

## RCPS Grade 3 Curricular Framework

Musical element	Application	Vocabulary
<p style="text-align: center;"><b>Sing</b></p> <ul style="list-style-type: none"> <li>•Vocal development</li> <li>•Melodic awareness</li> <li>•Harmony</li> <li>•Create</li> </ul>	<ul style="list-style-type: none"> <li>•work to develop pitch matching</li> <li>•work with diatonic songs and patterns</li> <li>•identify and analyze melodic phrase</li> <li>•identify melodic patterns including low la, low sol, fa, ti</li> <li>•perform in rounds/partner songs, unison</li> <li>•improvise melodic phrases using solfege</li> </ul>	<ul style="list-style-type: none"> <li>•low la, low sol, fa, ti</li> <li>•leap</li> <li>•unison, round</li> </ul>
<p style="text-align: center;"><b>Play</b></p> <ul style="list-style-type: none"> <li>•Rhythm</li> <li>•Melody</li> <li>•Harmony</li> <li>•Create</li> </ul>	<ul style="list-style-type: none"> <li>•identify strong and weak beat patterns as meter 2/4, 3/4, 4/4</li> <li>•play alone and with others rhythmic patterns adding to previous knowledge: sixteenth notes</li> <li>•perform melodies on barred instruments</li> <li>•perform accompaniments with increased complexity</li> <li>•improvise short melodies with increased complexity</li> </ul>	<ul style="list-style-type: none"> <li>•meter</li> <li>•ta-ki-ti-ki/ sixteenth notes</li> <li>•chord</li> </ul>

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<p style="text-align: center;"><b>Listen</b></p> <ul style="list-style-type: none"> <li>•Form</li> <li>•Expressive Elements</li> <li>•Timbre</li> <li>•Respond</li> </ul>	<ul style="list-style-type: none"> <li>•identify rondo</li> <li>•identify and assign dynamics and tempo using musical terminology</li> <li>•identify orchestral and folk instruments visually and aurally</li> <li>•classify orchestral instruments by family</li> <li>•reflect on group and solo performances</li> </ul>	<ul style="list-style-type: none"> <li>•rondo (ABACA)</li> <li>•dynamics: fortissimo, pianissimo</li> <li>•tempo: largo, presto</li> <li>•string, woodwind, brass, percussion</li> <li>•ensemble</li> </ul>
<p style="text-align: center;"><b>Read/Write</b></p> <ul style="list-style-type: none"> <li>•Notation</li> <li>•Identify music symbols</li> <li>•Create</li> </ul>	<ul style="list-style-type: none"> <li>•name pitches on the staff using music alphabet</li> <li>•form sixteenth notes</li> <li>•sight read rhythmic and melodic patterns with increased complexity</li> <li>•identify music symbols: time signature, measure, bar line, double bar line</li> <li>•describe the function of the top number of a 2/4, 3/4, 4/4 time signatures</li> <li>•compose rhythm and melodic patterns</li> </ul>	<ul style="list-style-type: none"> <li>•time signature, measure, bar line, double bar line</li> <li>•compose, composer</li> </ul>