Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade 3 Music Learning Targets

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| --- | --- | --- |
| I can… | Evidence | **Done** |
| Shift between my head and chest voice. |  1 2 3 |  |
| Match all the pitches of an elementary level song. |  1 2 3 |  |
| Use proper posture while singing. |  1 2 3 |  |
| Use proper breath control while singing. |  1 2 3 |  |
| Keep a slow/accented beat to a song with meter in 2 or 3. |  1 2 3 |  |
| Perform the rhythm of a Grade 3 chant or song. |  1 2 3 |  |
| Compose a song that has patterns and form. |  1 2 3 |  |
| Read, decode, write & perform whole notes, whole rests, dotted half notes, half notes, half rests, quarter notes, quarter rests, barred 8th notes grouped in twos and barred 16th notes grouped in fours. |  1 2 3 |  |
| Label the lines and spaces of the treble clef staff with their pitch/letter names. |  1 2 3 |  |
| Identify sharps, flats and naturals and explain their purpose. |  1 2 3 |  |
| Identify a key signature and explain the purpose of the sharps or flats. |  1 2 3 |  |
| Identify a time signature and explain the purpose of the top number. |  1 2 3 |  |
| Identify measures/bars and measure lines/bar lines and explain their purpose. |  1 2 3 |  |
| Identify a double bar line, fermata and repeat sign and explain their purpose. |  1 2 3 |  |
| Identify, define and use *crescendo* and *decrescendo*. |  1 2 3 |  |
| Identify and define Rondo form. |  1 2 3 |  |
| Tell whether the pitches a melody go higher, lower or stay the same. |  1 2 3 |  |
| Tell whether music has meter in 2 or 3. |  1 2 3 |  |
| Tell whether the music is getting louder or softer. |  1 2 3 |  |
| Tell which family of instruments is playing the music. |  1 2 3 |  |
| Recognize Rondo form when I hear it. |  1 2 3 |  |
| Compare and contrast two arrangements of the same song. |  1 2 3 |  |
| Describe the creative problem solving steps for improving a performance. |  1 2 3 |  |
| Apply the creative problem solving steps for improving a performance. |  1 2 3 |  |
| Explain the history of the USA that is being told in historical and patriotic songs. |  1 2 3 |  |
| Explain the ideas and feelings that are being expressed in American historical and patriotic songs. |  1 2 3 |  |
| Identify famous composers. |  1 2 3 |  |
| Identify the music of famous composers. |  1 2 3 |  |
| Explain the relationship between the size of instruments and their pitch. |  1 2 3 |  |
| Compare music to pieces of visual art. |  1 2 3 |  |
| List the skills needed for particular music careers. |  1 2 3 |  |
| Demonstrate planning and focus in music class. |  1 2 3 |  |
| Show that I am aware of others in the group and that I know my job in the group. |  1 2 3 |  |