

# Guide to the Glen Ellyn School District 41 Elementary Music Curriculum

## Third Grade

### A Standards-Based Curriculum

The National Core Arts Standards set high expectations for all students in the area of music. District 41's standards are derived from the National Core Arts Standards and describe the skills in which your child should be proficient. There are four overarching practices, to which there are eleven anchor standards aligned:

Creating	Performing	Responding	Connecting
1. Generate and conceptualize artistic ideas and work.	4. Select, analyze, and interpret artistic work for presentation.	7. Perceive and analyze artistic work.	10. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
2. Organize and develop artistic ideas and work.	5. Develop and refine artistic techniques and work for presentation.	8. Interpret intent and meaning in artistic work.	11. Synthesize and relate knowledge and personal experiences to make art.
3. Refine and complete artistic work.	6. Convey meaning through the presentation of artistic work.	9. Apply criteria to evaluate artistic work.	

<http://nationalartsstandards.org>

### Specific Skills and Objectives for Third Grade

Third Grade music lessons are connected to the above National Standards. Following are specific skills and outcomes that your student will work to achieve this year:

#### Pitch

Sing and play a repertoire of songs.

Read, write, and perform extended pentatonic (*do, re, mi, so, and la*) pitches accurately.

Identify and demonstrate proper singing technique.

Sing two-part music.

Play pitched and non-pitched instruments.

Play ostinato and single chord accompaniments.

Identify absolute pitch names.

#### Rhythm

Identify and respond to steady beat, strong and weak beats.

Explore, use, and identify by sight and sound body percussion and classroom instruments.

Identify time signature and measure division in music.

Read, write & perform rhythms using quarter, eighth, half, dotted half, and whole notes and rests.

#### Listen/Respond

Listen and move expressively to a variety of music genres and styles.

Identify selected orchestral instruments by sight and sound and categorize into orchestral families.

Identify and respond to music using music vocabulary.

Identify contrasting and repeated phrases and sections in music.

#### Analyze/Create

Compose rhythmic patterns to use in a musical setting.

Create music, ostinato, and accompaniments to enhance songs and chants.

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### Music Grades

Your child will receive two music grades each trimester: a Work Habits grade and a Music Concepts grade.

### Music Concepts

Your child's Music Concepts grade will be based on his/her mastery of the music standards. Some of these standards are performance-based skills, and others involve responding to music, understanding concepts, and gaining knowledge.

Students may demonstrate their skills and knowledge in a variety of ways, including:

- \* Solo performance
- \* Group performance
- \* Written work
- \* Active response to music (through movement, speaking, writing, drawing, etc.)
- \* Projects

Teachers will assign a numeric grade to student work. In performance-based assessment, rubrics will be used to aide in assigning a numeric grade.

### Work Habits

Your student receives a Work Habits grade every time he/she attends music class, and these grades are entered weekly in Pinnacle. A student's participation, focus, and use of the district's Learner Characteristics are factors in assigning a Work Habits grade. The rubric for this grade is as follows:

<b>3 (Meeting)</b>	<b>2 (Progressing)</b>	<b>1 (Not Meeting)</b>	<b>4 (Advanced)</b>
<ul style="list-style-type: none"><li>* Good participation.</li><li>* Listens to and sometimes volunteers to answer questions.</li><li>* Participates with focus.</li></ul>	<ul style="list-style-type: none"><li>* Not focused.</li><li>* Does not actively listen or participate.</li><li>* Causes minor disruption to class.</li></ul>	<ul style="list-style-type: none"><li>* Causes major or repeated disruption to class.</li><li>* Office referral.</li></ul>	<ul style="list-style-type: none"><li>* Exceptional participation.</li><li>* Actively answers questions.</li><li>* Is highly focused.</li><li>* Goes above and beyond.</li></ul>

### For more information:

Please feel free to contact your child's music teacher for information about your child's progress in music class, or visit the music room blog for updates on what your child is doing and learning in class.

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