

A Guide to the Colorado Academic Standards



Third Grade

Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Third Grade Music. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Music Education for Elementary Schools (k-5)

The music standards in the elementary years focus on General Music knowledge and skills to ensure a solid foundation for more specialized musical study in later years (band, choir, orchestra, composing, arranging). In each elementary grade, students investigate and perform various music styles and genres, examine the language of music through identifying and writing simple music notation, consider simple musical composition processes, and develop the ability to describe their own musical preferences as well as critique the music of others.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of
Third Grade,
students can...

The Colorado Academic Standards in Music are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Music Education Learning Expectations for Third Grade

Expression of Music (Perform/Present)

Accurately demonstrate basic singing and playing techniques (singing using proper breathing, holding instruments/bows/mallets appropriately); demonstrate increased musical literacy such as keeping a steady beat with changing rhythmic patterns and following a simple accompaniment (background music).

Creation of Music (Create)

Follow criteria for changing the beat (rhythm) of a selection of music or writing an original short musical phrase.

Theory of Music (Know/Comprehend)

Articulate and demonstrate how to read a simple piece of music; recognize different vocal and instrumental tones such as high and low voices/wood, brass, or electronic instruments.

Aesthetic Valuation of Music (Critique/Evaluate/Refine)

Discuss how music communicates ideas and can be created in a variety of ways; understand that one's personal background, preferences, and experiences influences personal musical preferences.

Throughout the Third Grade, you may find students successfully applying the elements of the creative process by...

- Singing or playing a song on a simple instrument, such as a recorder, that relates to their state, city, or town.
- Changing a well-known song (singing notes smoothly to depict sentences in a story, or singing each note short to depict the sound of rain drops).
- Echoing rhythms clapped out by a teacher; matching music notes heard in a song segment.
- Expressing the emotions/feelings created by a piece of music.
- Explaining and justifying thoughts about the geographic and cultural location (or origin) of a piece of music.

