



THIRD GRADE Learning Objectives for Music



BASIC MUSIC THEORY (INCLUDING READING AND WRITING MUSIC)

The learner will

- ☑ learn to recognize and draw the grand staff in both treble and bass clef.
- ☑ review how to draw the notes in both treble and bass clef.
- ☑ Improve skill of reading and playing simple rhythmic patterns using whole notes, half notes and quarter notes.
- ☑ improve upon ability to imitate given rhythmic patterns using body and hand percussion instruments.
- ☑ increase rhythmic sureness, e.g., the ability to adapt their rhythms to others around as well as move to a steady beat.
- ☑ have opportunities to create his/her own music.

MUSICAL INSTRUMENTS AND THE VOICE

The learner will

- ☑ increase awareness of a wide range of string, brass, (reed) woodwind, percussion, folk and traditional instruments.
- ☑ improve ability of using hand percussion instruments and the voice to create and imitate simple rhythmic patterns.
- ☑ learn to sing a wide range of songs from around the world to expand a song repertoire.
- ☑ review how to differentiate between breathing from chest versus abdomen (diaphragm).
- ☑ practice projecting a well-controlled singing voice.
- ☑ make own musical instruments.
- ☑ participate in a wide variety of singing games and action songs.

MUSICAL FORM AND COMPOSITION

The learner will

- ☑ be exposed to and learn to recognize and appreciate various styles and structures of music.
- ☑ learn to hear and interpret expression in music, e.g., instrumental sounds representing emotion, action, storyline, etc.

MUSIC AS A DEVELOPMENTAL EXPERIENCE

The learner will

- ☑ increase awareness of coordination, body awareness, laterality, directionality, position of the body in space and listening skills through musical movement-related activities, songs and games.
- ☑ learn action-based and educationally-themed songs.
- ☑ advance upon listening skills: auditory awareness, e.g., simple recognition of the presence of sound, auditory discrimination, e.g., the ability to distinguish between sounds and to group them into categories such as fast-slow, loud-soft, high-low and auditory sequencing and memory, e.g., the ability to reproduce a sequence of sounds in the correct order; the ability to retain and recall general auditory information.

EXAMPLES

Closing eyes, listening and recalling all the various sounds heard in one's environment is an example of auditory awareness.

Listening to a recording of a song and being able to identify various dynamics (tempo, tone, pitch, etc.) of the song is an example of auditory discrimination.

Hearing a rhythm played on a drum and then being able to imitate that same exact rhythm is an example of auditory sequencing and memory.