



## Music - Grade 3

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Music](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, third grade students will develop an elementary understanding of the fundamental concepts and aesthetic aspects of music. Students will be able to demonstrate grade-appropriate proficiency in the four artistic processes of creating, performing, responding to, and connecting to music. Students will also prepare instrumental and choral music from varying genres, time periods, and cultures.

### **Enduring Understandings:**

- Musicians convey meaning by connecting their personal interests, experiences, ideas, and knowledge to creating, performing, and responding to music.
- Rhythm, melody, harmony, form, and timbre are the core elements of music that performers and composers manipulate in order to produce a musical work.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Music is experienced, explored, and internalized through movement, speech, song, listening, play, and notation.
- Both performers and audiences are required for music to occur, and the context (i.e., time, place, culture) informs the performance and reception of that music.
- Musicians hold various roles depending on their own and other cultures, as well as their historical context, and these roles affect the genre and style of music being created and performed.
- Music is passed on through oral tradition, standard notation, tablature, alternative notation, technology, or may be improvised freeform or using a predetermined set of criteria.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding to music.

### **CREATE**

- I can compose rhythmic and melodic phrases. (MG.1.Cr.5.i)
- I can improvise rhythms or melodies with voice, instruments, and other sound sources to add interest to a song. (MG.1.Cr.6.i)
- I can compose short pieces using standard and/or alternate notation to share personal musical ideas.(MG.1.Cr.7.i)
- I can identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means (MG.1.Cr.8.i)



## PERFORM

- I can demonstrate understanding of music elements by reading, singing, and playing an instrument. (MG.2.P.6.i)
- I can perform the elements of music. (MG.2.P.6.i)
- I can perform with expression. (MG.2.P.7.i)
- I can critique my own performances. (MG.2.P.8.i)
- I can investigate music from aural traditions through performance. (MG.2.P.10.i)

## RESPOND

- I can identify and define musical elements. (MG.3.R.5.i)
- I can express musical ideas through verbal, movement, written, or artistic means. (MG.3.R.6.i)
- I can evaluate and reflect on performances using musical terms. (MG.3.R.7.i)

## CONNECT

- I can connect historical music to other subjects. (MG.4.Cn.5.i)
- I can connect cultural music to other subjects. (MG.4.Cn.5.i)
- I can explain how music relates to me. (MG.4.Cn.6.i)
- I can explain how music relates to others. (MG.4.Cn.6.i)
- I can explain how music relates to the world. (MG.4.Cn.6.i)
- I can examine and evaluate musical connections. (MG.4.Cn.7.i)
- I can examine and evaluate musical similarities and differences. (MG.4.Cn.7.i)
- I can describe the roles of musicians in various music settings. (MG.4.Cn.8.i)