

## 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 is a way to communicate ideas and feelings.	
<b>Enduring Understanding</b>	<p><b>Performing music from various cultures expands our worldview.</b></p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• What does music tell us about other cultures?</li> <li>• What is the role of music in my culture and in other cultures?</li> <li>• How do I authentically perform music from a different culture?</li> </ul>	
<b>California Standards Addressed</b>	2.2	Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
	<b>3.1</b>	<b>Identify the uses of music in various cultures and time periods.</b>
	3.2	Sing memorized songs from diverse cultures.
	3.3	Play memorized songs from diverse cultures.
	<b>3.4</b>	<b>Identify differences and commonalities in music from various cultures.</b>
	4.1	Select and use specific criteria in making judgments about the quality of a musical performance.
<b>Sample Performance Task</b>	With your class, practice and perform your favorite songs, dances or singing games representing three different cultures. Create a narrative to tell about the cultures and perform your program for an audience.	

## DEVELOPING CONCEPTS

<b>1. DISCOVERY: Songs and games from different cultures expand our understanding of the world.</b>	
<i>Knowledge</i>	<i>Skills</i>
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Uses of music around the world</li> <li>• Authenticity</li> <li>• Spirituals</li> <li>• Folk songs</li> <li>• Work songs</li> <li>• Dialects</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs from a variety of cultures.</li> <li>• Identify uses of music.</li> <li>• Respond to expressive qualities in music.</li> </ul>
<b>SUGGESTED STEPS</b>	
Source: MM= <u>Making Music: Third Grade</u> 2008 California Edition	
<b>FOCUS</b>	<b>SONGS/ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Learn songs and games from around the world that would be used in the final performance.</li> <li>• Add ostinatos and other accompaniments when appropriate.</li> <li>• Discuss the importance of the roles of music using the prompts listed below.</li> </ul>	
<b>Looking at the world around us</b>	<i>Greetings</i> <i>It's a Small World</i>
<b>Games and Dances</b>	<i>Ambos a dos</i> – Latin American folk song/game; (Mod. 4: form) <i>Hosisipa</i> – Dakota Sioux; hand game <i>Chicken on the Fence Post</i> – USA; play-party song <i>Alabama Gal</i> – Alabama; play-party song <i>Old Man Mosie</i> – USA; jump rope song (Mod. 2 – d, r, m; pentatone) <i>Draw Me a Bucket of Water</i> – African American; singing game <i>Doong gul ge</i> – Korea; singing game (Mod. 4: form) <i>Hop Up, My Ladies</i> – USA; dance song (Mod. 2 – pentatone) <i>Li'l Liza Jane</i> – USA; dance song (Mod. 2 – pentatone) <i>Coffee Grows on White Oak Trees</i> – USA; play-party <i>Turn the Glasses Over</i> – USA; game song <i>Al tambor</i> – Panama; children's song (Mod. 1 – ostinatos) <i>Pust' vsegda budet sonse</i> – Russia; dance game (Mod. 1 – expressive singing) <i>Sansaw akroma</i> – Ghana; children's game <i>Poco, Le' Me 'Lone</i> – Tobago; children's song <i>Jan ken pon</i> – Japan; hand game: rock, paper, scissors <i>Four White Horses</i> – Caribbean; hand game <i>Wichita Hand Game</i> – Wichita; hand game <i>Ah eu entrei na roda</i> – Brazil; circle game <i>Lay It Down, Johnny Brown</i> – African American singing game <i>Nie chce cie znac</i> – Poland; singing game <i>Al animo</i> – Spain; singing game <i>El rabel</i> – Chile; singing game
<i>Are songs and games played only by children?</i>  <i>Why are songs and games so important to us?</i>  <i>Is working more important than playing?</i>	

<p><b>Spirituals and Gospels</b></p> <p><i>How were spirituals used in the past?</i></p> <p><i>What is the enduring qualities about spirituals that engage us in singing them even today?</i></p>	<p><i>Oh, Won't You Sit Down</i> – African American spiritual; spirituals (Mod. 2: d, r, m)</p> <p><i>Train Is A-Comin'</i> – African American spiritual; spirituals (Mod. 1: ostinatos)</p> <p><i>Great Day</i> – African American spiritual; spirituals; call and response</p> <p><i>I'm on My Way</i> – African American spiritual; spirituals; call and response</p> <p><i>Hush, Hush</i> – African American spiritual (Mod. 4 – expressive singing)</p> <p><i>Do, Lord</i> – African American; gospel</p> <p><i>Now Let Me Fly</i> – African American spiritual</p> <p><i>Peace Like a River</i> – African American spiritual</p>
<p><b>Folk Songs</b></p> <p><i>Folk songs are songs passed down from generation to generation. Why is it important to pass songs down?</i></p>	<p><i>Ida Red</i> – Kentucky folk song; (Mod. 2: pentatonic)</p> <p><i>Old Dan Tucker</i> – USA; frontier song (Mod. 4: form)</p> <p><i>This Old Man</i> – England; folk song (Mod. 1 – partner song with <i>Michael Finnegan</i>)</p> <p><i>Michael Finnegan</i> – USA; nonsense song (Mod. 1 – partner song with <i>This Old Man</i>)</p> <p><i>A Ram Sam Sam</i> – Morocco; folk song</p> <p><i>Pretty Saro</i> – Kentucky; folk song</p>
<p><b>Lifestyle of the People</b></p> <p><i>What can we learn about how people live through song?</i></p>	<p><i>La pulga de San José</i> – Latin American folksong; lifestyles (Mod. 1: ostinatos)</p> <p><i>Mister Ram Goat-O</i> – Trinidad; lifestyle</p> <p><i>Ahora voy a cantarles</i> – Argentina; festivals (Mod. 2: syncopation)</p> <p><i>Kum bachur atzel</i> – Israel; folk song; lifestyle</p> <p><i>Hashkediya</i> – Israel; festival</p> <p><i>Kwa-nu-te</i> – Micmac gathering song; lifestyle</p> <p><i>Hot Cross Buns</i> – England; lifestyle</p> <p><i>Vamos a la mar</i> – Guatemala; lifestyle</p> <p><i>Sweet Potatoes</i> – Creole; lifestyle</p> <p><i>Inkpataya</i> – Lakota courting song; lifestyle</p> <p><i>O hal'lwe</i> – Nanticoke women's dance; lifestyle</p> <p><i>Nani wale na hala</i> – Hawaii; dance; lifestyle</p> <p><i>Karangatia ra</i> – New Zealand; Maori action song; lifestyle</p> <p><i>Mubarak</i> – Iran; birthday song</p> <p><i>Bonavist' Harbour</i> – Newfoundland; lifestyle; dance</p> <p><i>Kingston Market</i> – Jamaica; lifestyle (Mod. 1: ostinatos)</p>
<p><b>Work Songs</b></p> <p><i>Do men sing?</i></p> <p><i>What is it about singing that makes it easier to work?</i></p> <p><i>What kind of work needs singing?</i></p>	<p><i>John Kanaka</i> – sea shanty; work song; game (Mod. 2: pentatone)</p> <p><i>Old Texas</i> – Oklahoma cowboy song; work song; echo song</p> <p><i>Don't Let Your Watch Run Down</i> – South Texas; work song (Mod. 2 – rhythms)</p> <p><i>Railroad Corral</i> – USA cowboy song; work song</p> <p><i>I've Been Working on the Railroad</i> – USA; work song</p> <p><i>Song of the Fishes</i> – USA; sea shanty</p> <p><i>Texas Cowboy</i> – Texas cowboy song; work song</p>

<p><b>Dialects</b></p> <p><i>What is a dialect?</i></p>	<p><i>Supercalifragilisticexpialidocious</i> – Cockney dialect, authentic pronunciations  <i>Hwa-uan li-de young wa wa</i> – Taiwan; lullaby; dialect  <i>Shu ha mo</i> – China; Mandarin dialect; (Mod. 1 – ostinatos)</p>
<p><b>Authentic Instruments</b></p> <p><i>What is authenticity?</i></p> <p><i>Why is it important in performance?</i></p>	<p><i>Gypsy in the Moonlight</i> – Trinidad; authentic instrumentation  <i>Golden Ring Around Susan Girl</i> – Appalachia; authentic instrumentation (Mod. 2: four sixteenth notes)</p>

<b>2. ANALYSIS: Comparing and contrasting the music from around the world helps us understand what we have in common.</b>	
<i>Knowledge</i>	<i>Skills</i>
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Harmony</li> <li>• Timbre</li> <li>• Rhythm</li> <li>• Form</li> </ul> <p>Themes  Compare and contrast  Venn diagrams and other thinking maps</p>	<ul style="list-style-type: none"> <li>• Describe the functions/purpose of the songs from varied cultures.</li> <li>• Research background information.</li> <li>• Aurally discern and identify the elements of music.</li> <li>• Compare and contrast musical elements from familiar and unfamiliar cultures.</li> </ul>
<b>SUGGESTED STEPS</b>	
<p>Source: MM=<u>Making Music: Third Grade</u> 2008 California Edition</p>	
<b>FOCUS</b>	<b>SONGS/ACTIVITIES</b>
<ol style="list-style-type: none"> <li>1. Discuss/review the uses of music through songs and games previously addressed in the module. Decide on a central theme to include in the presentation.</li> <li>2. Select songs that fit into the thematic idea.</li> <li>3. Research background information on selected songs and games.</li> <li>4. Analyze for commonalities in function, effectiveness of purpose and in musical elements.</li> </ol>	

<b>3. SYNTHESIS: A rich narrative is based on the synthesis of new understandings and the creation of meaning while exploring the world of song.</b>	
<i>Knowledge</i>	<i>Skills</i>
<p>Theme  Hypothesis</p>	<ul style="list-style-type: none"> <li>• Organize information in a logical presentation, centered around a theme or hypothesis.</li> </ul>

### SUGGESTED STEPS

Source: MM=Making Music: Third Grade 2008 California Edition

FOCUS	SONGS/ACTIVITIES
Creating a narrative	<ul style="list-style-type: none"> <li>Decide on thematic ideas based on analysis of selected songs and games centered around background information, function/purpose, and/or musical elements.</li> </ul>

#### **4. PERFORMING: *Authentic performance of cultural song and dance respects the integrity of the people and highlights our understanding of our commonalities and honors our differences.***

<i>Knowledge</i>	<i>Skills</i>
Authentic performance Performance criteria	<ul style="list-style-type: none"> <li>Understand how one authentically performs the song and dance of another culture</li> <li>Make critical judgments on one's performance based on selected criteria</li> <li>Create effective strategies to improve performance</li> </ul>

### SUGGESTED STEPS

Source: MM=Making Music: Third Grade 2008 California Edition

FOCUS	SONGS/ACTIVITIES
Investigate authentic performance	<ul style="list-style-type: none"> <li>Research style and performance technique of the culture (check out library videos and Internet resources)</li> <li>Invite an expert to work with the students</li> </ul>
Create performance criteria	<ul style="list-style-type: none"> <li>Review/create criteria on which to evaluate performance</li> </ul>
Practice with intention	<ul style="list-style-type: none"> <li>Use the criteria to improve performance.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>Review appropriate behavior for performance.</li> </ul>