



Third Grade Music Standards

Creating
Performing
Responding
Connecting

Singing a variety of repertoire alone and with others

- **Perform** independently, on pitch, with appropriate timbre, diction, and posture, and maintain a steady tempo
- **Perform** expressively, with appropriate dynamics, phrasing and interpretation
- **Perform** from memory and from notation, songs representing genres and styles from diverse cultures and historic periods while **connecting** to students' own experiences and background
- **Perform** basic ostinati (specific repeated patterns), rounds, and simple two-part and partner songs
- **Perform** in groups, blending vocal timbres, matching dynamic levels, **responding** to the cues of a conductor
- **Create** a vocal melodic motif using specific pitches and rhythms, independently or in a group
- **Create** new verses to an existing song **connecting** to prior knowledge

Playing on instruments a variety of repertoire, alone and with others

- **Perform** independently with accuracy, proper technique, and posture, while maintaining a steady tempo
- **Perform** expressively, with appropriate dynamics, phrasing and interpretation
- **Perform** from memory and from notation, songs representing genres and styles from diverse cultures and historic periods while **connecting** to students' own experiences and background
- **Perform** and **create** accompaniments using multiple parts on a variety of instruments
- **Perform** in ensembles, listening and **responding** to each other and a conductor
- **Create** an instrumental motif using specific pitches and/or rhythms, independently or in a group

Movement

- **Perform**, within a group, a choreographed dance

- **Create** and perform patterns using body percussion or props
- **Respond** to music and each other through a variety of expressive movements
- Build physical and emotional **connections** in a positive way through community movement