

**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”

Grade 3 Theme	Music is a way to communicate ideas and feelings.	
Enduring Understanding	<p>Expressive elements in music communicate ideas and feelings and deepen meaning.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can we talk about sounds we hear using the language of music? • How can music tell a story? • What does sad sound like? What about angry, or happy? 	
California Standards Addressed	1.3	Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
	1.4	Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
	1.6	Identify simple musical forms (e.g., AABA, AABB, round).
	4.2	Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
	4.3	Describe how specific musical elements communicate particular ideas or moods in music.
	5.1	Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).
	5.2	Identify what musicians and composers do to create music.
Sample Performance Task	Listen to music that is descriptive or tells a story (e.g., “Peter and the Wolf”, “Pictures at an Exhibition”). Show themes, moods, and other elements in the music by using movement, pictures, or other means of communication.	

DEVELOPING CONCEPTS

1. UNDERSTANDING THE ELEMENTS OF MUSIC: <i>The composer manipulates the elements of music to create musical meaning .</i>	
<i>Knowledge</i>	<i>Skills</i>
Composers Compositions Elements of Music: <ul style="list-style-type: none"> • tempo and tempo markings • dynamics and dynamic markings • melodic contour • form: rondo, phrases • texture • articulation: legato and staccato 	<ul style="list-style-type: none"> • Aurally identify musical elements in selected music. • Discuss how the elements of music are manipulated to create a picture, communicate an idea, or are organized into musical thoughts.
SUGGESTED STEPS	
Source: MM= <u>Making Music: Third Grade 2008 California Edition</u>	
<ul style="list-style-type: none"> • Review the elements of music and discuss how they are used in composition. • Discuss how the elements of music are manipulated to create a picture, communicate an idea, or are organized into musical thoughts. 	
FOCUS	SONGS/ACTIVITIES
Tempo <i>Ennanga, Movement III</i> <i>*Choo-Choo Joubert</i>	Form <i>*Ah, vous dirai-je, Maman – phrases</i> <i>*“Trepak” from Nutcracker Suite</i> <i>Ambos a dos – form AB</i> <i>Joy to the World – form AB</i> <i>Flop-Eared Mule – form AB</i> <i>I Don’t Care if the Rain Comes Down – form AB</i> <i>Country Dance – rondo form</i> <i>A Rondo for Lunch – rondo form</i>
Dynamics <i>Supercalifragilisticexpialidocious</i> <i>In My Own Little Corner</i> <i>“Alleluia” from Mass for the 21st Century</i> <i>“Valse Noble” from Carnaval</i>	
Texture <i>“Canon a 4” from Musical Offering</i> <i>*Uma história de ifá</i>	
Melodic contour <i>The Magnificent Seven</i> <i>Quigaviit</i> <i>*Prelude in E Minor</i> <i>*Uma história de ifá</i>	Articulation <i>El gallo pinto – legato and staccato</i> <i>Gavotte – legato and staccato</i> <i>Pointillism – Seurat</i> <i>*“Bear Dance” from Ten Easy Pieces</i>
* denotes listening map	

2. INSTRUMENTATION: <i>The composer manipulates timbre to create the voice of music.</i>		
<i>Knowledge</i>		<i>Skills</i>
Timbre	Brass	<ul style="list-style-type: none"> • Aurally and visually identify instruments. • Analyze how timbre is considered in a composition.
Strings	Pizzicato/arco	
Percussion	Accompaniment	
Woodwinds		
SUGGESTED STEPS		
Source: MM= <u>Making Music: Third Grade</u> 2008 California Edition		
FOCUS		SONGS/ACTIVITIES
Instrumentation: Strings Setting the piece: accompanied or unaccompanied Different articulations		<i>“Bourée 1”</i> from <i>Suite No. 3 in C Major</i> – solo, unaccompanied <i>“Mit Humor”</i> from <i>5 Stücke im Volkston</i> – accompaniment <i>Musette</i> – accompaniment <i>Frère Jacques</i> – pizzicato and arco <i>“Winter”</i> from <i>Four Seasons</i> – strings <i>“Movement 4”</i> from <i>String Quartet No. 5</i> – pizzicato and arco
Instrumentation: Percussion		<i>Whirlwind</i> – xylophone <i>Memories of the Seashore</i> – marimba <i>Pick-a-rib</i> – vibraphone
Instrumentation: Winds		<i>“Sarabande”</i> from <i>Partita in A Minor</i> – flute <i>Flight of the Bumblebee</i> – tuba <i>“Allegro Maestoso”</i> from <i>Water Music</i> - brass

3. COMPOSITION: <i>The composer uses the elements of music as his tools to create pictures and imagery.</i>		
<i>Knowledge</i>		<i>Skills</i>
Mood Imagery Composition		<ul style="list-style-type: none"> • Listen and discern moods created by the composer.
SUGGESTED STEPS		
Source: MM= <u>Making Music: Third Grade</u> 2008 California Edition		
FOCUS		SONGS/ACTIVITIES
Composition: What did this composer do to...		
<ul style="list-style-type: none"> • <i>Raindrop Prelude</i> - ...make it sound like rain? How would you create a piece that sounded like rain? • <i>Grasshoppers</i> – ... make the poem read differently? using text creatively; opportunities for extension • <i>Choo-Choo Joubert</i> – ...change the melody? (theme and variations, tempo) • <i>“On the Trail”</i> from <i>Grand Canyon Suite</i> - ...paint a picture with music? (Grand Canyon) 		

- “Bear Dance” from *Ten Easy Pieces* - ...make the piece sound like a bear?
- “The Royal March of the Lion” from *Carnival of the Animals* - ...make the lion sound like it is walking? roaring?
- “Cattle” from *The Plow that Broke the Plains* - ...make the piece sound like cattle?
- *Bamboula* - ...include a well known song in his composition?
- “Celebration” from *Billy the Kid* - ...make this piece sound like cowboy music?

4. CHOICES: Everyone has the ability to create new ideas through music.

<i>Knowledge</i>	<i>Skills</i>
	Manipulate sound in order to communicate a new idea.

SUGGESTED STEPS

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

FOCUS

SONGS/ACTIVITIES

Altering musical elements will change the musical composition:

- Experiment with a known song by changing the dynamics, tempo, articulation, etc.
- Perform on classroom instruments or by singing while manipulating various musical elements.
- Perform on classroom instruments or by singing in a way that expresses a particular mood or idea (what does “sad” sound like?)
- Use a poem to create a composition (page 346-357)