

LINCOLN PUBLIC SCHOOLS  
Music Learning Expectations: Grade 3

**Standard:**  
Singing

Students will sing, alone and with others, a varied repertoire of music.

**Big Ideas**

- ❑ Singing is a fundamental and universal form of expression that requires active listening skills.

**Key Outcomes**

- ❑ Students will demonstrate an understanding that **singing involves interaction between both expression and listening** by singing the major scale and rounds.

**Standard:**  
Reading and Notation

Students will read music written in standard notation.

**Big Ideas**

- ❑ Musical literacy facilitates musical learning and performance in multiple settings.

**Key Outcomes**

- ❑ Students will demonstrate an understanding that **music literacy facilitates music learning** by performing and reading whole notes.

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**Standard:**  
Playing  
Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

**Big Ideas**

- ❑ Instrument playing is a fundamental and universal form of expression.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding that **instrument playing is a form of expression** by visually and aurally identifying instrument families and playing melodic patterns.

**Standard:**  
Improvisation  
And Composition

Students will improvise, compose, and arrange music.

**Big Ideas**

- ❑ Improvisation and composition enable people to express their own musical ideas.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **self-expression through improvisation and composition** by creating body percussion patterns.

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**Standard:**  
Critical Response

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

**Big Ideas**

- ❑ Listening critically causes people to discuss music in meaningful ways.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **meaningful music listening** by describing the differences among unison, rounds, and/or partner songs using appropriate terminology.

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**Standard:**  
Purposes and  
Meanings in the  
Arts

Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

**Big Ideas**

- ❑ Musical forms originate from the human experience and are created for distinct purposes.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of the **artist's intent** by singing various forms of songs and examining their origins.

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**Standard:**  
Roles of Artists in  
Communities

Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present

**Big Ideas**

- Artists are an integral and essential part of society.
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**Key Outcomes**

- Students will demonstrate an understanding of the **artist's role in society** by studying the life and works of composers such as Wolfgang Amadeus Mozart.

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**Standard:**  
Concepts of  
Style, Stylistic  
Influence, and  
Stylistic Change

Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres

**Big Ideas**

- Artistic expression reflects its time and culture.
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**Key Outcomes**

- Students will demonstrate an understanding of the **relationship between style and culture** by singing American patriotic and Folk songs and making connections to historical facts.

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**Standard:**  
Inventions,  
Technologies,  
and the Arts

Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

**Big Ideas**

- Throughout history artists have used varied implements and technologies to create their art work.

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**Key Outcomes**

- Students will demonstrate an understanding of **technological advances in music** by playing instruments from a variety of cultures while comparing and contrasting their timbre, pitch and design features.

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**Standard:**  
Interdisciplinary  
Connections

Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

**Big Ideas**

- ❑ The arts are connected and reflected in all other academic disciplines.

**Key Outcomes**

- ❑ Students will demonstrate an understanding that **music is an interdisciplinary subject** by comparing dance steps to gross motor skills learned in physical education (Physical Education).