

2014-2015
Fine Arts Music Standards and Benchmarks – 3rd Grade

Goal 25: Knows the language of the arts.

Learning Standard A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.

	Benchmarks	Body of Knowledge	Suggested Lesson	Assessment
25A.1-3	Distinguish contrasts in tempo, dynamics, duration, pitch, and form using appropriate musical terminology.	Differentiate between:		
		a. longer/shorter sounds,		
		b. faster/slower sounds,	2.4	
		c. louder/softer sounds,		
		d. higher/lower sounds,	1.2, 3.4	
		e. same and different phrases/sections.	2.1, 3.2, 4.1	
25A.2-3	Recognize tone colors of voices, classroom, band, and orchestral instruments.	a. Recognize sound characteristics of male/female/child singing voices, solo/group singing, classroom and other instruments.		
		b. Visually identify classroom, band, and orchestral instruments.	WI, OI	
25A.3.3	Discern forms with repetition and contrast.			
25A.4.3	Describe how the elements of a musical make the listener feel.			

Learning Standard B: Understand the similarities, distinctions, and connections in and among the arts.

	Benchmarks	Body of Knowledge	Suggested Lesson	Assessment
25B.1-3	Compare and contrast two musical selections.	Compare the sensory elements (e.g. tempo, dynamics, etc.) and expressive qualities (e.g. mood, emotion, idea) in two musical selections.		
25B.2-3	Compare the terminology of music with that of other art forms.	Describe contour in a selected visual art work.		

Goal 26: Through creating and performing, understands how works of art are produced.

Learning Standard A: Understand processes, traditional tools, and modern technologies used in the arts.

	Benchmarks	Body of Knowledge	Suggested Lesson	Assessment
26A.1-3	Use appropriate singing techniques.	Demonstrate appropriate vocal timbre and volume when singing classroom songs.		
26A.2-3	Use correct technique when playing instruments.	Demonstrate proper instrumental playing technique (e.g. holding mallets, striking drums).		

26A.3-3	Accurately read simple pitch notation.	Sing or play sol, mi, la, do, re, low sol, low la, and C-B, including F#, on the treble staff.	1.4, 3.4, 4.4, Mr. E	
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26A.4-3	Interpret rhythmic notation and musical symbols.	a. Interpret eighth notes, quarter notes, quarter rests, half notes, dotted half notes, whole notes, sixteenth notes.	1.3, 2.4, 3.3, 4.3, 5.2, 5.4	
		b. Demonstrate equal and unequal rhythms.	3.1, 3.3	
		c. Identify the treble clef, staff, measures, bar lines, and sharps.		
26A.5-3	Demonstrate awareness of steady beat.	Perform steady beat to selected music.	1.1	

Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts.

	Benchmarks	Body of Knowledge	Suggested Lesson	Assessment
26B.1-3	Sing or play selected songs.	a. Sing on pitch or play classroom instruments in rhythm with appropriate timbre and steady tempo. b. Demonstrate appropriate performer etiquette.		
26B.2-3	Improvise (create) rhythmic and melodic patterns.	a. Create short vocal or instrumental pieces within specified guidelines. b. Select and utilize classroom instruments to appropriately express an idea.		
26B.3-3	Discriminate among instrumental tone colors.			

Goal 27: Understands the role of the arts in civilizations, past and present.

Learning Standard A: Analyze how the arts function in history, society and everyday life.

	Benchmarks	Body of Knowledge	Suggested Lesson	Assessment
27A.1-3	Describe characteristics of music of different cultures.	Match music from a particular country with instruments of that country.	2.2, 5.3	
27A.2-3	Understand and demonstrate audience etiquette.	Distinguish between appropriate and inappropriate audience behaviors.		
27A.3-3	Evaluate a musical performance positively.	Explain preferences regarding a musical performance using appropriate music terminology.		
27A.4-3	Identify occupations associated with music.			

Learning Standard B: Understand how the arts shape and reflect history, society and everyday life.

	Benchmarks	Body of Knowledge	Suggested Lesson	Assessment
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27B.1-3	Describe what musical selections tell about people, time, places, and everyday life.	Describe early society or everyday life as reflected in American or multi-cultural folk songs.		
27B.2-3	Identify significant artists in music.			