.3 demonstrate introduction and coda [NS 6.3.1]
- (3)4.4 demonstrate rondo form [NS 6.3.1]
- (3)4.5 demonstrate the interlude [NS 6.3.1]

### EXPRESSIVE QUALITIES

*It is expected that students will:*

- (3)5.1 explore the space through creative movement [NS 7.3.2, NS 10.3.1]
- (3)5.2 demonstrate contrasts in tempo [NS 6.3.1, NS 10.3.1]
- (3)5.3 demonstrate contrasts in dynamics [NS 6.3.1, NS 7.3.2]
- (3)5.4 demonstrate contrasts in timbre [NS 4.3.3, NS 6.3.1]
- (3)5.5 explore the music of many cultures including style, instruments, and traditions [NS 1.3.4, NS 2.3.4, NS 6.3.1, NS 7.3.2, NS 9.3.1, NS 10.3.5]
- (3)5.6 demonstrate unpitched percussion technique [NS 2.3.1]

## MUSIC GRADE THREE (continued)

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- (3)5.7 demonstrate the following symbols: piano (**p**), forte (**f**), fermata (**U**), accent (**R**), and D.C. al Fine [NS 5.3.3]
- (3)5.8 identify the orchestral percussion and recorder families [NS 6.3.1, NS 7.3.2]
- (3)5.9 create movement and music to interpret stories, rhymes, and poetry [NS 4.3.1, NS 7.3.2, NS 10.3.1]
- (3)5.10 describe uses of music and dance in daily life [NS 9.3.2, NS 10.3.1]