

# **Grade Level Expectations for the Sunshine State Standards**

## **Music Third Grade**



**FLORIDA DEPARTMENT OF EDUCATION**

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**Sunshine State Standards  
Grade Level Expectations  
Music  
Third Grade**

The third grade student:

*Skills and Techniques*

- sings melodic patterns and songs, matching pitch, with an extended range (E-E<sup>1</sup>).
- echoes simple melodic patterns using do, re, mi, fa, sol, la, ti, and do<sup>1</sup>.
- demonstrates healthy singing techniques, including posture, breath support, voice placement, and unified vowels.
- sings unison songs and ostinati, with and without accompaniment, using accurate pitch and rhythm.
- sings, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
- sings with expression and style appropriate to the music performed.
- sings with others, blending vocal timbres and matching dynamic levels.
- performs a song independently on a melodic instrument within a three-note range with tonal and rhythmic accuracy.
- performs rhythmic, melodic, and harmonic instrumental accompaniments.
- produces a characteristic instrumental tone using appropriate performance techniques (for example, breath support, posture, hand position).
- performs on pitched and non-pitched instruments, with stylistic accuracy, a diverse repertoire representing various cultures, historical periods, and genres.
- performs on classroom and ethnic instruments with expression and style appropriate to the music.
- performs on instruments in an ensemble, maintaining a common tempo, blending instrumental timbres, and matching dynamic levels.
- echoes short rhythmic and melodic phrases on pitched and non-pitched instruments.
- sight reads rhythm patterns, including quarter notes, quarter rests, half notes, half rests, eighth notes, whole notes, whole rests, and dotted half notes, in duple and triple meter.
- sight reads short melodic patterns using steps, repeated tones, and skips based on a triad.
- interprets music symbols and terms in repertoire that refer to dynamics, tempo, articulation, and expression (for example, piano, allegro, staccato) when performing.
- writes notation for simple rhythmic patterns, including quarter notes, quarter rests, two eighth notes, and half notes that have been performed by someone else.
- writes notation for simple melodic patterns presented aurally, using sol, la, mi, re, and do within the pentatonic scale.

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*Creation and Communication*

- improvises short rhythmic and melodic “answer phrases” in the same style as given “question phrases.”
- improvises rhythmic and melodic patterns and ostinati to accompany songs or poems.
- arranges short songs for classroom performance (for example, changing dynamics and timbre).
- creates original vocal and instrumental melodic phrases using traditional and nontraditional sound sources.
- identifies musical characteristics of a selection (for example, dynamics, timbre, tempo) that communicate an idea or emotion.

*Cultural and Historical Connections*

- classifies selected exemplary works by selected genre (for example, folk song), style (for example, popular, jazz), and composer.
- compares rhythm, timbre, and expressive devices of contrasting examples of world music.
- identifies examples of music that represent various historical periods and events.
- identifies important composers who influenced various genres of American music (for example, Gershwin, Armstrong, Guthrie).

*Aesthetic and Critical Analysis*

- listens to and analyzes a composition to identify meter (duple or triple) or form (for example, verse-refrain, call-and-response, AB, ABA).
- identifies solo voices (for example, soprano, bass).
- identifies string, brass, woodwind, percussion, and keyboard instruments and classifies them by family.
- describes a variety of world music using appropriate vocabulary (for example, vocal quality, instrumentation, rhythmic and melodic patterns).
- creates and applies criteria for evaluating one’s own and others’ performances and compositions.
- evaluates one’s own and others’ performances, describes what was successful and what should be changed, and adjusts performance accordingly.

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*Applications to Life*

- identifies common vocabulary and elements within and among dance, theatre, music, and the visual arts (for example, movement, form).
- describes ways in which the subject matter of other disciplines is related to music (for example, rhythmic and numeric patterns in music and mathematics).
- describes various uses of music in daily experiences (for example, cartoons).
- demonstrates audience behavior appropriate to the context, setting, and style of the music performed (for example, pep band performance at a sporting event).
- explains how musical preferences reflect one's personal experiences.
- respects differing values and tastes in music.
- identifies the roles and importance of musicians in various settings and cultures.