

`Course Overview

Unit Title	Unit Summary
Create	In this unit, students will explore how to create their own music by using familiar rhythms, melodies, and patterns. Through improvisation, movement, and experimentation, they will learn how changing the order of sounds or trying new ideas can make their music unique. Students will build confidence in expressing themselves musically by creating rhythms, melodies, and ostinatos inspired by what they already know.
Read	In this unit, students will develop their music reading skills by clapping rhythms, singing melodies, and recognizing patterns using solfege and hand signs. They will learn to identify how melodies move on the staff and how dynamic terms like *mezzo piano* and *mezzo forte* affect the way music is performed. Through engaging activities, students will build confidence in reading, interpreting, and performing music from written notation.
Perform	In this unit, students will learn how to perform music confidently and safely using their voices, instruments, and movement. They will practice singing and playing accurately, staying in rhythm and pitch while performing alone and with others. Students will also develop proper performer and audience etiquette to prepare for and participate in live performances as respectful, expressive musicians.
Respond	In this unit, students will actively listen to music and respond by describing what they hear and how it makes them feel using words, movement, and visuals. They will explore musical elements like pitch, rhythm, tempo, and dynamics, and learn to recognize changes and patterns in sound. Through echo activities, creative movement, and personal expression, students will deepen their understanding of how music communicates ideas and emotions.

3rd Grade Music

Listening	In this unit, students will practice active listening skills to identify rhythms, melodies, instrument families, and changes in music such as tempo and dynamics. They will explore how music is structured and described using terms like form, tempo, and dynamics, while also learning to recognize the unique sounds of string, brass, woodwind, and percussion instruments. Through engaging games, live or recorded performances, and class discussions, students will become thoughtful and respectful listeners who can describe what they hear with accuracy and confidence.
Rhythm	In this unit, students will strengthen their understanding of rhythm by reading, performing, and creating patterns using rhythm syllables and counting. They will practice keeping a steady beat, recognize how time signatures and bar lines organize music, and explore rhythms including sixteenth notes through games and movement. By clapping, playing, and creating rhythms in 4/4 meter, students will build confidence and fluency in rhythmic performance.
Melody	In this unit, students will explore melody by reading, writing, and singing tunes using the pentatonic scale (do-re-mi-so-la). They will develop pitch accuracy and melodic fluency through solfege, hand signs, and staff notation. By engaging with songs, games, and creative activities, students will build the skills to recognize, perform, and create melodies with confidence.

Standards for Create

Texas Essential Knowledge and Skills (TEKS)

Music

- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
  - (A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups;
  - (B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups;
  - (C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
  - (D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and
  - (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
  - (A) create rhythmic phrases through improvisation or composition;
  - (B) create melodic phrases through improvisation or composition; and
  - (C) create simple accompaniments through improvisation or composition.

Theatre

- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - (A) demonstrate safe use of movement and voice;
  - (B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization;
    (C) dramatize literary selections using shadow play or puppetry; and
    (D) dramatize literary selections using pantomime and imitative dialogue.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
  - (B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
  - (C) plan dramatic play;
  - (D) cooperate and interact with others in dramatic play; and
  - (E) observe live or multimedia theatrical performances.

Return to Course Overview

Standards for Read

Texas Essential Knowledge and Skills (TEKS)
Music

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) categorize and explain a variety of musical sounds, including those of children and adult voices;
  - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;
  - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and
  - (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
  - (A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate;
  - (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and
  - (C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.

Return to Course Overview

Standards for Perform

Texas Essential Knowledge and Skills (TEKS)

Music

- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
  - (A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups;
  - (B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups;
  - (C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
  - (D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and
  - (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) exhibit audience etiquette during live and recorded performances;
  - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;
  - (D) respond verbally and through movement to short musical examples; and
  - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.

Theatre

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
  - (A) react to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play;
  - (B) create playing space using expressive and rhythmic movement;
  - (C) respond to sounds, music, images, language, and literature using movement; and
  - (D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - (A) demonstrate safe use of movement and voice;
  - (B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization;

- (C) dramatize literary selections using shadow play or puppetry; and
- (D) dramatize literary selections using pantomime and imitative dialogue.

- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
  - (B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
  - (C) plan dramatic play;
  - (D) cooperate and interact with others in dramatic play; and
  - (E) observe live or multimedia theatrical performances.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - (A) explore historical and diverse cultural influences from a variety of sources through dramatic activities;
  - (B) illustrate similarities and differences between life and theatre, television, and film through dramatic play; and
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) apply appropriate audience behavior consistently;
  - (B) discuss and evaluate simple dramatic activities and performances; and
  - (C) discuss the use of music, movement, and visual components in dramatic activities and performances.

Return to Course Overview

Standards for Respond

Texas Essential Knowledge and Skills (TEKS)

Music

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) categorize and explain a variety of musical sounds, including those of children and adult voices;
  - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;
  - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and
  - (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) exhibit audience etiquette during live and recorded performances;
  - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;
  - (D) respond verbally and through movement to short musical examples; and
  - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.

Theatre

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) apply appropriate audience behavior consistently;
  - (B) discuss and evaluate simple dramatic activities and performances; and
  - (C) discuss the use of music, movement, and visual components in dramatic activities and performances.

Return to Course Overview

Standards for Listening

Texas Essential Knowledge and Skills (TEKS)

Music

- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
  - (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures;
  - (B) identify music from diverse genres, styles, periods, and cultures; and
  - (C) identify the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) exhibit audience etiquette during live and recorded performances;
  - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
  - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;
  - (D) respond verbally and through movement to short musical examples; and
  - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.

Theatre

- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - (A) explore historical and diverse cultural influences from a variety of sources through dramatic activities;
  - (B) illustrate similarities and differences between life and theatre, television, and film through dramatic play; and
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) apply appropriate audience behavior consistently;
  - (B) discuss and evaluate simple dramatic activities and performances; and
  - (C) discuss the use of music, movement, and visual components in dramatic activities and performances.

Return to Course Overview

Standards for Rhythm

Texas Essential Knowledge and Skills (TEKS)
Music

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) categorize and explain a variety of musical sounds, including those of children and adult voices;
  - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;
  - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and
  - (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
  - (A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate;
  - (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and
  - (C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.

Return to Course Overview

Standards for Melody

Texas Essential Knowledge and Skills (TEKS)
Music

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) categorize and explain a variety of musical sounds, including those of children and adult voices;
  - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;
  - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and
  - (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
  - (A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate;
  - (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and
  - (C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.

Return to Course Overview