

**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 involves inquiry.	
Enduring Understanding	<p>Music literacy skills allow us to notate our own music as well as to read and perform the music of others.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How is reading from musical notation like reading words? • How can we write down what we hear? • How can we make a written record of our own music so others can re-create it? • What things can I discover about music by reading music notation? 	
California Standards Addressed	1.1	Read, write and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, whole notes and rests.
	1.2	Read, write and perform pentatonic patterns, using solfege
Sample Performance Task	<p>With a partner, notate the rhythm of a two- to four- line nursery rhyme in simple duple meter. Add pitches from the pentatone to create a melody. With your teacher’s help, notate your melody on the staff and sing or play it for your class.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Rhythm is notated correctly. • Melody uses pitches from the pentatone. • Rhythms and/or pitches are noted and performed accurately, in tempo. • Each composition is unique and student-generated. 	

DEVELOPING CONCEPTS

1. RHYTHM: <i>We can write, read and perform rhythmic notation.</i>	
<i>Knowledge</i>	<i>Skills</i>
<p>Understand and read rhythmic notation</p> <ul style="list-style-type: none"> • Notes (symbols for sound) <ul style="list-style-type: none"> ○ Quarter note (<i>ta</i>) ○ Eighth note (<i>ti-ti</i>) ○ Half note ○ Whole note ○ Dotted half note ○ Sixteenth note (<i>ti-ki-ti-ki</i>) ○ Parts of notes <ul style="list-style-type: none"> i. Stem ii. Note head iii. Beam • Rests (symbols for silence) <ul style="list-style-type: none"> ○ Quarter rest ○ Half rest ○ Whole rest ○ Eighth rest • Rhythm Syllables • Syncopation (syn-co-pa) - if time allows eighth/quarter/eighth <p>Understand Meter in 2/4, 3/4, 4/4</p> <ul style="list-style-type: none"> • Strong and weak beats • Accent • Bar lines • Measures • Time signature • Conducting patterns • Pick-up notes/incomplete measures 	<ul style="list-style-type: none"> • Read and decode rhythmic notation and speak or perform it on classroom instruments. • Write rhythmic notation from dictation. • Write rhythmic notation in a template of beats. • Add bar-lines for a rhythm, given the time signature. • Recognize meters in 2, 3, and 4. • Perform conducting patterns in 2, 3, and 4.

SUGGESTED STEPS

Sources: (3rd Grade Books, unless otherwise stated)
MM=Making Music; 2008 California Edition, STM=Share the Music

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Review or teach steady beat, quarter notes, half notes, double eighths, and quarter rests</p> <p>1. Recognize where there is one sound to a beat, two sounds to a beat, sounds that last two beats and silent beats.</p> <ul style="list-style-type: none"> • Teacher writes words on the board for a short familiar song that includes quarter, eighth, and half notes. Students sing and keep the beat while teacher marks the beat under the words. Students sing and clap the rhythm and determine which beats have one sound, which have two sounds and which are longer than the beat. • Use a similar process to identify silent beats. <p>2. Introduce stick and standard notation and rhythm syllables.</p> <ul style="list-style-type: none"> • Show stick notation for quarter, eighth, and half notes, marking it above the words of the song used in #1 above. • Introduce <i>ta</i>, <i>ti-ti</i> and <i>ta-a</i> (or <i>two--</i>) and lead students to discover how the rhythm syllables help us read rhythms. • Teach students how to clap the rhythm syllable for half note (clap, hold and then circle for beat 2). • Sing a known song with rhythm syllables, instead of words while clapping the rhythm. • Compare stick notation and standard notation. • Give students the proper names of the notes (quarter, eighth, and half notes). • Read the rhythm for a new song from standard notation, using rhythm syllables. 	MM	<p>1. Quarters, double eighths, quarter rest <i>Name, Name, What's Your Name</i></p> <ul style="list-style-type: none"> • (Speech piece) <p><i>Gypsy in the Moonlight</i></p> <ul style="list-style-type: none"> • Resource Book p D-2 <p><i>Alligator Pie</i></p> <ul style="list-style-type: none"> • Resource Book p E-2 • Reading Sequence 1 <p>2. Half notes <i>Au Clair de la lune</i> <i>Turn the Glasses Over</i> <i>Supercalifragilisticexpialidocious</i></p>
	STM	<p>1. Quarters, double eighths, quarter rest <i>Hot Cross Buns</i> <i>Rocky Mountain</i> <i>Miss Mary Mack</i> <i>'Simmons</i></p> <p>2. Half notes <i>Four in a Boat</i> <i>Frere Jacques</i> <i>Turn the Glasses Over</i></p>

<p>3. Use rhythm syllables to practice reading rhythms notated with stick and/or standard notation and practice writing rhythms with stick notation.</p> <ul style="list-style-type: none"> • Clap and speak the rhythm with rhythm syllables while teacher points to the beat. • Step the beat, clap or play the rhythm on rhythm sticks. Read from the board. • Make up rhythms on board and play or say them using rhythm syllables, rhythm instruments, etc. • Use reading/writing materials in resource book. • Use rhythm flashcards. • Students make up rhythms in their own beat template. • Students write rhythmic dictation in a beat template, using stick notation. 		
<p>Review or teach sixteenth notes (four sounds to a beat)</p> <ul style="list-style-type: none"> • Use strategies for quarter, eighth, and half notes above • Keep a steady beat while speaking four-syllable words (Mississippi, watermelon, enchilada, etc.) • Teach the rhythm syllables (<i>tiki-tiki or tiri-tiri</i>) 	MM	<p><i>Ding Dong, Diggadiggadong</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-3, E-3 • Reading Sequence 2 <p><i>Golden Ring Around the Susan Girl</i></p>
	STM	<p><i>Golden Ring Around the Susan Girl</i></p> <ul style="list-style-type: none"> • (2000 Edition only) <p><i>Goin' to Ride Up in the Chariot</i> <i>Salamanca Market</i> <i>Kookaburra</i></p>
<p>Teach dotted half notes (3-beat note)</p> <ul style="list-style-type: none"> • Use strategies for quarter, eighth and half notes above. • Introduce with 3/4 meter. • Teach the rhythm syllables (<i>Ta-a-a</i> or say <i>Three--</i>) and how to clap (clap and hold, circle, circle) 	MM	<p><i>Morning is Come</i></p> <ul style="list-style-type: none"> • Resource Book p. E-14 • Reading Sequence 13 <p><i>The Juniper Tree</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-13, E-15 • Reading Sequence 14
	STM	<p><i>Au Clair de la lune (in 4/4)</i> <i>In the Good Old Summertime</i> <i>Old Paint</i> <i>Ton Moulin (The Windmill)</i></p>
<p>Teach or review the concept of meter, time signatures, and measures</p> <p>1. Discover that beats are organized (or measured) in groups, according to a pattern of strong and weak beats.</p>	MM	<p>4/4</p> <p><i>Turn the Glasses Over</i></p> <ul style="list-style-type: none"> • Resource Book p. D 21 • Rhythm Reading Sequence 21 <p><i>Ding Dong, Diggadiggadong</i></p>

<ul style="list-style-type: none"> • Perform dances or use clapping patterns that demonstrate the meter of the music. • Identify strong/weak beats. • Use a song without pick-up notes. • Write rhythm on board, mark beat under rhythm, use accent marks under strong beats. • Guide students to hear/see the pattern of strong and weak beats and determine how many beats are in each group. • Define meter: the organization of beats into groups to measure time. <p>2. Learn how meter is indicated in the printed music</p> <ul style="list-style-type: none"> • Bar lines and measures <ul style="list-style-type: none"> ○ Demonstrate how bar lines make it easy to see the groups of beats. ○ Compare measures (measuring time) with inches on a ruler (measuring distance). ○ Count measures in a song. • Time Signature <ul style="list-style-type: none"> ○ Use a modified time signature showing the top number with a quarter note underneath. ○ Students locate the time signature in printed music and compare modified and standard time signatures. <p>3. Practice recognizing meter, time signatures, bar lines and measures.</p> <ul style="list-style-type: none"> • Locate time signature and determine meter of new songs in standard notation. • Copy rhythms from board or take rhythmic dictation and add bar lines, according to a given time signature. Mark beats and write in the counting under the notes. • Count measures in a song you sing. • Conduct in correct meter patterns while singing. 	<p>MM</p>	<p>2/4 <i>Don't Let Your Watch Run Down</i></p> <ul style="list-style-type: none"> • Resource Book p. D-17 <p><i>Golden Ring Around the Susan Girl</i> <i>Yankee Doodle</i></p> <p>3/4 <i>Morning is Come</i></p> <ul style="list-style-type: none"> • Resource Book p. E-14 • Reading Sequence 13 <p><i>The Juniper Tree</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-13, E-15 • Reading Sequence 14 <p><i>Take Me Out to the Ball Game</i> <i>Waltzing With Bears</i> <i>Star-Spangled Banner</i> <i>La Paloma Blanca</i> <i>America</i></p>
	<p>STM</p>	<p>4/4 <i>Turn the Glasses Over</i> <i>Each of Us Is a Flower</i></p> <p>2/4 <i>Great Big House in New Orleans</i> <i>Rocky Mountain</i></p> <p>3/4 <i>In the Good Old Summertime</i> <i>Old Paint</i> <i>Ton Moulin (The Windmill)</i> <i>America</i></p>
<p>Teach whole notes (four-beat note)</p> <ul style="list-style-type: none"> • Use strategies as with quarter and eighth 	<p>MM</p>	<p><i>I'm On My Way</i> <i>Old Texas</i></p>

notes above. <ul style="list-style-type: none"> • Introduce with 4/4 meter. • Teach the rhythm syllables (<i>Ta-a-a-a</i> or say <i>Four---</i>) and how to clap (clap & hold, circle, circle, circle). 	MM	<i>Each of Us Is a Flower</i>
	STM	<i>Every Night</i> <i>Old Texas</i>
Optional Extension: Lead students to understand up-beats/pick-up notes.	MM	<i>A Ram Sam Sam</i> <ul style="list-style-type: none"> • Resource Book p D-22 <i>Qué Gusto!</i> <ul style="list-style-type: none"> • Resource Book p. D-14
	STM	<i>Old Paint</i> <i>In the Good Old Summertime</i>
Suggested Preparation for Assessment <ol style="list-style-type: none"> 1. Create a list of short rhymes in simple duple meter. 2. Write one rhyme on the board and guide students to determine the rhythm of the words. 3. Determine the meter, mark the bar-lines, write the time signature. 4. Students choose from the list, or are given a pre-selected rhyme. They write the rhythm above the words, determine the meter, add bar lines and a time signature. 5. Teacher keeps work until the appropriate time to compose and notate a melody to go with the rhythm. 		

2. MELODY AND PITCH: <i>We can use melodic notation to learn new songs or to write down our own music.</i>	
<i>Knowledge</i>	<i>Skills</i>
Understand melodic direction <ul style="list-style-type: none"> • Moving up and down • Pitch/Tone • Repeated Tones • Step/Skip • Pitch Syllables/solfege <ul style="list-style-type: none"> ○ Pentatone • Curwen hand signs Understand melodic notation <ul style="list-style-type: none"> • Staff <ul style="list-style-type: none"> ○ Treble clef ○ Line notes ○ Space notes ○ Hand staff • Solfege ladder • Leger lines 	<ul style="list-style-type: none"> • Recognize melodic direction visually and aurally. • Recognize steps, skips, and repeated tones visually and aurally. • Create simple melodies using pitch syllables of the pentatone. • Notate simple melodies on the staff using pitches from the pentatone. • Read and decode melodic notation and sing or perform it on classroom instruments. • Use hand-signs and pitch syllables with pentatonic melodies.

SUGGESTED STEPS

Sources: (3rd Grade Books, unless otherwise stated)
MM=Making Music; 2008 California Edition, STM=Share the Music

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Follow the melodic direction of a song</p> <ul style="list-style-type: none"> • Follow the shape of the melody with icons or with a listening map. • Write rhythm notation in straight line on board, draw lines for melodic contour underneath rhythm. Ask students what the lines show and then compare them to staff notation. • Point to and follow the notes of the melody in staff notation. Discuss how the notes show the sounds staying the same or moving up or down. • Students point to places where the notes show the melody going up; where it is going down; where it stays the same. 	MM	<p><i>I Don't Care If the Rain Comes Down</i> <i>Prelude in E Minor (Chopin)</i></p> <ul style="list-style-type: none"> • Listening Map
	STM	<p><i>Rocky Mountain</i></p> <ul style="list-style-type: none"> • Picture and staff notation
<p>Review or teach students to hear, sing, read and write the pitches of the pentatone: <i>Do, Re, Mi, So, La</i></p> <p>1. Recognize aurally and sing the pitches of the pentatone.</p> <ul style="list-style-type: none"> • Review or introduce <i>La, So, Mi</i> with songs, games, etc. <ul style="list-style-type: none"> ○ Use body movements to identify the high-med-low pitches (head, shoulders, hips). ○ Teach and sing the pitch syllables. ○ Teach and sing with Curwen hand signs. • Review or introduce <i>Mi, Re, Do</i> with songs, games, etc. <ul style="list-style-type: none"> ○ Use strategies as in <i>La, So, Mi</i> above. • Learn pentatonic songs and discover the pitches. <ul style="list-style-type: none"> ○ Echo-sing with solfege syllables and hand signs. ○ Learn a song from rhythm notation with solfege letters under the rhythm. ○ Learn a song from a solfege ladder. 	MM2	<p>So, Mi, La <i>Pizza, Pizza, Daddy-O</i> <i>El juego Chirimbolo</i> <i>Rocky Mountain</i></p>
	MM3	<p>Do, Re, Mi <i>Au clair de la lune</i> <i>O Won't You Sit Down</i></p> <ul style="list-style-type: none"> • Resource Book p. D-4, E-4 • Reading Sequence 3 <p><i>Hot Cross Buns</i></p> <p>Pentatone <i>Ida Red</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-5, E-5 • Reading Sequence 4 <p><i>Chicken on a Fence Post</i> <i>Li'l Liza Jane</i> <i>Hop Up, My Ladies</i></p> <p>High Do <i>Li'l Liza Jane</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-15, E-16 • Reading Sequence 15 <p><i>Ding Dong, Diggadiggadong</i> <i>Take Me Out to the Ball Game</i> <i>Hop Up, My Ladies</i></p>

<p>2. Learn to sing/play pentatonic songs by reading from staff notation.</p> <ul style="list-style-type: none"> • Introduce the staff (a graph for pitch). <ul style="list-style-type: none"> ○ Teach the “Hand Staff,” numbering lines and spaces. ○ Show note heads on staff (no stems) and describe line notes and space notes. ○ Show the notes of the pentatone written with <i>Do</i> on a line, and then with <i>Do</i> on a space. • Sing a known pentatonic melody from standard notation on the treble staff, pointing to the notes. Repeat, singing the solfege syllables. • Sing the song from staff notation with <i>Do</i> on various lines and spaces and have students ‘write’ it on their hand staff as they sing. • Discover steps and skips in pentatonic patterns and how to recognize them on the staff. <ul style="list-style-type: none"> ○ Sing and show them on hand staff. ○ Use a solfege ladder. ○ Read new melodic phrases from staff notation, using solfege. • Introduce Treble Clef (G Clef): indicates that all pitches on the staff are treble (high) sounds. <p>3. Practice reading/writing pentatonic melodies in staff notation and sing or play them.</p> <ul style="list-style-type: none"> • Write pitches with note markers on staff mats <ul style="list-style-type: none"> ○ Identify lines with markers, then spaces ○ Begin with <i>So-Mi-Do</i> with <i>Do</i> on various lines and spaces. Add <i>Re</i> and <i>La</i>. ○ Use markers to take melodic dictation, with a given line or space for <i>Do</i>. ○ Assist students to place markers melodically, moving from left to right, instead of harmonically 	<p>MM2</p> <p>MM3</p>	<ul style="list-style-type: none"> • Resource Book pp. D-16, E-17 • Reading Sequence 16 <p>Low La <i>One Morning Soon</i></p> <ul style="list-style-type: none"> • Resource Book p. E-8 • Reading Sequence 7 <p><i>Hosisipa</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-8, E-9 • Reading Sequence 8 <p><i>Old Texas</i> <i>Keep Your Eyes On the Prize</i></p> <p>Low So <i>Hwa yua li-de young wa wa (Garden Lullaby)</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-11, E-12 • Reading Sequence 11 <p><i>Alabama Gal</i></p> <ul style="list-style-type: none"> • Resource Book pp. D-12, E-13 • Reading Sequence 12 <p><i>Now Let Me Fly</i> <i>Pretty Saro</i> <i>Old Texas</i> <i>Golden Ring Around the Susan Girl</i> <i>Draw a Bucket of Water</i> <i>Turn the Glasses Over</i></p>
	<p>STM2</p> <p>STM 3</p>	<p>So, Mi, La <i>Pizza, Pizza, Daddy-O</i> <i>Great Big House</i></p> <p>Do, Re, Mi <i>Hot Cross Buns</i> <i>Rocky Mountain</i> <i>Great Big House</i></p> <p>Pentatone <i>Old Brass Wagon</i> <i>‘Simmons</i> <i>Rocky Mountain</i></p> <p>High Do <i>Hop Up My Ladies</i> <i>O Lord, I Want Two Wings</i> <i>Salamanca Market</i></p> <p>Low La <i>Old Texas</i></p>

<p>(stacked top to bottom).</p> <ul style="list-style-type: none"> • Sight-sing melodies from Flash Cards (rhythm + letters or staff notation). • Write a rhythm on board with solfege letters underneath for students to sing. • Sing melodies from a solfege ladder. • Sing melodies from hand signs. • Sing melodies from hand staff. • Use tone bells on a ladder. • Play on instruments. • Sight-sing a new pentatonic song from staff notation. • Point out the pentatonic patterns in other songs. • Use reading/writing materials in resource book. • Make up a melody of four to eight beats, using known rhythms and pitches in a beat template. 		<p><i>My Good Old Man</i> <i>There's a Little Wheel a-Turnin'</i></p> <p>Low So <i>Now Let Me Fly</i> <i>Old Texas</i> <i>Draw a Bucket of Water</i> <i>Turn the Glasses Over</i> <i>Scotland's Burning</i></p>
<p>Suggested Preparation for Final Assessment Project:</p> <ol style="list-style-type: none"> 1. Do a whole group melody on the board, based on one of the rhymes on your list for which students have already written rhythm. 2. Give the students pitch guidelines. Examples: <ul style="list-style-type: none"> • Melody must end on <i>Do</i> • Use pitches of the pentatone 3. Return the rhythm projects to the students. 4. Students write solfege letters above the rhythm. 5. Students transfer their melody to the staff. 6. Students practice their melody with solfege and sing it with solfege or words for their class. 		