



JC Schools 3rd Grade Music Yearly Standards

Strand	Priority Standards	Supporting Standards
Strand 1 Rhythm	MU: Pr4B.3b b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	MU: Re7B.3a a. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
Strand 2 Melody	MU: Pr4B.3b b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.	MU: Re7B.3a a. Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music, and context (such as personal and social).
Strand 3 Timbre/Tone Color	MU: Re8A.3a a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.	MU: Re7B.3a a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). MU: Pr4B.3a a Demonstrate understanding of the structure in music selected for performance.
Strand 4	MU: Pr4A.3a	MU: Re7A.3a

<p>Musical Styles/Genres</p>	<p>a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose and context.</p> <p>MU: Pr4C.3a a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p>	<p>a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p>MU: Re9A.3a a Evaluate musical works and performances, applying established criteria , and describe appropriateness to the context.</p> <p>MU: Pr4B.3a a Demonstrate understanding of the structure in music selected for performance.</p> <p>MU: Pr4B.3c c Describe how context (such as personal and social) can inform a performance.</p> <p>MU: Cn10A.3a a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU: Cn11A.3a a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU: Re7B.3a a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).</p> <p>MU: Re8A.3a</p>
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		<p>a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p>
<p>Strand 5</p> <p>Artistic Elements</p>	<p>MU: Pr4C.3a a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p>	<p>MU: Cr1A.3b b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU: Pr4B.3a a Demonstrate understanding of the structure in music selected for performance.</p> <p>MU: Re7B.3a a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).</p> <p>MU: Re8A.3a a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p>
<p>Strand 6</p> <p>Perform</p>	<p>MU: Pr6A.3a a. Perform music with expression and technical accuracy.</p>	<p>MU: Pr4B.3a a. Demonstrate understanding of the structure in music selected for performance.</p> <p>MU: Pr5A.3a a. Apply teacher provided and collaboratively - developed criteria and feedback to evaluate accuracy of ensemble performances.</p>

		<p>MU: Pr5A.3b b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>MU: Pr6A.3b b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p> <p>MU: Cr3B.3a a. Present the final version of personal created music to others, and describe connection to expressive intent .</p>
<p>Strand 7</p> <p>Compose</p>	<p>MU: Cr2A.3b b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p>	<p>MU: Cr1A.3a a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). Context.</p> <p>MU: Cr1A.3b b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU: Cr2A.3a a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and</p> <p>MU: Cr3A.3a a Evaluate, refine, and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback.</p>

		<p>MU: Cr3B.3a a Present the final version of personal created music to others, and describe connection to expressive intent .</p> <p>MU: Cn10A.3a a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p>Strand 8</p> <p>Dance</p>	<p>DA:Pr5A.3.c Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and selfcheck to improve dance skills.</p> <p>DA:Cn11A.3.a Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.</p>	<p>DA:Cr2A.3.b Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p> <p>DA:Re7A.3.a Find a movement pattern that creates a movement phrase in a dance work</p>