



**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 3**

**Anchor: The student will sing/play an instrument using a varied repertoire of music. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.4. Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] Guidelines and music from “The World’s Largest Concert”).</p> <p>M.1.5. Sing or play rounds ostinati and partner songs.</p> <p>M.1.6. Sing or play in groups blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal/and or informal settings.</p>	<p><b>The student will:</b> sing or play music from diverse cultures, genres, and styles and create instrumental accompaniments to folk songs and dances.</p> <p>sing or play rounds, ostinati, and add partner songs of increasing difficulty.</p> <p>sing solos or in groups such as duets or trios and play in groups, blending timbres, matching and varying dynamic levels, and responding to the cues of a conductor in formal/and or informal settings.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will sing or play songs from other countries, folk songs, spirituals, musicals, and songs for occasions (e.g., patriotic, holiday, etc.).</li> <li><input type="checkbox"/> Students will learn folk dances to accompany songs.</li> <li><input type="checkbox"/> Students will create instrumental accompaniments on classroom recorders and Orff instruments.</li> <li><input type="checkbox"/> Students perform more challenging ostinati (vocal and instrumental) as well as rounds and add partner songs.</li> <li><input type="checkbox"/> Students will continue K-2 activities and add partner songs, solos, small groups (duet, trio, etc.) harmony skills, listening and singing together.</li> <li><input type="checkbox"/> Students will vary dynamics in singing and playing.</li> </ul>	



**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 3**

**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.3. Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p> <p>M.2.4. Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sounds.</p> <p>M.2.5. Create and arrange music to accompany selections from children’s literature.</p> <p>M.2.6. Improvise movement to songs or instrumental pieces when appropriate.</p>	<p><b>The student will:</b> improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale, using various percussion instruments.</p> <p>improvise melodies and rhythms using a variety of sounds from traditional and non-traditional sources.</p> <p>create and arrange music to accompany selections from children’s literature such as books, poems or readings.</p> <p>improvise movement to songs or instrumental pieces, increasing the difficulty of the music.</p>	<p><input type="checkbox"/> Students will take turns improvising for 8 beats on unpitched instruments and decide the order in which the instruments are played and also provide pitched percussion, such as xylophone, glockenspiel, metallophones, using any chosen pentatonic scale.</p> <p><input type="checkbox"/> Students will create sound effects using voices and traditional or non-traditional sources to accompany songs. Sounds should be selected appropriate to the action (e.g., “Never Smile at a Crocodile,” Don Gato,” “But the Cat Came Back,” or I Know an Old Lady”.</p> <p><input type="checkbox"/> Students will create and arrange music to accompany readings (books, poems) or dramatizations. (Possible books: <b>Alexander and the Terrible, Horrible, No Good, Very Bad Day</b> or <b>The Nutcracker</b>. Possible poems: “Bonafish Bluebird,” “Dance of the Animals,” or “The Wind.”)</p> <p><input type="checkbox"/> Students will create movement to dramatize songs and/or instrumental pieces.</p>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 3**

**Anchor: The student will read and notate music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p>	<p><b>The student will:</b> recognize and demonstrate an understanding of duration of sound (notes) and silence (rests) in relation to steady beats with increasing difficulty, using syncopation and other more complex rhythms.</p>	<p><input type="checkbox"/> Students will continue grade two activities.  <input type="checkbox"/> Students will learn and perform concepts of syncopation (♩ ♩ ti, ta, ti and/or syn-co-pa. A suggested song to use is “Alabama Gal.” Have students read and perform by clapping and have them write out patterns.</p> <p><input type="checkbox"/> Other patterns might be ♩ ♩, ♩ ♩, ♩ ♩, ♩ ♩ ♩ ♩ ♩ ♩ ♩ ♩</p> <p><input type="checkbox"/> Students will learn the names of the notes. (Let the student perform patterns individually.)</p>	
<p>M.3.2. Read simple meter signatures correctly.</p>	<p>read simple (2, 3, 4) meter signatures and write music patterns.</p>	<p><input type="checkbox"/> Continue skills and activities of grade two.  <input type="checkbox"/> Practice writing patterns in meters of 2, 3, 4.  <input type="checkbox"/> Students do clapping games with partner:  2= pat own legs, then partner’s hands  3= pat own legs, then partner’s hand two times  4= pat legs, clap own hands, tap partners hand, clap own hand.</p>	
<p>M.3.3. Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p>	<p>begin to use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p>	<p><input type="checkbox"/> Same as grade two but add <i>fa</i> and <i>ti</i>.</p>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 3**

**Anchor: The student will read and notate music. (continued)**

<b>Student Learning Expectations</b>	<b>BENCHMARKS</b>	<b>STRATEGIES/ACTIVITIES</b>	<b>SUPPLEMENTARY MATERIALS</b>
<p>M.3.4. Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>	<p><b>The student will:</b> identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation adding repeats, D.S., D.C., and coda.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Add to grade two activities, D.C. al fine, D.S. al fine, Coda.</li> <li><input type="checkbox"/> Learn letter name of notes by playing games, performing on pitched instruments, listing words made from A, B, C, D, E, F, and G (identify words made from these notes); tempo, dynamics; games using terms; symbol “bees.”</li> </ul>	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 3**

**Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
M.4.1. Identify phrases and sections of music that are the same, similar, or different.	<b>The student will:</b> identify phrases and sections of music that are the same, similar, or different, using new and more complex songs.	<input type="checkbox"/> Same as grade two with different songs, etc.	
M.4.2. Identify music forms AB, ABA, and Rondo.	identify music forms AB and ABA and experience theme and variations.	<input type="checkbox"/> Continue grade two activities but include theme and variations and emphasize “form,” the overall plan of a piece of music.	
M.4.3. Describe aural examples of music and music performances.	listen to music and music performances and use form, tempo, and dynamics to describe them.	<input type="checkbox"/> Students write to describe music performances and include A) Terms (tempo, dynamics, simple form, etc.), B) Instruments used, and C) Comparison of music performances.	
M.4.4 Identify instrument families, individual instrument within the families, and recognize adult male, adult female, and children’s voices.	identify instrument families and individual instruments within the families and recognize adult male, adult female, and children’s voices in band, orchestra, jazz, and classical music.	<input type="checkbox"/> Continue grade two activities but include band vs. orchestra; jazz, classical, symphonic, multicultural instruments (e.g., African drums, shakers), etc. <input type="checkbox"/> Make a simple homemade instrument. <input type="checkbox"/> Identify instruments by sound and sight.	

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
GRADE 3**

**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Examine the Pennsylvania state songs and folk music of Pennsylvania and the United States.</p> <p>M.5.2. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.</p> <p>M.5.3. Identify music from various periods, composers and cultures.</p> <p>M.5.4. Sing/play songs and play musical games from diverse cultures.</p>	<p><b>The student will:</b> experience the Pennsylvania state songs and folk music of Pennsylvania and the United States, adding more difficult music.</p> <p>experience patriotic songs (such as “America, the Beautiful”) of the United States and music by American composers.</p> <p>identify music from various periods, composers and cultures, including Impressionism and Classical.</p> <p>sing/play songs and play musical games from diverse cultures.</p>	<p><input type="checkbox"/> Students learn songs such as “Great Big House,” O’, Susanna,” “Strut, Miss Sally,” and “Simmons.”</p> <p><input type="checkbox"/> Students continue to learn patriotic songs such as “America, the Beautiful.”</p> <p><input type="checkbox"/> Students explore music of American composer Stephen Foster (“O, Susanna”) and Duke Ellington (“It Don’t Mean a Thing If It Ain’t Got That Swing”).</p> <p><input type="checkbox"/> Students continue study of various style periods and cultures:  <input checked="" type="checkbox"/> A) Impressionist – Claude Debussy (France—“Claire de Lune”)  <input checked="" type="checkbox"/> B) Classical – Franz Joseph Hayden (Germany), Symphony #94 “Surprise”  <input checked="" type="checkbox"/> C) “Jambo,” African; “Oboo Asi MeNsa,” African; “Children Go Where I Send Thee,” African-American; “Sakura,” Japan</p> <p><input type="checkbox"/> Continue singing songs and playing games from diverse cultures.</p>	

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GRADE 3**

**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.5 Participate in musical activities that correlate with other disciplines.</p> <p>M.5.6. Identify connections between music and the other arts, including similar terms, historical periods, and styles.</p> <p>M.5.7. Sing sacred songs of the Mass.</p> <p>M.5.8. Sing service music from the Mass.</p>	<p><b>The student will:</b> experience musical activities that correlate with other discipline, such as reading, science and mathematics.</p> <p>identify connections between music and the other arts, including similar terms, historical periods, and styles, form and expression.</p> <p>sing sacred songs from traditional and children’s song books.</p> <p>sing the service parts of the Mass.</p>	<p><input type="checkbox"/> Students will use music to connect with subject areas: Reading –Alexander and His Terrible, Horrible, No good, Very Bad Day and Possum come A-Knocking Science—“Frog Went a Courtin’,” “Kookaburra,” Rattlesnake Math (multiplication)—“Weevily Wheat”</p> <p><input type="checkbox"/> Students perform movements, play instruments, and sing songs, in AB, ABA, and Rondo (ABACADFA), changing at the appropriate time.</p> <p><input type="checkbox"/> Students use music to experience, e.g., art comparing line/contour, shape in drawings and paintings, etc.</p> <p><input type="checkbox"/> Students will sing sacred songs that can be used for Mass.</p> <p><input type="checkbox"/> Students will sing service music that can be used during Mass.</p>	