

3RD GRADE MUSIC CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF MUSIC

- _____ Distinguish between loud/soft, high/low sounds.
- _____ Distinguish between fast/slow music.
- _____ Distinguish between same and different tone colors (timbres) of voices, classroom instruments, and environmental sounds.
- _____ Distinguish between long and short sounds.
- _____ Echo a rhythm pattern.
- _____ Replicate the beat in a musical composition.
- _____ Identify simple music forms (e.g. rondo, ostinato) when presented aurally.
- _____ Identify different sensory elements that create a mood, emotion, or idea in a simple musical selection.

CONNECTIONS TO THE ARTS

- _____ Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea (e.g. beginning, middle, and end in music, dance, and drama).
- _____ Compare the use of sound, movement, action, or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary).

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Distinguish between the sounds of two different voices (e.g., man and child).
- _____ Distinguish between the sounds of two different environmental sounds (e.g., pencil sharpener and chalkboard).
- _____ Distinguish between the sounds of two different classroom instruments (e.g., tambourine and drum).
- _____ Identify orchestral/band instruments visually.
- _____ Use appropriate vocal timbre and volume when singing classroom songs.

_____ Use correct technique (e.g., holding mallets, striking drums) when playing classroom instruments.

_____ Echo, read, and/or write accurately rhythm patterns with whole, half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4 meter signatures.

_____ Sing or play accurately simple pitch notation in the treble clef using a symbol system (e.g., icons, syllables, numbers, letters).

CREATION AND PERFORMANCE

_____ Sing on pitch or play on classroom instruments songs of various cultures in rhythm, with appropriate timbre and maintaining a steady tempo.

_____ Improvise rhythmic and melodic accompaniments for songs of various cultures.

_____ Create short songs or instrumental pieces within specified guidelines.

HISTORY, SOCIETY AND THE ARTS

_____ Distinguish between appropriate and inappropriate audience behaviors.

_____ React to performances/ art works in a respectful, constructive, and supportive manner.

_____ Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama).

_____ Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances).

_____ List the things that artists make or do when they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings).

_____ Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, social dances, choirs, lessons).

_____ Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect).

_____ Identify cultural characteristics of a work of art.

_____ Describe how the arts inform viewers about people and events from history.

_____ Name significant artists in dance, drama, music, or visual art.