



St. Mel's Catholic School

MUSIC GUIDELINES
Diocese of Sacramento
Third Grade
Artistic Perception

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

Dynamics

1.1 Understand the purpose of dynamics in music.

Tone Color

1.2 Be able to hear timbre in instruments and voices.

1.3 Know the different ways musical sounds are made and be able to hear the difference between them.

1.4 Know by sight and sound members of the families of instrumental timbre.

1.5 Know the names and be able to hear the difference between bass, tenor, alto, and soprano voices.

Pitch

1.6 Understand the treble clef.

Harmony

1.7 Understand how sounds are combined or layered.

1.8 Be able to tell the difference between layered and non-layered music.

1.9 Be able to identify chords and triads.

Form

1.10 Be able to recognize musical phrase form and repeated patterns.

1.11 Be able to identify repeated phrases.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

Rhythm

2.1 Be able to clap to music played in 2's and 3's.

Form

2.2 Be able to say/write letters to identify forms.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations in the treble clef major.

Dynamics

3.1 Know dynamic markings (f, mf, mp, p, pp).

3.2 Be able to react to dynamic markings by singing and playing and with movement.

Pitch

3.3 Be able to draw the treble clef and name the lines and spaces.

3.4 Be able to see how simple songs are written on the treble clef.

Rhythm



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- 3.5 Understand values of notes in basic patterns and meters in 2's and 3's.
- 3.6 Know eighth, quarter, half, dotted half, and whole notes and rests.
- 3.7 Be able to react to these notes (3.4) in $\frac{3}{4}$ and $\frac{4}{4}$ meters and in rhythmic patterns.

Creative Expression

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

Pitch

- 4.1 Improve your ability to sing solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do.)
- 4.2 Be able to make a good effort to sing basic intervals.
- 4.3 Be able to sing and play steps and skips.
- 4.4 Be able to sing with enthusiasm solfege patterns and songs.

Harmony

4.5 Be able to play chords and triads on Orff or other classroom instruments.

Form

4.6 Be able to sing and play rounds.

Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Be able to identify, sing, and dance to [*kinds of folk and ethnic music related to other subjects.*]

5.2 Be able to identify, sing, and know the place of historically significant songs.

5.3 Know the basic facts (name, life dates, home nation or place, historical status) and be

able to recognize a few of the famous compositions of [*1-3 major composers*]

5.4 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

Aesthetic Valuing

6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.

6.1 Be able to work for good group singing, playing, and performing.

7. Students are able to take care of equipment and be a good audience.

Performance Skills

7.1 Be able to use classroom equipment/materials with care and for proper purpose only.

7.2 Be able to properly return equipment/materials to where they are stored.

Audience Skills

7.3 Be able to show quiet and appreciative attention to the performance of others.



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7.4 Be able to express appreciation for performance with proper clapping and with compliments.