

**Los Angeles Unified School District – Arts Education Branch  
Elementary Music Instruction Guide**

**Module 1: Making Music with Singing and Playing**

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music”

<b>Grade 3 Theme</b>	Music involves inquiry.	
<b>Enduring Understanding</b>	<p><b>Music can be created in unison or harmony.</b></p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• What is harmony?</li> <li>• What are different ways to create harmony?</li> </ul>	
<b>California Standards Addressed</b>	<b>2.2</b>	Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
	<b>2.3</b>	Play rhythmic and melodic ostinatos on classroom instruments.
<b>Sample Performance Task</b>	<p>In small groups, sing one part of a round (canon) while the rest of the class sings the other part. Follow the teacher’s conducting and use body percussion or the conducting pattern to show the meter of the music.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> <li>• Students sing in head voice with good intonation and clear diction.</li> <li>• Students are able to hold their own part while their classmates sing the other part.</li> <li>• Students sing their part with rhythmic accuracy and in tempo.</li> <li>• Students keep a pattern in time with the music.</li> </ul>	

## DEVELOPING CONCEPTS

1. UNISON: <i>When we sing all together as one voice, we are singing in unison.</i>		
<i>Knowledge</i>	<i>Skills</i>	
<u>Vocabulary</u> <ul style="list-style-type: none"> <li>• Echo singing</li> <li>• Speaking voice/singing voice</li> <li>• Singing on pitch/in tune</li> <li>• Head voice/high voice</li> <li>• Chest voice/low voice</li> <li>• Voice timbre</li> <li>• Phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and accurately copy a musical phrase.</li> <li>• Match pitch and accurately sing melodies in unison.</li> <li>• Use correct singing posture.</li> <li>• Use correct breathing habits for singing.</li> <li>• Sing in head voice, range of a 10th from middle C-E.</li> <li>• Sing with a pleasant tone color.</li> </ul>	
<b>SUGGESTED STEPS</b> Sources: (3rd Grade Books, unless otherwise stated) MM= <u>Making Music</u> : 2008 California Edition, STM=Share the Music (R=Round, O=Vocal Ostinato, IO=Instrumental Ostinato)		
<b>FOCUS</b>	<b>SOURCE</b>	<b>SONGS/ACTIVITIES</b>
<b>Prepare students for using their singing voice.</b> 1. Prepare the body <ul style="list-style-type: none"> <li>• Stretch</li> <li>• Check Posture               <ul style="list-style-type: none"> <li>○ Standing tall with feet shoulder width apart</li> <li>○ Sitting tall, away from the chair back (body and chair together make a lower case letter h shape)</li> </ul> </li> </ul> 2. Prepare the breath <ul style="list-style-type: none"> <li>• Four-beat rhythmic hisses, consonant sounds, etc</li> <li>• Long hisses</li> </ul> 3. Prepare the voice <ul style="list-style-type: none"> <li>• Hisses, then high and low sounds</li> <li>• Sirens (low to high on oo vowel)</li> <li>• Sigh (high to low—different vowels)</li> </ul>	Appendix	See sample for classroom use
<b>Learn spoken chants in unison.</b> <ul style="list-style-type: none"> <li>• Echo speak while patting the steady beat.</li> <li>• Add movements, if appropriate.</li> <li>• Use the chant as a round/canon.</li> <li>• Add an ostinato to a chant.</li> <li>• Discuss whether they are speaking or singing, and explore the differences and similarities between the two.</li> </ul>	MM	<i>Name, Name, What's Your Name</i> <i>Alligator Pie</i> <i>Bananas and Cream</i> <i>Greetings</i> (different languages) <i>How Much Wood Could a Woodchuck Chuck</i> <ul style="list-style-type: none"> <li>• layered parts</li> </ul> <i>Table Manners</i> <i>There Was an Old Man</i>

	STM	<i>Bate, Bate</i> <i>Bonefish, Bluefish</i> <i>Jikety Can</i> <i>Rattlesnake Skipping Song</i>
<p><b>Learn songs in unison.</b></p> <ul style="list-style-type: none"> <li>• Define unison: singing all together as one voice.</li> <li>• Listen and pat the steady beat before singing.</li> <li>• Use singing voice (give children a good model—yourself, or a recording).</li> <li>• Pick out difficult phrases to echo-sing</li> <li>• Sing with teacher/recording while patting the beat.</li> <li>• Echo-sing as needed for practicing song and correcting errors.</li> <li>• Lead a discussion to create awareness of unison—whether all students are on pitch. Sample questions: <ul style="list-style-type: none"> <li>○ “Are we singing in unison, as one voice, or are some voices singing in a different place?”</li> <li>○ Do you hear voices that are higher than the melody? Lower than the melody?</li> <li>○ Do you hear talking instead of singing?</li> </ul> </li> </ul>	MM	<i>Hello to All the Children of the World</i> <i>Supercalifragilisticexpialidocious</i> <i>Ding Dong, Diggidiggidong</i> (R, O) <i>La Paloma Blanca</i> (IO) <i>Make New Friends</i> (R, O) <i>Morning is Come</i> (R, O, IO) <i>Old Texas</i> (R, O) <i>Turn the Glasses Over</i> (O) <i>Tender Shepherd</i> (R, IO) <i>A Ram Sam Sam</i> (R, O) <i>A Small Job</i> (R, IO) <i>Knock No More</i> (R, O, IO) <i>Had to Get Up This Morning Soon</i> (O) <i>Old Man Mosie</i> (O)
	STM	<i>Telephone Song</i> (Solo opportunity) <i>Turn the Glasses Over</i> (O) <i>Frere Jacque</i> (R, O) <i>Kookaburra</i> (R, O) <i>Row, Row, Row Your Boat</i> (R, O) <i>Old Texas</i> (R, O) <i>Scotland’s Burning</i> (R, O) <i>There’s a Little Wheel A-Turnin’</i> (O) <i>Ezekiel Saw the Wheel</i> (O) <i>Salamanca Market</i> (R)

**2. HARMONY: *We create harmony when more than one tone is sung or played at the same time.***

<i>Knowledge</i>	<i>Skills</i>
<ul style="list-style-type: none"> <li>• Harmony</li> <li>• Parts</li> <li>• Melodic ostinato</li> <li>• Partner Song</li> <li>• Round</li> </ul>	<ul style="list-style-type: none"> <li>• Following the conductor.</li> <li>• Independently perform your part while hearing another performed by others.</li> <li>• Sing in two parts.</li> <li>• Play a harmonic accompaniment on classroom instruments.</li> </ul>

**SUGGESTED STEPS**

Sources: (3rd Grade Books, unless otherwise stated)  
 MM=Making Music; 2008 California Edition, STM=Share the Music  
 (R=Round, O=Vocal Ostinato, IO=Instrumental Ostinato)

<b>FOCUS</b>	<b>SOURCE</b>	<b>SONGS/ACTIVITIES</b>
<p><b>Create and sing a melodic ostinato</b></p> <ul style="list-style-type: none"> <li>• Use a known song to create an ostinato pattern.               <ul style="list-style-type: none"> <li>○ Use words to create a rhythmic ostinato and then turn it into a melodic ostinato.</li> <li>○ Use part of the melody or your own pattern, with words appropriate to the song.</li> </ul> </li> <li>• Teacher sings ostinato while class sings song, then reverse.</li> <li>• Choose part of class to sing the ostinato and then switch parts.</li> <li>• Use body percussion or a conducting pattern to keep together in tempo.</li> </ul>	MM	<i>Ding Dong, Diggidiggidong</i> (R, O) <i>Make New Friends</i> (R, O) <i>Morning is Come</i> (R, O, IO) <i>Turn the Glasses Over</i> (O) <i>A Ram Sam Sam</i> (R, O) <i>Knock No More</i> (R, O, IO) <i>Old Texas</i> (R, O) <i>Had to Get Up This Morning Soon</i> (O) <i>Old Man Mosie</i> (O)
	STM	<i>Turn the Glasses Over</i> (O) <i>Frere Jacques</i> (R, O) <i>Kookaburra</i> (R, O) <i>Row, Row, Row Your Boat</i> (R, O) <i>Old Texas</i> (R, O) <i>Scotland's Burning</i> (R, O) <i>There's a Little Wheel A-Turnin'</i> (O) <i>Ezekiel Saw the Wheel</i> (O)
<p><b>Sing a two-part round.</b></p> <ul style="list-style-type: none"> <li>• Sing the song in unison.</li> <li>• Sing in unison while teacher sings round.</li> <li>• Divide into groups and switch which group begins.</li> <li>• Use body percussion or a conducting pattern to keep together in tempo.</li> <li>• Possible extension: Try three parts, or add an ostinato (rhythmic or melodic) to the two-part round (teacher could be third part).</li> </ul>	MM	<i>Ding Dong, Diggidiggidong</i> (R, O) <i>Make New Friends</i> (R, O) <i>Morning is Come</i> (R, O, IO) <i>Old Texas</i> (R, O) <i>Tender Shepherd</i> (R, IO) <i>A Ram Sam Sam</i> (R, O) <i>A Small Job</i> (R, IO) <i>Knock No More</i> (R, O, IO)
	STM	<i>Frere Jacques</i> (R, O) <i>Kookaburra</i> (R, O) <i>Row, Row, Row Your Boat</i> (R, O) <i>Old Texas</i> (R, O) <i>Scotland's Burning</i> (R, O) <i>Salamanca Market</i> (R)
<p><b>Create harmony by singing partner songs.</b></p> <ul style="list-style-type: none"> <li>• Learn both songs separately.</li> </ul>	MM	<i>Each of Us Is a Flower</i> <i>Michael Finnegan/This Old Man</i>

<ul style="list-style-type: none"> <li>• Class sings each song while teacher sings the other.</li> <li>• Divide into two groups to sing the two songs together. Switch so that each group sings both songs.</li> <li>• Use body percussion or a conducting pattern to keep together in tempo.</li> </ul>		<i>It's a Small World</i>
	STM	<i>Rocky Mountain/Great Big House</i> <i>Ezekiel Saw the Wheel/Now Let Me Fly</i>
<p><b>Play instrumental accompaniments on classroom instruments.</b></p> <ul style="list-style-type: none"> <li>• Use a known unison song.</li> <li>• Use instruments, instead of voices, for the ostinato patterns (song bells, tone bells, Orff instruments, etc.)</li> <li>• Layer ostinatos.</li> <li>• Use Orff accompaniments (or create your own).</li> <li>• Accompany on an autoharp.</li> </ul>	MM	<i>La Paloma Blanca</i> (IO) <i>Morning is Come</i> (R, O, IO) <i>Tender Shepherd</i> (R, IO) <i>A Small Job</i> (R, IO) <i>Knock No More</i> (R, O, IO) <i>Old Man Mosie</i> <i>Alabama Gal</i> <i>Hop Up, My Ladies</i> <ul style="list-style-type: none"> <li>• Resource Book for Recorders p. I-11, Orff p. F-16</li> </ul> <i>Pretty Saro</i> <ul style="list-style-type: none"> <li>• Resource Book for Orff p. F-33</li> </ul> <i>Do Lord</i> <i>Sweet Potatoes</i> <p>See also Orff Accompaniments in Resource Book, Instrumental Ostinatos in classified index p. 557, Pentatonic songs in classified index, and re-create vocal ostinatos on the instruments</p>
	STM	<b>Orff Accompaniments:</b> <i>Now Let Me Fly</i> <i>Ezekiel Saw the Wheel</i>