
Coal City Unit District #1
Third Grade Music
Fine Arts Curriculum

- FA.M3:1 Students will show satisfactory knowledge of dynamics. (IL 26A, 26B, NS 1, 2, 3, 5)**
- FA.M3:1-1 Identify various dynamics through movement p, mf, and f.
 - FA.M3:1-2 Label variations of loud and soft by using musical terms piano and forte (and mezzos).
 - FA.M3:1-3 Perform dynamics appropriate to the musical directions/style.
 - FA.M3:1-4 Identify and perform symbols for crescendo and decrescendo.
- FA.M3:2 Students will show satisfactory knowledge of tone color. (IL 25B, 26A, 26B, NS 6, 7, 9)**
- FA.M3:2-1 Describe and demonstrate timbre (tone color).
 - FA.M3:2-2 Visually and aurally identify specific stringed instruments.
 - FA.M3:2-3 Visually and aurally identify specific woodwind instruments.
 - FA.M3:2-4 Visually and aurally identify specific brass instruments.
 - FA.M3:2-5 Visually and aurally identify percussion instruments.
 - FA.M3:2-6 Visually and aurally identify select folk instruments.
 - FA.M3:2-7 Aurally identify the instrumental components of rock music.
 - FA.M3:2-8 Perform a song using simple harmony (divisi).
- FA.M3:3 Students will show satisfactory knowledge of tempo. (IL 25A, NS 1, 2, 3, 5, 9)**
- FA.M3:3-1 Identify and perform fast and slow.
 - FA.M3:3-2 Identify and label tempos as largo, andante, allegro and presto.
- FA.M3:4 Students will show satisfactory knowledge of rhythm. (IL 25C, 26A, 26B, 26C, NS 1, 2, 3, 5, 9)**
- FA.M3:4-1 Maintain a steady beat in a variety of tempos.
 - FA.M3:4-2 Identify and apply, at a level appropriate for third grade, quarter notes and rests (1), eighth notes and rests (1/2), half notes and rests (2), whole notes and rests (4).
 - FA.M3:4-3 Identify similarities or differences in rhythms by pattern, repetition and contrast.
 - FA.M3:4-4 Identify and demonstrate the function of a conductor.
 - FA.M3:4-5 Say and/or play rhythm syllables from written symbols.
 - FA.M3:4-6 Identify and use simple rhythms in duple or triple meters.

FA.M3:5 Students will show satisfactory knowledge of melody. (IL 25B, 26A, NS 1, 2, 3, 4, 5, 6, 7)

- FA.M3:5-1 Kinesthetically or verbally identify high, middle and low.
- FA.M3:5-2 Echo sing or play pitches.
- FA.M3:5-3 Identify and perform (singing/instruments) melodic motion as upward, downward or repeated.
- FA.M3:5-4 Demonstrate phrase through gross motor.
- FA.M3:5-5 Identify and use at a level appropriate for third grade, the following musical notations: staff, treble clef, names of lines and spaces, first and second endings, repeat signs, fine, da capo, dal segno, fermata.
- FA.M3:5-6 Identify introduction, interlude and coda.
- FA.M3:5-7 Use a listening map while listening to music and identify form and themes as well as musical symbols.
- FA.M3:5-8 Identify contrast and repetition.
- FA.M3:5-9 Identify sharp and flat symbols.

FA.M3:6 Students will show satisfactory knowledge of harmony. (NS 3, 5, 6, 7, 8, 9, 10, 11)

- FA.M3:6-1 Aurally and verbally identify unison and harmony.
- FA.M3:6-2 Perform two part and partner songs.

FA.M3:7 Students will show satisfactory knowledge of texture. (NS 1, 2, 3, 4, 5, 6)

- FA.M3:7-1 Add simple rhythmic accompaniment patterns to a song.
- FA.M3:7-2 Create and perform expressive accompaniment.
- FA.M3:7-3 Describe the differences between canon and partner songs.
- FA.M3:7-4 Sing melody acapella and with accompaniment.
- FA.M3:7-5 Identify acapella melody or with ostinato and chordal accompaniment.

FA.M3:8 Students will show satisfactory knowledge of form. (NS 2, 4, 5, 6, 7)

- FA.M3:8-1 Create rhythmic and melodic patterns in AB, ABA, and ABACA (rondo) forms.
- FA.M3:8-2 Label sections within a form.
- FA.M3:8-3 Create a texture composition in Renaissance style using polyphony, homophony and antiphony.
- FA.M3:8-4 Create a rhythmic chart in AB form.

FA.M3:9 Students will utilize and synthesize their musical knowledge in relation to music including musics from different cultures and historic periods. (IL 27A, 27B, NS 6, 7, 8, 9, 10, 11)

- FA.M3:9-1 Create and perform melodic & rhythmic ideas
- FA.M3:9-2 Develop an awareness of the different styles of musical theatre: opera, ballet, and musical.
- FA.M3:9-3 Describe ways music contributes to various eras in history. (e.g. Renaissance, Impressionism)
- FA.M3:9-4 Describe the ways that music contributes to everyday life.
- FA.M3:9-5 Compare historical music information to other subject areas.
- FA.M3:9-6 Identify and sing various patriotic songs.
- FA.M3:9-7 Recognize, identify and respect others' ways of thinking, working and expressing themselves.
- FA.M3:9-8 Recreate music that reflects history and other cultures.