

# Third Grade Music for Life Curriculum Map

## Preface

In third grade students develop an understanding of the elements of music through song experiences, creative movement, and listening activities. The conceptual sequence for third grade children combines and builds upon prior knowledge, leading to independent singing and rhythmic competence. They are able to focus on vocal and instrumental tone color, and cultural and historical features of the music literature. At this level the children study various string instruments.<sup>1</sup>

Through their participation in music activities the students can develop<sup>2</sup> these important learning skills:

- The ability to focus and gain intrinsic motivation
- Social comfort in participating
- Ease of movement-i.e., the physical ability to move and the desire to try to move
- The habit of singing
- Spatial and sequential reasoning
- Musical capacity and the ability to recognize and use previously-acquired language skills<sup>3</sup>

## State Music Curriculum Standards

**SINGING** The student will develop the voice and body as instruments of musical expression. *In this standard the student sings to discover and enjoy the literature of children's songs and to explore and learn about the elements of music.*

**PLAYING** The student will play instruments as a means of musical expression. *In this standard the student plays classroom instruments to enhance the learning and enjoyment of songs.*

**LISTENING** The student will listen to, analyze, and describe music. *In this standard the student listens to feel the emotional qualities of the sounds of music and to notice and become acquainted with its elements.*

**CREATING** The students will create music through improvising, arranging, and composing. *In this standard the student creates music that expresses his thoughts and feelings and shows some understanding of music elements and skills.*



### Key Concept for Differentiation

In an effort to assist teachers in the process of differentiation in Tier One teaching, key concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students. Key concepts cover minimum, basic skills and knowledge every student must master. Key concepts are not an alternative to teaching the entire Utah State Core Standards, rather they emphasize which concepts to prioritize for differentiation.

<sup>1</sup> *Music Expressions Teacher Resource Guide*, Warner Bros Publications 2003, pp. 13-16. ISBN 0-7579-1298-2    <sup>2</sup> e.g., increased literacy, complex symbolization and meaning skills, integration of sensory data -*Richards Institute of ETM, 1985*    <sup>3</sup> e.g. rhythm, accent, timing, flow, pitch, voice inflections, phrasing in reciting a nursery rhyme, telling a story

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 1: MELODY</b>		<b>THIRD GRADE MUSIC</b> <small>May 2013</small>
<b>Music Objectives- MELODY</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences and creative movement</p> <ol style="list-style-type: none"> <li>1. I can develop my ability to sing a melody with accurate pitch and rhythm.</li> <li>2. I can sing with a light, unforced, beautiful childlike quality using good posture and breath support.</li> <li>3. I can use hand signs to show the direction of simple melody patterns.</li> <li>4. I can sing pitches that move up and down or stay the same as I read them in simple music notation.</li> </ol>	<p>vocal quality posture breath support head voice high tones</p> <p>accurate pitch (in tune)</p> <p>volume (loud&gt;soft) (soft&lt;loud) movement</p> <p>melody hand signs</p> <p>melodic pattern repeated notes upward downward intervals</p>	<p><u>First and second "I Cans"</u> - Help children learn to sing songs accurately that may have a wide range, recognizing the low and high tones and how it feels when they sing those different pitches. Help children realize the high tones are sung in the head voice and with good breath support in order to get an unforced, beautiful child-like quality. Sing the songs many times in a variety of ways, always emphasizing good posture while standing or sitting, or even when having fun by standing on one leg, facing backwards, singing softly, changing the key, closing eyes, etc. Consider songs such as <b>Scotland's Burning</b>, <b>Rocky Mountain</b>, <b>The Ghost of Tom</b>, <b>My Bonnie Lies Over the Ocean</b>, <b>I Love the Mountains</b>, <b>Mama Paguita</b>, <b>Little Tom Tinker</b>. RESOURCES: <b>Our Amazing Voice</b>, <b>Developing Singing Skills in the Classroom</b>, <b>101 Ways to Repeat A Song</b></p> <p><u>Third and fourth "I Cans"</u> - <b>Three Blind Mice</b> Relate the downward direction of <i>mi re do</i> hand signs with the downward direction of the <i>mi re do</i> (in "three blind mice") notation on the musical staff. In <b>Row, Row, Row Your Boat</b> relate the upward direction of the <i>do re mi</i> ("row your boat") pattern to the notation in the first measure of the song. Help children discover the repeated notes before the melody moves up. Suggest that children use the hand signs to help their voices go up and down with the notation. Encourage children to discover these same melodic patterns by singing, using hand signs and pointing it out in the notation in other songs, such as <b>Mary Had a Little Lamb</b>, <b>Hot Cross Buns</b>, <b>Li'l Liza Jane</b>, <b>Long Legged Sailor</b>, <b>Mary Had A Baby</b>, <b>Shake Those Simmons Down</b>, <b>Circle Left</b> and <b>The Farmer In The Dell</b>. <i>Hint:</i> When you are studying specific intervals choose songs with a limited range that emphasize those intervals.</p>	
<b>Music Language Objectives</b>		<b>Resources</b>	
<p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, and/or creating:</p> <ul style="list-style-type: none"> <li>I can clearly communicate what it means to sing in tune.</li> </ul>	<p>music notation music staff measure</p>	<p>Embedded links provide access to selected corresponding music teaching ideas, written scores, and mp3 files for singing, listening and dancing activities from publications such as <b>FAVORITE SONGS AND MUSIC ACTIVITIES</b>, <b>THE MUSICAL CLASSROOM</b>, and other valuable resources.</p> <p><b>3<sup>rd</sup> Grade STATE MUSIC GUIDEBOOK:</b> <i>Links to additional songs, teaching ideas, music notation, vocabulary, prof. music teaching associations</i></p>	
<p>Assessment: Video children at start and end of year; use <a href="#">registry</a> to document growth and to improve teaching &amp; learning.</p>			

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 2: RHYTHM</b>		<b>THIRD GRADE MUSIC</b>
<b>Music Objectives- RHYTHM</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences, creative movement, and listening activities</p> <ol style="list-style-type: none"> <li>1. I can perform the rhythm of the words (melody).</li> <li>2. I can feel and play the steady beat and illustrate the strong downbeat by stamping or patting the strong beats, and by clapping or snapping the weak beats in meters of 2, 3, and 4.</li> <li>→ 3. I can recognize, read, write, and perform simple rhythm patterns by verbalizing in rhythm syllables my understanding of basic note values (eighth notes, quarter notes, half notes, dotted half notes, and whole notes).</li> </ol>	<p>word rhythms  <u>body percussion</u>  rhythm instruments</p> <p>strong/weak beats  meter  measure</p> <p>downbeat =  strong beat</p> <p>rhythm patterns  accurate rhythm  <u>rhythm syllables</u>  ta  (quarter)</p> <p>ti-ti ta  (eighth-eighth  quarter)</p> <p>ta-a  (half)</p> <p>ta-a-a  (dotted half)</p> <p>ta-a-a-a  (whole)</p> <p>music staff</p> <p>stick notation</p>	<p>First “I can” – perform the rhythm of the words with body percussion or rhythm instruments while singing these songs and again while just “thinking” the words: <b><u>You Are My Sunshine, Down In The Valley.</u></b></p> <p>Second “I can: <b><u>I’ve Been Working on the Railroad</u></b> (4’s), <b><u>Scotland’s Burning</u></b> (2’s), <b><u>America, Did You Ever See A Lassie?</u></b> (3’s): Lead the children in performing body percussion showing strong and weak beats. Half of the class could perform the body percussion rhythm pattern and the other half could sing the song. Expand the experience with rhythm instruments. As the children sing Did You Ever See A Lassie, let them change actions on the downbeat when the words dictate “this way and that way.” Utilize body percussion to differentiate strong and weak beats while listening to <b><u>In the Hall of the Mountain King</u></b> by Grieg. Notice when the steady beat gets faster. <u>Holiday suggestions:</u> <b><u>Come, Ye Thankful People, Come</u></b> (4’s), <b><u>Hanukkah Latkes</u></b> (2’s) Use body percussion or instruments to experience these meters. <b><u>We Wish You A Merry Christmas</u></b> (3’s) –sing the song and sway body on the strong first beat of every measure; <b><u>Christmas Is Here</u></b> (2’s) – sing the song, patching two beats per measure as preparation for accompanying on the autoharp. <b><u>I Saw Three Ships</u></b> (2’s) -strum autoharp on steady beat while singing song. Use the D-7 button wherever it says D. <b><u>Sleigh Ride</u></b> (Leroy Anderson). Utilize body percussion to differentiate strong and weak beats.</p> <p>Third “I Can” - <b><u>Scotland’s Burning.</u></b> Help children to find and sing the ti-ti’s and ta’s in the rhythm patterns of the words. Ask children to write the <b><u>stick notation</u></b> on the board and/or on their own papers. Lead children in using body percussion to orchestrate the rhythms, such as snapping the ti-ti’s and clapping the ta’s. They can also play two different rhythm instruments for ti-ti’s and ta’s as they sing the words. In addition to singing the song, learn to read the rhythm of <b><u>The Friendly Beasts</u></b> with rhythm syllables, “ta-a” for half notes, “ta-a-a” for the dotted half note. Practice holding out the</p>	

(3 from above)

- 3. I can recognize, read, write, and perform simple rhythm patterns by verbalizing in rhythm syllables my understanding of basic note values (eighth notes, quarter notes, half notes, dotted half notes, and whole notes).

**Music Language Objectives**

Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, and/or creating:

- I can communicate the difference between the beat and the rhythm of the words.

4-count whole note (“ta-a-a-a”) at the end of **Mary Had a Little Lamb**. Enjoy singing **Jingle Bells** and then write the rhythm pattern of “ti-ti ta.”

Perform it, and then listen for the number of times it occurs in the refrain—(be rhythm detectives!) Ask them if they can hear or see the “ti-ti ta” pattern in other songs they know; e.g., **Hey, Hey, Look At Me; London Bridge; Rain, Rain, Go Away; This Old Man; Paw, Paw Patch**).

Other holiday Ideas: **Over the River and Through the Woods, For the Beauty of the Earth**

**Resources**

Assessment: Video children at start and end of year; use [registry](#) to document growth and to improve teaching & learning.

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 3: HARMONY and SOUND</b>		<b>THIRD GRADE MUSIC</b>
<b>Music Objectives- HARMONY AND SOUND</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences and creative movement:</p> <ul style="list-style-type: none"> <li>→ 1. I can accompany simple songs with rhythm instruments and with basic chords played on autoharp, tone bells, and/or Orff instruments.</li> <li>2. I can add vocal chant to well-learned melodies.</li> <li>3. I can identify characteristics of various string instruments and various voice qualities.</li> </ul>	<p><u>String Family</u></p> <ul style="list-style-type: none"> <li>Fiddle</li> <li>Violin</li> <li>Banjo</li> <li>Autoharp</li> <li>Guitar</li> <li>Cello</li> </ul> <p>Child voice Adult voice (Male/Female)</p> <p>accompaniment</p>	<p><u>First “I Can”- <b>John Kanaka</b></u> Learn the song by playing the song game. Enhance the song itself by adding tone bells on the “John Kanaka” phrase, and orchestrating other rhythm patterns with rhythm instruments. Accompany the following songs with autoharp: <u><b>Li’l Liza Jane</b></u> (strum the C chord throughout ), <u><b>Polly Wolly Doodle</b></u> (F and C) and <u><b>Down in the Valley</b></u> (G and D7)</p> <p><u>Second “I Can” – <b>Cotton-Eyed Joe</b></u> - Using half notes, play a two-tone accompaniment on the resonator bells or xylophone, alternating so-and la (5 and 6 of the scale), or sing the words “Old Joe” as a vocal <sup>1</sup>chant on the same tones. In the key of G, tones 5 and 6 are the pitches D and E.</p> <p><u>Third “I Can”</u>-If you have access to string players, invite them in so students can experience the instruments live. Discover the variety in strings by listening to: <u><b>Turkey in the Straw</b></u> (fiddle, mandolin, guitar, and string bass); <u><b>Dueling Banjos</b></u>; <u><b>The Swan</b></u>, from Saint-Saens’ Carnival of the Animals (cello); <u><b>Waltz</b></u>, from Tchaikovsky’s Serenade for Strings; <u><b>Meditation</b></u>, from Massenet’s Thais (violin); <u><b>Canarios</b></u> by Gaspar Sanz (guitar)</p> <p><u>Holiday Suggestions</u> – Enhance new and previously learned patriotic songs with instruments and movement, such as: <u><b>The Star Spangled Banner, This Land is Your Land</b></u> (bell part), <u><b>There Are Many Flags in Many Lands</b></u> (autoharp) and <u><b>Marching Along</b></u> (autoharp, movement).</p>	
<b>Music Language Objectives</b>	<b>Resources</b>		
<p>Through singing, moving, speaking, hand signs, symbols, listening, drawing, notation, dramatizing, writing, and/or creating:</p> <ul style="list-style-type: none"> <li>• I can clearly communicate what a string instrument is.</li> </ul>	<p>LISTENING LINKS</p> <p><u><b>YouTube</b></u>: <i>musical recordings search engine</i></p> <p><u><b>Classics for Kids</b></u>: <i>recordings, listening maps, lesson ideas, composers, music dictionary, etc.</i></p> <p><u><b>San Francisco Symphony for Kids</b></u>: <i>all about orchestra; has listening selections</i></p>		
<p>Assessment: Video children at start and end of year; use <a href="#">registry</a> to document growth and to improve teaching &amp; learning.</p>			

<b>ELEMENTS of MUSIC*</b> <small>* melody, rhythm, harmony, sound &amp; form</small>	<b>Quarter 4: FORM</b>		<b>THIRD GRADE MUSIC</b>
<b>Music Objectives- FORM</b>	<b>Vocabulary students should use</b>	<b>Lesson Activities</b>	
<p>Through playful song experiences and creative movement:</p> <ul style="list-style-type: none"> <li>0→ 1. I can demonstrate that songs may have some phrases that are the same and some that are different and some that are similar.</li> <li>0→ 2. I can show how alphabet letters can describe when musical phrases repeat, vary, or change; e.g., aba, aaba, abca.</li> <li>3. I can create the map of a simple song to show its form.</li> </ul>	<p>musical form phrase</p> <p>repeat a a</p> <p>vary a a'</p> <p>different b c d</p> <p>verse chorus (refrain)</p>	<p><u>First and Second "I Cans"</u> – Lead students in experiencing form through singing and moving-use the same movements for phrases that are identical, a modified movement for phrases that vary, and a different movement for phrases that differ; use alphabet letters to differentiate the phrases. <b>Did You Ever See A Lassie?</b>-aa'ba'; <b>John Kanaka</b>-ababca; <b>Are You Sleeping</b> )- abcd (key of F preferable; <b>The Star Spangled Banner</b> -ababcdef</p> <p><u>Third "I Can"</u> – <b>Shake Those Simmons Down</b> -abac While singing the song, lead the children to use a hand to draw in the air their own idea of how the song goes.<sup>1</sup> Have students transcribe their motions to paper in the form of a music map. Have them follow their own map several times and then trade with students and see if they can follow each other's maps. This gives students a chance to validate each other's ideas.</p>	
<b>Music Language Objectives</b>	<p>music mapping</p>	<b>Resources</b>	
<p>Through singing, moving, speaking, hand signs, listening, drawing, notation, dramatizing, writing, and/or creating:</p> <ul style="list-style-type: none"> <li>• I can clearly communicate the difference between the verse and the chorus (refrain).</li> </ul>			
<p>Assessment: Video children at start and end of year; use <a href="#">registry</a> to document growth and to improve teaching &amp; learning.</p>			