

3rd Grade : General Music : AKS

{ A : skills and techniques/performances }

AKS	sing, alone and with others, a varied repertoire of music	perform on instruments, alone and with others, a varied repertoire of music	read and notate music
GCPS CODE	(GPS) (3GM_A2011-1)	(GPS) (3GM_A2011-2)	(GPS) (3GM_A2011-3)
Indicators of Achievement	<p>1a - sing melodies in the range of an octave (accompanied and unaccompanied) using appropriate head voice and demonstrating awareness of the tonal center</p> <p>1b - perform speech canons and create harmony through rounds, echo songs, partner songs, and ostinato</p> <p>1c - sing within the framework of a steady beat</p> <p>1d - sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language</p> <p>1e - perform vocally with appropriate dynamic level, articulation, and diction</p>	<p>2a - perform within the framework of a steady beat</p> <p>2b - demonstrate the difference between steady beat and rhythmic patterns</p> <p>2c - perform rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique</p> <p>2d - perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts</p> <p>2e - perform simple high-low, upward-downward, step, skip, and same patterns using melodic instruments with appropriate technique</p> <p>2f - perform pentatonic melodic patterns using instruments with appropriate technique</p>	<p>3a - develop an awareness of the relationship of the shortest unit of sound to longer units of sound using standard notation</p> <p>3b - read and perform rhythmic patterns including quarter note, paired eighth notes, half notes, whole notes, and corresponding rests using traditional symbols in 2/4 and 4/4 meter</p> <p>3c - decode rhythmic patterns including the use of quarter notes, paired eighth notes, half notes, whole notes, and corresponding rests in response to listening examples</p> <p>3d - understand the purpose of the line and space notes of the treble staff</p> <p>3e - read melodic patterns within a limited range on the treble clef staff</p> <p>3f - demonstrate knowledge of traditional symbols and markings (e.g. D.C. al Fine, repeat sign, treble clef, fermata, and time signature)</p> <p>3g - follow text for multiple stanza songs</p>

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{ B : creative Expression and communication }

AKS	Improvise melodies, variations, and accompaniments	Compose and arrange music within specified guidelines
GCPS CODE	(GPS) (3GM_B2011-4)	(GPS) (3GM_B2011-5)
Indicators of Achievement	<p>4a - improvise simple rhythmic patterns using a variety of sound sources and answers to given rhythmic questions</p> <p>4b - improvise simple pentatonic melodies and accompaniments that demonstrate awareness of the tonal center</p> <p>4c - improvise simple sound compositions, accompaniments, and/or sound stories using body percussion, environmental, and classroom instrument sounds</p>	<p>5a - create rhythmic and/or melodic motives to enhance children's literature</p> <p>5b - compose rhythmic patterns in simple meter including quarter notes, half notes, paired eighth notes, whole notes, and corresponding rests</p> <p>5c - arrange rhythmic patterns creating simple forms and instrumentation</p> <p>5d - compose simple melodic patterns that demonstrate an awareness of the tonal center (key)</p> <p>5e - create text for familiar songs and/or original melodies</p>

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{ C : Critical Analysis/Investigation }

AKS	listen to, analyze, and describe music	evaluate music and music performances
GCPS CODE	(GPS) (3GM_C2011-6)	(GPS) (3GM_C2011-7)
Indicators of Achievement	<p>6a - distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo)</p> <p>6b - describe music using appropriate music vocabulary (allegro, adagio, moderato, forte, piano, mf, mp, crescendo, decrescendo, upward, downward), appropriate mood, and timbre adjectives</p> <p>6c - identify simple meters (beat groupings)</p> <p>6d - identify and classify classroom, folk, and various orchestral instruments by sight and sound</p> <p>6e - aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing</p> <p>6f - identify elements in program music which suggest a story line</p> <p>6g - demonstrate an increasing awareness of ways musical elements, such as melody, harmony, rhythm, form, timbre, expression, and style, contribute to the character of the musical composition</p>	<p>7a - evaluate musical performances of themselves and others</p> <p>7b - explain personal preferences for specific musical works and styles using appropriate vocabulary</p> <p>7c - connect musical elements, such as melody, harmony, rhythm, form, timbre, expression, style, notation, and movement, when performing</p>

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{ D : cultural and Historical context }

AKS	understand relationships between music, the other arts, and disciplines outside the arts	understand music in relation to history and culture	move, alone and with others, to a varied repertoire of music
GCPS CODE	(GPS) (3GM_D2011-8)	(GPS) (3GM_D2011-9)	(GPS) (3GM_D2011-10)
Indicators of Achievement	<p>8a - describe the relationship between music and the other arts through participation in song stories, singing games, poems, chants, simple folk dances, and musical dramatizations</p> <p>8b - describe the relationship between music and disciplines outside the arts</p>	<p>9a - perform, listen, move and/or distinguish between music from various historical periods, styles, and cultures (e.g., various world regions)</p> <p>9b - demonstrate knowledge of selected famous composers</p> <p>9c - describe how music and musicians function in various cultures</p> <p>9d - demonstrate appropriate audience behavior for the context and style of music performed</p>	<p>10a - respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements</p> <p>10b - demonstrate steady beat through movement</p> <p>10c - perform choreographed and non-choreographed (improvised, creative) movements</p> <p>10d - perform line and circle dances with and without a partner</p> <p>10e - explore movement for musical dramatizations and interpretations</p>