

Music Learning Targets: I can...

3RD GRADE

ESGM3.PR.1 Sing a varied repertoire of music, alone and with others. a. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice. b. Sing with others (e.g. rounds, game songs, ostinatos). c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can sing songs with various keys and a range of octaves.				
I can sing songs with various beats.				
I can sing using head voice.				
I can sing repeated short melodies, rhythms (ostinato), and rounds.				

ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique. b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts. c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can perform music on classroom instruments while other students play or sing contrasting parts.				
I can perform melodic patterns with instruments.				

ESGM3.PR.3 Read and Notate music. a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. b. Read melodic patterns within a treble clef staff. c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo).

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can read and notate quarter notes and rests in standard notation.				
I can read and notate barred eighth notes in standard notation.				
I can read and notate half notes and half rests in standard notation.				
I can read and notate barred sixteenth notes in standard notation.				
I can read melodic patterns with a treble clef staff.				

ESGM3.RE.1 Listen to, analyze, and describe music. a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo). b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated),

intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin). c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound. d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing

I Can Statements	Teach This to Others	Do This by Myself	Do This With Help	Cannot Do This
I can listen to and describe music.				
I can distinguish between simple formal structures (AB, ABA, rondo).				