

## Grading Benchmarks- Third grade

### MUSIC

#### 1)Creates music alone and with others

Students are expected to write or improvise their own music.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>All</b>	Student needs support in the following areas: -improvising a response to a given musical phrase -improvising a 4 beat rhythm pattern -composing a 4 measure song to be played on recorder	Student is approaching standards in the following areas: -improvising a response to a given musical phrase -improvising a 4 beat rhythm pattern -composing a 4 measure song to be played on recorder	Student meets standards in the following areas: -improvising a response to a given musical phrase -improvising a 4 beat rhythm pattern -composing a 4 measure song to be played on recorder	Student exceeds standards in the following areas: - improvising a response to a given musical phrase -improvising a 4 beat rhythm pattern -composing a 4 measure song to be played on recorder



## 2) Performs music alone and with others

Students are expected to sing or play either with the class or alone music from various time periods, cultures and styles. Students are expected to sing songs, play classroom instruments and echo tone patterns.

<u>Trimester</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>All</u>	Student needs support in the following areas: -echoing the teacher with accurate intonation on Do – Mi- So-La patterns, using hand signs - echoing rhythm patterns using, quarter, connected eighth, half and dotted quarter in duple and triple time while keeping beat in	Student is approaching standards in the following areas: -echoing the teacher with accurate intonation on Do – Mi- So-La patterns using hand signs	Student meets standards in the following areas: -echoing the teacher with accurate intonation on Do – Mi- So-La patterns using hand signs -echoing rhythm	Student exceeds standards in the following areas: - echoing the teacher with accurate intonation on Do-Mi-So-La patterns using hand signs = Students is consistently able

	<p>their heels</p> <ul style="list-style-type: none"> <li>-singing songs with the class with accurate pitch and rhythm, dynamics and tempo</li> <li>- singing alone with accurate intonation, tempo rhythm, singing voice</li> <li>- keeping a steady beat either using body motions or with an instrument.</li> <li>-performing on recorder songs with the notes B, A, G, C and D</li> </ul>	<ul style="list-style-type: none"> <li>-echoing rhythm patterns using, quarter, connected eighth, half and dotted quarter in duple and triple time while keeping the beat in their heels</li> <li>- singing alone and with others using accurate intonation, dynamics, tempo rhythm, singing voice</li> <li>-keeping a steady beat either using body motions or with and instrument or</li> </ul>	<ul style="list-style-type: none"> <li>patterns using, quarter, connected eighth, half and dotted quarter in duple and triple time while keeping the beat in their heels</li> <li>- singing music alone and with others accurately.</li> <li>-keeping a steady beat either using body motions or with an instrument and playing a given rhythm pattern while others sing</li> <li>-performing on recorder songs</li> </ul>	<ul style="list-style-type: none"> <li>to perform rhythm patterns using, quarter, connected eighth, half and dotted quarter in duple and triple time while keeping the beat in their heels</li> <li>- singing music alone and with others accurately.</li> <li>-keeping a steady beat either using body motions or with and instrument or playing a given rhythm pattern while others sing</li> <li>-performing on</li> </ul>
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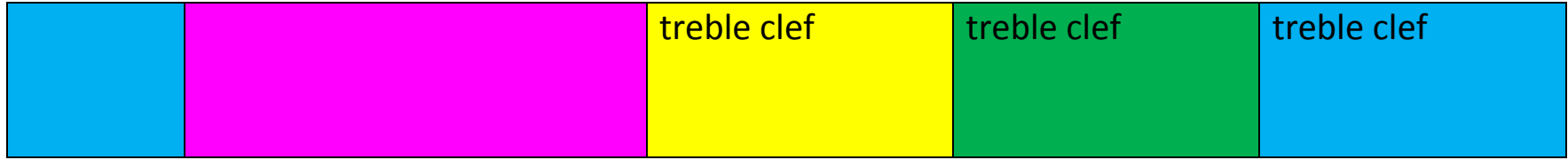
		playing a given rhythm pattern while others sing  -performing on recorder songs with the notes B, A, G, C and D	with the notes B, A, G, C and D	recorder songs with the notes B, A, G, C and D
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### 3. Responds to music

Students are expected to respond to music with body movements, listening, oral or written answers.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>All</b>	Student needs support in the following areas:  -demonstrating the concept of tempo, dynamics, tone color and pitch	Student is approaching standards in the following areas:  -demonstrating	Student meets standards in the following areas:  -demonstrating an understanding	Student exceeds standards in the following areas:  -demonstrating an understanding

	<ul style="list-style-type: none"> <li>-participating in discussions of music after listening to musical prompts.</li> <li>-demonstrating an understanding of musical terms and notation.</li> <li>-demonstrating correct audience behavior while listening in the music room</li> <li>-ability to analyze, evaluate and make connections in music</li> <li>-ability to identify notes on the treble clef</li> </ul>	<ul style="list-style-type: none"> <li>an understanding of musical terms, music notation and music concepts</li> <li>-participating in discussions using music terms.</li> <li>-demonstrating correct audience behavior while listening in the music room</li> <li>-ability to analyze, evaluate and make connections in music</li> <li>-ability to identify notes on the</li> </ul>	<ul style="list-style-type: none"> <li>of musical terms, music notation and music concepts.</li> <li>-participating in discussions using music terms.</li> <li>-demonstrating correct audience behavior while listening in the music room</li> <li>-ability to analyze, evaluate and make connections in music</li> <li>-ability to identify notes on the</li> </ul>	<ul style="list-style-type: none"> <li>of musical terms, music notation and music concepts.</li> <li>-participating in discussions using music terms.</li> <li>-demonstrating correct audience behavior while listening in the music room</li> <li>-ability to analyze, evaluate and make connections in music</li> <li>-ability to identify notes on the</li> </ul>
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treble clef

treble clef

treble clef