

PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC

GRADE THREE

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Three.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
OH: Fine Arts - Music: Enduring Understandings	
	Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.
	Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
	Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
	Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Music: Progress Points	
	Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
	Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
	Identify and classify voices, musical instruments, roles and careers of musicians.
	Relate historical information from the study of music to other art forms and disciplines outside the arts.
	Develop criteria to evaluate solo and group performances of music.
OH: Fine Arts - Perceiving/Knowing/Creating (CE)	
	Visually and aurally, identify the four families of orchestral instruments.
	Identify and discriminate between sounds produced by various instruments and the human voice.
	Listen to and identify the music of different composers of world cultures.
	Identify and respond to simple music forms (e.g., AB, ABA).
	Identify elements of music using developmentally appropriate vocabulary.
	Identify careers in music including composing, performing and conducting.

OH: Fine Arts - Producing/Performing (PR)	
	Sing a varied repertoire with accurate rhythm and pitch individually and with others.
	Follow and respond to the cues of a conductor.
	Use the head voice to produce a light, clear sound while maintaining appropriate posture.
	Play a variety of classroom instruments with proper technique.
	Sing, move and respond to music from world cultures and different composers.
	Improvise and compose simple rhythmic and melodic phrases.
	Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.
	Read, write and perform in treble clef and extended pentatonic melodies in G, F and C.
	Demonstrate appropriate audience etiquette at live performances.
OH: Fine Arts - Responding/Reflecting (RE)	
	Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.
	Notice and describe what they hear in selected pieces of music and compare their responses to those of others.
	Explain personal preferences for specific musical selections using music vocabulary.
	Evaluate audience etiquette associated with various musical performances and settings.
	Analyze music in terms of how it communicates words, feelings, moods or images.
	Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.
	Create criteria and use it to critique their own performances and the performances of others.
OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
OH: CCSS: Literacy in History/Social Studies: Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OH: CCSS: Literacy in History/Social Studies: Writing	
	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	Conduct short research projects that build knowledge about a topic.

Notes:
