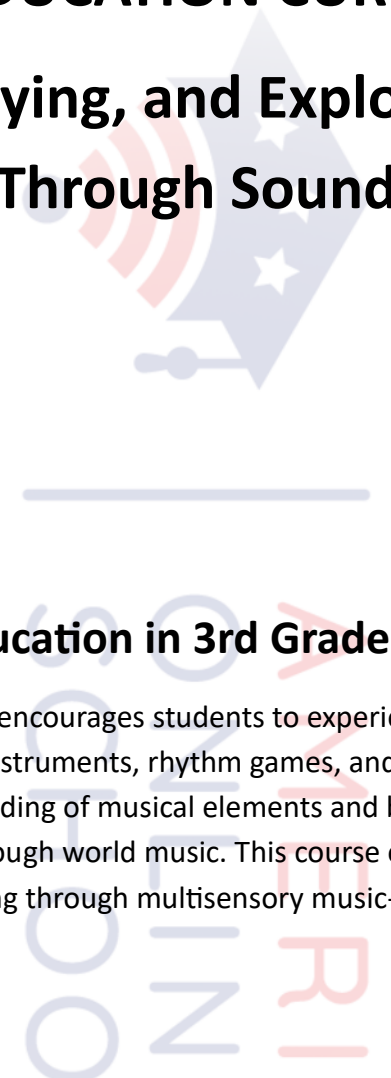


3rd Grade American Online School

MUSIC EDUCATION CURRICULUM

Listening, Playing, and Exploring Cultures Through Sound



Version May/2025

1. Introduction

The Role of Music Education in 3rd Grade

The 3rd Grade Music curriculum encourages students to experience the expressive power of sound through singing, playing instruments, rhythm games, and global listening journeys. Students deepen their understanding of musical elements and begin connecting rhythm, melody, and cultural identity through world music. This course emphasizes participation, creativity, and confidence-building through multisensory music-making.

By the end of this course, students will:

- ✓ **Identify and apply core elements of music such as rhythm, pitch, tempo, and dynamics.**
 - ✓ **Perform and create rhythmic and melodic patterns using voice and instruments.**
 - ✓ **Explore music from different cultures, with a focus on the Caribbean and Sub-Saharan Africa.**
 - ✓ **Recognize a variety of musical instruments and their sound families.**
 - ✓ **Reflect on music's emotional, social, and cultural impact.**
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2. Core Competence Areas

MUS.1 Foundations: Elements of Music

Learning Outcomes

By the end of this course, students will be able to:

- ✓ Define and demonstrate rhythm, melody, tempo, and dynamics.
- ✓ Identify these elements in live and recorded performances.
- ✓ Use them to describe and create music.

Competencies

MUS.1.A.1 – Identifying musical building blocks.

- Use movement and percussion to explore beat, tempo, and volume.
- Listen to and compare short excerpts to detect tempo and mood.

MUS.1.A.2 – Applying elements through active participation.

- Create short compositions using musical symbols.
- Experiment with crescendo, staccato, and pitch height in ensemble activities.

MUS.2 Global Focus: Music of the Caribbean

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Explore traditional Caribbean rhythms, instruments, and celebrations.
- ✓ Recognize patterns of call-and-response and syncopation.
- ✓ Perform rhythmic patterns inspired by reggae, calypso, and steelpan music.

Competencies

MUS.2.A.1 – Discovering culture through music.

- Watch videos of Carnival and traditional Caribbean music performances.
- Identify steel drums, maracas, and claves in recordings.

MUS.2.A.2 – Participating in cultural musical expression.

- Recreate Caribbean rhythms using body percussion or classroom instruments.
 - Write simple rhythmic chants and layer them in groups.
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MUS.3 Rhythmic Play and Performance

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Read and notate basic rhythmic patterns.
- ✓ Keep steady beats and perform rhythmically in an ensemble.
- ✓ Use rhythm to tell a story or enhance a message.

Competencies

MUS.3.A.1 – Reading and responding to rhythm.

- Clap and echo ta–ti–ti–rest patterns using Kodály or Orff methods.
- Build rhythmic sentences using quarter notes, eighth notes, and rests.

MUS.3.A.2 – Creating and improvising rhythms.

- Compose short rhythmic sequences and perform for classmates.
 - Use rhythm to accompany poetry or spoken word.
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MUS.4 Global Focus: Music of Sub-Saharan Africa

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Recognize African instruments and vocal traditions.
- ✓ Participate in polyrhythmic patterns and circle songs.
- ✓ Understand the role of music in community and celebration.

Competencies

MUS.4.A.1 – Connecting music to cultural traditions.

- Learn about talking drums, djembe, shekere, and mbira.
- Explore music used in storytelling, ceremonies, and celebrations.

MUS.4.A.2 – Performing with cultural sensitivity and creativity.

Sing traditional folk songs in call-and-response style.

- Use found instruments (e.g., buckets, shakers) to replicate layered rhythms.
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MUS.5 Instrument Exploration

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Identify and classify instruments by family and material.
- ✓ Experiment with sound production and performance technique.
- ✓ Respect instrument care and ensemble behavior.

Competencies

MUS.5.A.1 – Learning about sound families (strings, winds, percussion).

- Sort instruments by vibration method and material.
- Listen to orchestral and folk recordings and identify instruments.

MUS.5.A.2 – Practicing basic technique on accessible instruments.

- Use xylophones, rhythm sticks, and boomwhackers to play patterns.
 - Follow visual scores and simple compositions.
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3. Assessment and Evaluation

Formative Assessments – Observation and Journals

- ✓ Rhythm clapping and echo checks.
- ✓ Listening journals describing musical features.
- ✓ Ensemble participation rubrics.

Summative Assessments – Projects and Performances

- ✓ Original rhythmic composition.
- ✓ African and Caribbean song presentations.
- ✓ Elements of Music review quiz.

Authentic Assessment – Expressive and Cultural Engagement

- ✓ Music travelogue booklet documenting global music exposure.
- ✓ Soundtrack project for a classroom story.
- ✓ “My Instrument Adventure” reflection and drawing.

4. Instructional Strategies for Online Learning

Experiential Learning and Play

- ✓ Use games, movement, and percussion circles to explore patterns.
- ✓ Sing, play, and improvise with joy and exploration.

Multicultural Integration

- ✓ Listen to and reflect on folk and popular music globally.
- ✓ Celebrate international holidays with song and sound.

Visual and Kinesthetic Aids

- ✓ Use color-coded notation and hand signs.
- ✓ Encourage drawing and movement as forms of musical expression.

Learning Culture

- ✓ Create a respectful music space for participation and risk-taking.
- ✓ Encourage individual voice and group harmony.
- ✓ Reflect on feelings and memories evoked by music.