

GRADE THREE

Standards Comparison Recommendations

Music and English Language Arts CCSS

Connections

- Decoding symbols and complex combinations of sound, sound durations and applying the process to the decoding of multi-syllable words
- Breaking down longer and more complex rhythmic constructions into simpler components
- Identifying repetition and contrast in different rhythmic groupings in isolation and in text
- Reading information accurately at sight and with expression
- Self-correcting errors by rereading and/or rehearsing content
- Applying previous knowledge when presented with new material in literature and in music
- Using the voice, instrument, or technology to present or perform material in a public setting, including examples of expression, understanding of content, and purpose
- Identifying basic similarities and differences between two texts or musical settings of the same topic or tune and discussing them using grade-level and discipline-specific vocabulary
- Applying Latin- and Italian-based music vocabulary to the decoding of words with common Latin suffixes

Suggestions

- Reading and speaking poetry that is rhythmically notated
- Listen and respond verbally or in writing to a musical performance using appropriate vocabulary to describe what is heard. Refer to the text to justify assertions.
- Read rhythmic and or/melodic exercise 3-5 times, increasing accuracy and fluency with each successive repetition. Reflect verbally or in writing on increased recognition and understanding of symbols and form

Music and Mathematics CCSS

Connections

- Using appropriate vocabulary to describe components of a whole, identifying which quantities are greater than, less than, or equivalent
- Adding and subtracting fractions and whole numbers and expressing different quantities substituting musical notation for numbers
- Identifying equivalent quantities made up of different addends and applying to musical notation
- Comparing the length/duration of sections or phrases in a musical piece; identifying what distinguishes one section from another

Suggestions

- Compose mathematical problems substituting symbols for fractions and whole numbers
- Put correct note symbol with “denominator” in a musical time signature
Create a chart/graphic organizer using grade-level and discipline specific vocabulary to analyze and represent the form of a musical piece

Music and History/Social Science State Standards

Connections

- Examining the diversity within the classroom and the popular American musical canon and discussing the different features and facets of each
- Using music as a symbol of nationality for the United States and countries of origin for students ancestors and incorporating songs of national significance into projects

Suggestions

- Create a presentation for an audience that celebrates a special occasion or includes your favorite songs, game songs, actions songs, etc.
- Compose a “Classroom Anthem” as a group and then have each student compose a verse (using the same tune) about themselves. Notate the rhythms and pitches of the class anthem and note the variations in each individual “student” verse. Discuss the lyrical and musical differences between the individual and class anthems, and the differences between those and the national anthems or hymns of the United States and other countries

When Participating In Music Activities, Students Should:

- Perform music from various cultures and time periods
- Analyze social and cultural function of music, referring to the text to justify assertions
- Perform music from memory and from notation
- Perform music by oneself and with others
- Identify and analyze the form of a musical composition
- Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions